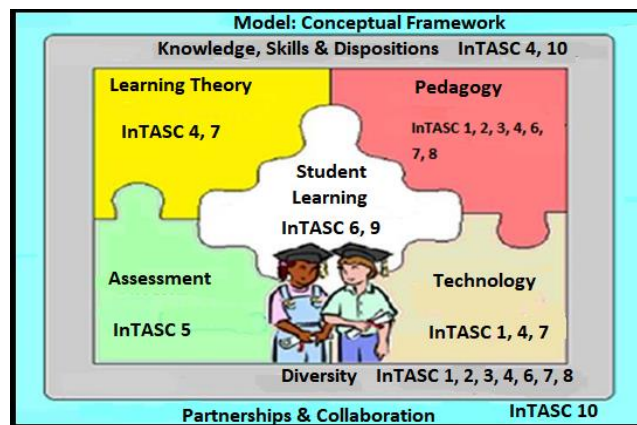


ED 665-01, 02
Monday 01- 5:30-6:45
Monday 02- 7:00-8:15
Research Methods

Professor: Dr. Robin Magruder
Office Phone: (270) 789-5139
Office Hours: Virtual office hours by appointment
Cell Phone: (502) 349-8843
Email: rlmagruder@campbellsville.edu

Campus Security numbers: Office (270) 789-5555, Cell (270) 403-3611

“Empowerment for Learning”



Textbook:

Hendricks, C. (2013). *Improving schools through action research: A reflective practice*. New York: Pearson.

American Psychological Association (2010). *Publication Manual of the American Psychological Association Sixth Edition*. Washington D.C.: American Psychological Association.

THESE BOOKS ARE REQUIRED FOR ED 665, 670, AND 675.

Pre-requisites: None

Course Description:

This course emphasizes both qualitative and quantitative methodology appropriate for the completion of the Teacher Leader Master’s Action Research Project. Special attention is given to action research procedures. Action research, like evaluation, policy, and pedagogical research, builds upon what is

ED 665 2019 G4 Research Methods

fundamental in the qualitative approach. ED 665 is the first course in a series of three courses focusing on action research.

PROFESSIONAL STANDARDS addressed in this course:

Aligned with Assessment (point values)	KTPS/ InTASC Diversity Indicators	KTPS/ InTASC	ILA Standards	Technology (Yes or No)	AMLE	CAEP	NCTM Middle	NSTA	SHAPE Health	SHAPE Physical	TLMS
Research Topic Selection Complete the chart available on Learning House, Research Topic Selection.	1B		1.1, 2.2, 2.4.1, 4.4, 6.1, 7.3	Yes	4c	1	3D, F, G, 5C	3C, 5A, 5B	5A, B, C, D, E	5.1, 5.2	
IRB Proposal Complete IRB proposal following guidelines discussed in class. (See sample IRB on Learning House and power point presentation related to IRB proposal.)			1.1, 5.2, 5.4, 6.1, 7.3	Yes	4c	1	3D, F, G, 5C	3C, 5A, 5B	5A, B, C, D, E	5.1, 5.2	
Introduction Refer to MARP guidelines on Moodle for introduction requirements. (See power point presentation on Learning House for important information regarding the Introduction.)	1B, 2N	1c,f,h, 2c, h, l, 3a, k, r, 4d, f, l	1.1, 5.2, 5.4, 6.1, 7.3	Yes	4c	1	3D, F, G, 5C	3C, 5A, 5B	5A, B, C, D, E	5.1, 5.2	1A,B, 3A, 4A,B, 6B,E, 7B
Methodology Refer to MARP guidelines on Moodle for methodology requirements. (See power point presentation on Learning House for important information regarding the Methodology.)	1B, 1G, 6G, 7B, 9H	6b, k, t, 7a, k, p, 8a, k, n	2.2, 2.4.3.1, 3.2.4.1, 4.4.5.2, 5.4.6.1, 7.3	Yes		1	3D, F, G, 5C	3C, 5A, 5B	5A, B, C, D, E	5.1, 5.2	1D, 4F

Field Hour Requirements Complete field hour requirements based on the Field Hour Matrix.	2H	9, 10	2.2, 2.4, 3.1, 3.2, 4, 5	Yes		1	3D, F, G, 5C	3C, 5A, 5B	5A, B, C, D, E	5.1, 5.2	
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CU Diversity Proficiencies (from KTPS)

1B The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1G The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.

2H The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2N The teacher makes learners feel valued and helps them to learn to value each other.

3F The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

4M The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.

6G The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.

7B The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.

9H The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

10Q The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

Interstate Teacher Assessment and Support Consortium (*InTASC*)

- InTASC 1 Learner Development
- InTASC 2 Learner Differences
- InTASC 3 Learning Environments
- InTASC 4 Content Knowledge
- InTASC 5 Application of Content
- InTASC 6 Assessment
- InTASC 7 Planning for Instruction
- InTASC 8 Instructional Strategies
- InTASC 9 Professional Learning and Ethical Practice
- InTASC 10 Leadership and Collaboration

International Literacy Association (*ILA*)

- Standard 1 Foundational Knowledge
- Standard 2 Curriculum and Instruction
- Standard 3 Assessment and Evaluation
- Standard 4 Diversity
- Standard 5 Literate Environment
- Standard 6 Professional Learning and Leadership

Council for Accreditation of Educator Programs (CAEP)

- Standard 1 Content and Pedagogical Knowledge
- Standard 2 Clinical Partnerships and Practice
- Standard 3 Candidate Quality, Recruitment, and Selectivity
- Standard 4 Program Impact
- Standard 5 Provider Quality Assurance and Continuous Improvement

Association for Middle Level Education (AMLE)

- Standard 4 Middle Level Instruction and Assessment

National Council for the Social Studies (NCSS)

- Standard 1 Themes

National Council of Teachers of English (NCTE)

- Standard 3 Content Pedagogy
- Standard 4 Content Pedagogy

National Council of Teacher of Mathematics (NCTM) Middle

- Standard 3 Content Pedagogy
- Standard 5 Impact on Student Learning

National Science Teachers Association (NSTA)

- Standard 3 Effective teachers of science are able to plan
- Standard 5 Effective Teachers of Science Provide Evidence

SHAPE Health

- Standard 5 Assessment

SHAPE Physical

- Standard 5 Impact on Student Learning

Teacher Leader Model Standards

- Domain I: Fostering a collaborative culture to support educator development and student learning
- Domain II: Accessing and using research to improve practice and student learning
- Domain III: Promoting professional learning for continuous improvement
- Domain IV: Facilitating improvements in instruction and student learning
- Domain V: Promoting the use of assessments and data for school and district improvement
- Domain VI: Improving outreach and collaboration with families and communities
- Domain VII: Advocating for student learning and the profession

Mission Statements/Vision

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are

competent and qualified, and who demonstrate

- Knowledge and skills
- Caring Dispositions, including respect for diversity
- Commitment to life-long learning in a global society-
- Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

SPECIFIC OBJECTIVES/COURSE TASKS/EVALUATION:

Upon completion of this course, you will have gained an understanding of:

Research Topic Selection (60 points)

Document available on Moodle, Research Topic Selection.

Introduction (72 points)

Refer to MARP guidelines on Moodle for introduction requirements. (See power point presentation on Moodle for important information regarding the Introduction.)

Submit your introduction with self-assessment using the rubric as a separate document.

If introduction is submitted on time, candidates have the opportunity to revise based on self-assessment and feedback from a peer and the professor to improve the grade. According to the late policy posted, if the introduction is submitted late, candidates will not have the opportunity to revise.

IRB Proposal (100 points)

Complete IRB proposal following guidelines discussed in class. (See sample IRB on Moodle and power point presentation related to IRB proposal.)

Methodology (70 points)

Refer to MARP guidelines on Moodle for methodology requirements. (See power point presentation on Moodle for important information regarding the Methodology.)

Submit your methodology with self-assessment using the rubric as a separate document.

If methodology is submitted on time, candidates have the opportunity to revise based on self-assessment and feedback from a peer, the professor to improve the grade. According to the late policy posted, if the methodology is submitted late, candidates will not have the opportunity to revise.

Clinical Hour Requirements (100 points)

Complete clinical hour requirements based on the Field Hour Matrix.

Design a research question. (1 hour) (Professor will sign for this hour, evidenced in MARP submission)

Collaborate with a building administrator/principal and discuss possible ways to investigate the research question in their building. (2 hours) (Administrator/Principal will sign for this time)

Collaborate with a classroom teacher to discuss the logistics of implementing the research. (2 hours) (Collaborating teaching will sign for this time)

Write a draft of the letter of consent that will be send in ED 670. (1 hour) (Professor will sign for this hour, evidence in IRB application)

No reflections are required for field hours as the thinking and reflecting is evident in the MARP

documents and discussion forums. All you need to submit is the completed field hour form.

Peer Feedback (20 points)

Candidates are to submit their introduction and methodology to a peer for feedback. You will score a peer’s Introduction and Methodology using the scoring rubric and provide qualitative feedback. Submit your rubric/feedback online and via email to your partner.

**Class Participation
(80 points)**

**Discussion Forum
(60 points)**

GRADING SCALE:

Due Date	Assignment	Point Value
Weekly	Class Participation	70
Weekly	Discussion Forums	60
January 20	Research Topic Selection	60
February 3	Title Page/MARP Introduction	72
February 19	IRB Proposal	100
February 17	MARP Methodology	70
February 24	Clinical Hours	100
February 24	Peer feedback on Introduction and Methodology	10
February 27	Final Revisions	0
	Total	542

Grade Calculation

<u>Percentage</u>	<u>Points</u>	<u>Grade</u>
93 -100%	504-542	A
85 - 92 %	461-503	B
78 - 84%	423-460	C
72 – 77 %	390-422	D
71% or below	<390	F

RUBRICS:

See attached MARP Scoring Rubric for details on all MARP components.

Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well. **If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted.**

Initial posts are due by Thursday at 11:55 pm. Responses to peers due by 11:55 pm Sunday.

Samples of 4 point initial responses and 3 point responses to peers are available on the course outline.

Forum responses will be evaluated using the following criteria:

Initial Response 4points

Category	4	3	2	1
General Assignment	All topics introduced in the prompt are fully addressed.	All topics introduced in the prompt are addressed.	Some topics introduced in the prompt are addressed.	The prompt is not addressed in the response.
Length	More than 10 complex sentences.	7-10 complex sentences	4-6 sentences.	1-3 sentences
Support	Arguments and/or statements are logical and supported by information from the text and articles.	Arguments and/or statements are logical but made with little or loose support from the text and articles.	Arguments and/or statements are logical but not supported.	Arguments and/or statements are not logical.
Connections	Response makes clear connections to current or past experiences in the classroom, school, or political environment.	Response makes loose connections to current or past experiences in the classroom, school, or political environment.	Response makes little real life connection.	No attempt is made to connect prompt to real life situations.
Mechanics	Response is free from grammatical, spelling, or punctuation errors.	A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader.	Several grammar, spelling, and punctuation errors exist.	Grammar, spelling, and punctuation errors impede the understanding of the reader.

Response to Peer (You must respond to two peer initial responses per discussion forum) 3 points each

Category	3	2	1
General Assignment	Response provides constructive	Response provides no constructive	Student does not respond to the initial

	criticism or information.	criticism and demonstrates little understanding of the content.	response or the response is inappropriate.
Length	More than 5 complex sentences.	3-5 complex sentences.	1-2 sentences.

BIBLIOGRAPHY:

Ehrens, B., Ehrens, T., & Proly, J. (2009). *Response to intervention: An action guide for school leaders*. Alendandria, VA: Educational Research Service.

Johnson, A. (2011). *A short guide to action research*. Upper Saddle River, NJ: Pearson.

Rossmann, G.B., & Rallis, S.F. (2016). *Learning in the field: An introduction to qualitative research*. Thousand Oaks, CA: Sage Publications.

Schmuck, R. (2014). *Practical action research for change*. Arlington Heights, IL: Skylight.

Useful websites:

www.campbellsville.edu

www.education.ky.gov (Kentucky Department of Education)

www.rtinetwork.org (Response to Intervention Action Network)

www.owl.purdue.edu (Online writing lab)

Campbellsville University’s Online Attendance Policy

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

IF YOU CANNOT ATTEND YOUR CLASS SESSION, PLEASE EMAIL ME AND I WILL GIVE YOU ACCESS TO THE OTHER CLASS SESSION.

Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

Plagiarism Policy

Campbellsville University's policy on Academic Integrity states: "Each person has the privilege and responsibility to develop one's learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to others' contributions to one's course work. These values can be violated by academic dishonesty and fraud." (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else's paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student's Dean and the Vice- President for Academic Affairs will be notified of either consequence.

Incomplete Statement

A grade of "I" is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the "I"; grade must be completed within 12 months from the time awarded. It is the student's responsibility to complete requirements within the 12 month period. It is the professor's responsibility to change the grade by filling out the proper forms in the Office of Student Records.

Title IX Statement

Title IX Statement: Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

Communication Requirement

Students are expected to activate and regularly use the university provided email domain (studentname@students.campbellsville.edu) for all email communication for this class.

Student Academic Progress (SAP):

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their

financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University's educator preparation program strives to lead candidates in the self-efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program's conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc., that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a "Disposition Recommendation" form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student's School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

Late Policy

If you turn in late assignments, ten percent will be deducted per day. After two weeks, a permanent 0 will be recorded. **Late assignments will not be eligible for grade improvements based on revisions.**

Technology Requirements

You must have a working microphone and web camera in order to participate in class. You are expected to ask and answer questions to earn class participation point.

Tentative Course Schedule/Topics

Date	Topic Emphasized	Required Reading (Should be complete PRIOR to class)	Assignments and Due Dates
<p>Week One January 7</p>	<p>Introductions Master’s Action Research Project (MARP)</p> <p>Introduction to Action Research</p> <p>Defining a Research Topic</p>	<p>Chapter One: Research Methods in Education</p> <p>Chapter Two: Generating Research Ideas Through Reflection</p> <p>Skim the following articles:</p> <p>ChanLin, L., Chou, T., & Hung, W. (2015). Bridging volunteer services and mobile teaching in the tablet reading community. Libri: International Journal Of Libraries & Information Services, 65(4), 269-280. doi:10.1515/libri-2015- 0052</p> <p>Larkin, P. (2015). Say it with social media. Educational Leadership, 72(7), 66-69.</p>	<p>Discussion Forum Week One, Tell Me About Yourself posted by Thursday at 11:55 pm</p>
<p>Week Two January 14</p>	<p>Research Methods Overview (Assignment of Research Method Topic)</p> <p>Institutional Review Board (IRB)</p> <p>Ethics</p> <p>Sources of Research</p>	<p>Chapter Four: Initial Planning of the Action Research Study</p> <p>Skim the following articles:</p> <p>Ciullo, S., Falcomata, T., & Vaughn, S. (2015). Teaching social studies to upper elementary students with learning disabilities: Graphic organizers and explicit instruction. Learning Disability Quarterly, 38(1), 15-26. doi:10.1177/07319487135 16767</p>	<p>Discussion Forum Week Two, Empirical Studies, posted by Thursday at 11:55 pm</p> <p>Research Topic Selection due at 11:55 pm on January 20</p>

		<p>Snow, C., & O'Connor, C. (2016). Close reading and far-reaching classroom discussion: Fostering a vital connection. <i>Journal Of Education</i>, 196(1), 1-8.</p> <p>Watch Introduction power point available on Learning House and be ready to ask questions in class</p>	
<p>Week Three January 21 NO CLASS MEETING</p>	<p>Data Collection</p> <p>Introduction</p>	<p>Chapter Five: Strategies for Collecting Data</p> <p>Watch IRB power point presentation available on Learning House and be ready to ask questions in class</p>	<p>Discussion Forum Week Three, Data Collection posted by Thursday at 11:55 pm</p> <p>Asynchronous Class Recording Questions due Thursday at 11:55 pm</p>
<p>Week Four January 28</p>	<p>Data Collection</p> <p>Triangulation</p>	<p>Chapter Three: Connecting Theory and Action: Reviewing the Literature</p> <p>Chapter Six: Final Planning Before Implementation of the Study</p> <p>Skim the following articles:</p> <p>ChanMin, K., Seung Won, P., Cozart, J., & Hyewon, L. (2015). From motivation to engagement: The role of effort regulation of virtual high school students in mathematics courses. <i>Journal Of Educational Technology & Society</i>, 18(4), 261-272.</p> <p>Stanton-Chapman, T. L., & Schmidt, E. L. (2016). Special education professionals' perceptions toward accessible playgrounds. <i>Research & Practice For Persons With</i></p>	<p>Discussion Forum Week Four, Data Analysis posted by Thursday at 11:55 pm</p> <p>Title Page/Introduction due February 3 at 11:55 pm</p>

		<p>Severe Disabilities, 41(2), 90-100.</p> <p>Watch Methodology power point available on Learning House and be ready to ask questions in class</p>	
<p>Week Five February 4</p>	<p>Data Analysis and Interpretation</p> <p>Methodology</p>	<p>Chapter Seven: Strategies for Data Analysis</p> <p>Skim the following articles:</p> <p>Adkins, M., Bice, M., Bartee, T., & Heelan, K. (2015). Increasing physical activity during the school day through physical activity classes: Implications for physical educators. <i>Physical Educator</i>, 72173-184.</p> <p>Evmenova, A. S., Regan, K., Boykin, A., Good, K., Hughes, M., MacVittie, N., & ... Chirinos, D. (2016). Emphasizing planning for essay writing with a computer-based graphic organizer. <i>Exceptional Children</i>, 82(2), 170-191. doi:10.1177/0014402915591697</p>	<p>Discussion Forum Week Five, Methodology posted by Thursday at 11:55 pm</p>
<p>Week Six February 11</p>	<p>Data Analysis and Interpretation</p> <p>Validity, Reliability, and Generalizability Methodology</p> <p>Triangulation</p>	<p>Chapter Five: Strategies for Collecting Data</p> <p>Chapter Six: Final Planning Before Implementation of the Study</p> <p>Skim the following articles:</p> <p>Apel, K., & Henbest, V. S. (2016). Affix meaning knowledge in first through third grade students. <i>Language, Speech & Hearing</i></p>	<p>Discussion Forum Week Six, Data Analysis and Interpretation posted by Thursday at 11:55 pm</p> <p>Methodology due 11:55 pm on February 17</p> <p>Email Introduction and Methodology to partner for feedback</p>

		<p>Services In Schools, 47(2), 148-156. doi:10.1044/2016_LSHSS-15-0050</p> <p>Bola, Ł., Siuda-Krzywicka, K., Paplińska, M., Sumera, E., Hańczur, P., & Szwed, M. (2016). Braille in the sighted: Teaching tactile reading to sighted adults. Plos ONE, 11(5), 1-13. doi:10.1371/journal.pone.0155394</p>	
<p>Week Seven February 18</p>	IRB Process	We will complete the IRB application together	<p>Clinical Hours due February 24 at 11:55 pm Form ONLY NO REFLECTIONS</p> <p>Peer feedback due February 24 at 11:55 pm</p> <p>IRB due February 19 at 11:55 pm</p>
<p>Week Eight February 25 (ASYNCHRONOUS)</p>	Revision of MARP		<p>Final Revisions due February 27 at 11:55 pm</p>

Welcome to ED 665!

The Master's Action Research Project (MARP) is a three course sequence beginning with ED 665, continuing into ED 670, and concluding in ED 675. The purpose of the MARP is to demonstrate the candidate's ability to plan, conduct, and analyze action research in their classroom setting in alignment with Kentucky Teacher Performance Standards (KTPS/InTASC). (For candidates obtaining a degree in guidance counseling, the action research will occur in their school setting).

The goals of ED 665 include learning about action research methodologies, developing a research question, obtaining Institutional Review Board (IRB) approval, and writing the Introduction and Methodology of the MARP. The goals of ED 670 are revising the first two components of the MARP, writing the Background, and implementing the action research. The goals of ED 675 are analyzing collected data, writing the Data Analysis and Conclusion, revising all components of the MARP, and presenting your MARP to an appropriate audience. Please refer to Power Points for each component of the MARP process which provide valuable information and advice.

The components of the MARP include:

- Introduction (ED 665)
- Background (ED 670)
- Methodology (ED 665)
- Data Analysis (ED 675)
- Conclusion (ED 675)

Please use the following scoring rubric to write and revise all MARP components. As candidates submit MARP documents, professors will provide valuable feedback which will help with revision and implementation of action research. When completed, the MARP is worth a total of 400 points. Candidates must score a minimum of 344 points. In order to successfully progress from one action research course to the next, candidates must score a minimum B on your MARP. Additionally, candidates must score an originality score of less than 15% when submitted to Turn It In originality software.

Masters of Teacher Leader and Special Education candidates will additionally be scored on KTPS/InTASC and Council for the Accreditation of Teacher Preparation (CAEP) standards for advanced programs. On a holistic score of one to four, candidates must score a minimum of two on each indicator. (Not applicable, NA is acceptable as well). Although KTPS/InTASC standards are listed for each component of the MARP, the scores can be holistic, based on the entire MARP process.

Interdisciplinary Early Childhood Educators (IECE) are additionally scored on Kentucky IECE standards and National Association for the Education of Young Children Standards (NAEYC). Guidance Counseling students are additionally scored on Kentucky Standards for School Guidance Counselors Standards, Council for Accreditation of Counseling and Related Educational Programs (CACREP), and American School Counselor Association Standards (ASCA). On a holistic score of one to four, candidates must score a minimum of two on each indicator.

Campbellsville University
School of Education
Masters Action Research Project (MARP)
Scoring Rubric
Revised 6/13/2018

Student Name _____

Topic of MARP _____

Degree _____

ED 665 Professor _____ Term/Date _____ Total Points _____ (136)

ED 670 Professor _____ Term/Date _____ Total Points _____ (260)

ED 675 Professor _____ Term/Date _____ Total Points _____ (364)

ED 665 MARP Requirements	ED 670 MARP Requirements	ED 675 MARP Requirements						
IRB Approval _____	Title Page (2 points) _____	Title Page (2 points) _____						
Title Page (2 points) _____	Abstract (8 points) _____	Abstract (8 points) _____						
Introduction (50 points) _____	Introduction (50 points) _____	Introduction (50 points) _____						
Methodology (50 points) _____	Background (50 points) _____	Background (50 points) _____						
Introduction Writing Mechanics (20 points) _____	Methodology (50 points) _____	Methodology (50 points) _____						
Methodology Writing Mechanics (20 points) _____	References (20 points) _____	Data Analysis (50 points) _____						
Total 142 points _____	Appendices (20 points) _____	Conclusion (50 points) _____						
Minimum B 120 points	Introduction Writing Mechanics (20 points) _____	References (20 points) _____						
Institutional Review Board Proposal	Background Writing Mechanics (20 points) _____	Appendices (20 points) _____						
Date submitted _____	Methodology Writing Mechanics (20 points) _____	Introduction Writing Mechanics (20 points) _____						
Date approved _____	Total 260 points _____	Background Writing Mechanics (20 points) _____						
Turn It In Originality score (Must be 15% or less)	Minimum B 221 points	Methodology Writing Mechanics (20 points) _____						
<table border="1"> <thead> <tr> <th>ED 665</th> <th>ED 670</th> <th>ED 675</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	ED 665	ED 670	ED 675					Data Analysis Writing Mechanics (20 points) _____
ED 665	ED 670	ED 675						
		Conclusion Writing Mechanics (20 points) _____						
		Total 400 points _____						
		Minimum B 344 points						
		Presentation date _____						
		Location _____						
		Score _____						

TITLE PAGE/ABSTRACT			
Title Page Written in ED 665; Abstract written in ED 670			
Ineffective (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Three or fewer criteria included	Four criteria included	Five criteria included	Title is no more than 12 words

			Includes student name Includes institution name Includes date Includes running head Title page follows proper APA format
Score:	Ed 665: /2	ED 670: /2	ED 675: /2
Abstract			
Less than four criteria included Abstract does not meet word criteria	Four to five criteria included Abstract does not meet word criteria	All criteria included Abstract does not meet word criteria	Succinct description of study, purpose, students/participants, methodology, procedures, findings Abstract ranges between 150 and 250 words
Score:	ED 670: /8	ED 675: /8	

SECTION I: INTRODUCTION

Written in ED 665, revised in ED 670, and ED 675

Length: 1 page minimum

Introduction is the first component of the MARP. The purpose is to provide an overview of the MARP.

The following headings should be included in the Introduction:

Rationale

Research Question

Description of Study

Intervention

Kentucky Teacher Performance Standards/Interstate New Teacher Assessment Support Consortium Standards (KTPS/InTASC)

___ **Standard #1: Learner Development** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

___ 1C The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

___ 1F The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

___ 1H The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

___ **Standard #2: Learning Differences** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

___ 2C The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

___ 2H The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2L The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

___ **Standard #3: Learning Environments** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

___ 3A The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

___ 3K The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structure.

___ 3R The teacher is a thoughtful and responsive listener and observer.

___ **Standard #4: Content Knowledge** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

___ 4D The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

___ 4L The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

Ineffective (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Rationale			
Introduction lacks purpose, does not include problem/issue or proposed intervention Rationale describes what prompted you to pursue the topic/intervention without background information	Introduction provides purpose for paper including mention of either problem/issue or proposed intervention Rationale describes what prompted you to pursue the topic/intervention including background information that is not relevant to the topic	Introduction suggests purpose for paper including mention of both problem/issue and proposed intervention Rationale describes what prompted you to pursue the topic/intervention including only relevant background information based on personal experience	Introduction provides purpose for paper including discussion of both problem/issue and proposed intervention Rationale describes what prompted you to pursue the topic/intervention including only relevant background information based on personal experience and supported by scholarly evidence of effectiveness
Research Question			
Research question does not lend itself to action research because it is not within the realm of the researcher's control, and it not open-ended Research question not stated	Research question does not lend itself to action research because it is not within the realm of the researcher's control, but is open-ended Research question not related topic/problem or intervention	Research question lends itself to action research by being open-ended, within the realm of the researcher's control, and answerable with qualitative or quantitative data Research question related to topic/problem or intervention	Research question lends itself to action research by being open-ended and within the realm of the researcher's control, and answerable with mixed data Research question related to topic/problem and intervention
Description of Study			
Description of study includes individual school or grade level Description of study identifies ages of participants only Description of study identifies one piece of data collected	Description of study includes individual school and grade level Description of study identifies number of participants Description of study identifies two pieces of data collected	Description of study includes school district, individual school, and grade level Description of study identifies ages and number of participants Description of study identifies three pieces of data collected	Description of study includes setting, identifying geography, school district, individual school, and grade level Description of study identifies ages, number of participants, and other characteristics Description of study identifies three pieces of data collected and classifies them as qualitative or quantitative
Intervention			

Description of study does not include role of teacher or students	Description of study includes discussion of either role of teacher or students	Description of student includes discussion of intervention including the role of the teacher, role of the students	Description of study includes discussion of intervention including the role of the teacher, role of the student, and materials utilized
Score:	ED 665: /50	ED 670: /50	675: /50

Specific Feedback:

SECTION II: BACKGROUND
Written in ED 670, revised in ED 675
Length: 3 pages minimum

Background is the second component of the MARP. The purpose is to provide an overview of scholarly literature related to the MARP topic. The following should be included in the Background:

- **Headings based on central themes of your MARP topic**
- **A minimum of five scholarly articles (a minimum of three must be empirical studies)**
- **Summary of key articles about the topic and intervention**

Kentucky Teacher Performance Standards/Interstate New Teacher Assessment Support Consortium Standards (KTPS/InTASC)

___ **Standard #5: Application of Content** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

___ **5C** The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

___ **5L** The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

___ **5R** The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

Scholarly Style and Organization

Ineffective (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Background written without a scholarly style without following key aspects of APA format	Background written with a somewhat scholarly style following some key aspects of APA format	Background written with a scholarly style following key aspects of APA format	Background written with a scholarly style following all aspects of APA format
Background not organized	Background organized based on key findings without headings	Background organized with headings not based on key findings	Background clearly organized with headings based on key findings from empirical studies
Relies heavily on direct quotations incorrectly cited	Relies heavily on direct quotations correctly cited using APA format	Includes paraphrases incorrectly cited	Includes paraphrases correctly cited using APA format

Background Content

Ineffective (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Includes citations for one empirical study about the topic	Includes citations for two empirical studies about topic	Includes citations for at least three empirical studies about topic	Includes citations for more than three empirical studies about topic
Some empirical studies related to research with some key aspects of research question included in background	Most empirical studies related to research question with some key aspects of research question included in background	All empirical studies clearly related to research question with key aspects of research question included in background	All empirical studies clearly related to research question with all aspects of research question included in background
Does not include citation for other scholarly	Includes citation for one scholarly source about	Includes citations for at least two scholarly sources about	Includes citations for more than two scholarly

sources about topic; none of which are websites Most sources are outdated, published beyond the last ten year Includes summary of some empirical studies and scholarly sources including some aspects of methodology, findings, and conclusions	topic; none of which are websites Most sources are current, published within the last ten years Includes summary of all empirical studies and scholarly sources including some aspects of methodology, findings, and conclusions	topic; none of which were websites All sources are current, published within the last ten years Includes summary of all empirical studies and scholarly sources including methodology, findings, and conclusions	sources about topic; none of which were websites All sources are current, published within the last ten years Includes thorough summary of all empirical studies and scholarly sources including participants, methodology, findings, and conclusions
Score:	ED 670: /50	ED 675: /50	

Specific Feedback:

SECTION III: METHODOLOGY
Written in ED 665, revised in ED 670, and ED 675
Length: 3 pages minimum

Methodology is the third component of the MARP. The purpose is to provide a detailed overview of the MARP procedures. The following headings should be included in the Methodology:

- **Research Study/Intervention**
 - **Research Participants**
 - **Data Collection**
 - **Data Analysis**

Kentucky Teacher Performance Standards/Interstate New Teacher Assessment Support Consortium Standards (KTPS/InTASC)

___ **Standard #6: Assessment** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

___ 6B The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

___ 6K The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

___ 6T The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

___ **Standard #7: Planning for Instruction** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

___ 7A The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

___ 7K The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

___ 7P The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

___ **Standard #8: Instructional Strategies** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

___ 8A The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

___ 8K The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

___ 8N The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

Research Study/Intervention

Ineffective (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Minimally provides purpose for paper or creates vague interest for reader without research question and rationale	Minimally provides purpose for paper and creates vague interest for readers including either the research question or overview of rationale	Suggests purpose for paper and creates interest for reader including research question and overview of rationale	Provides purpose for paper and creates interest for reader including research question and overview of rationale
Intervention is weakly relevant to research	Intervention is somewhat relevant to research question	Intervention is relevant to research question based on description	Intervention is clearly relevant to research

question without evidence in description	without evidence in description		question based on description
Context of study minimally described	Context of study described including one of three required elements	Context of study described including two of three required elements	Context of study thoroughly described including classroom, school, and district
Time, frequency, or duration of study not described in detail	Time or frequency of study included without mention of five weeks	Time, frequency, and duration of study included without mention of five weeks	Time, frequency, and duration of study included describing a minimum five weeks
Intervention described without explanation of how students experience intervention or how teacher implements intervention	Intervention described including brief explanation of how students experience intervention or how teacher implements intervention	Intervention described including brief explanation of how students experience intervention and how teacher implements intervention	Intervention thoroughly described including how students experience intervention, how teacher implements intervention
Research Participants			
Ineffective (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Research participants mentioned without specific details related to number, gender, and ethnicity	Research participants mentioned without specific details related to number, gender, or ethnicity	Research participants described including number of participants, gender of participants, and ethnicity of participants	Research participants specifically included such as number of participants, gender of participants, ages, and ethnicity of participants
Participant selection not mentioned	Participant selection based on class enrollment, but not specified	Participant selection mentioned without detail	Detailed description of how participants were selected including selection criteria, the use of random selection, or participation based on class enrollment
Confidentiality or anonymity mentioned without detail	Confidentiality and anonymity mentioned without detail	Thorough description of how confidentiality or anonymity was maintained for participants	Thorough description of how confidentiality and anonymity was maintained for participants
Data Collection			
Ineffective (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Data collection not identified as quantitative, qualitative, or mixed methods	One piece of data collection correctly identified as quantitative, qualitative, or mixed methods	Two pieces of data collection correctly identified as quantitative, qualitative, or mixed methods	Three pieces of data collection correctly identified as quantitative, qualitative, or mixed methods
Description of procedures lacks detail and chart of timeline	Description of procedures includes how often data was collected, when data was collected,	Description of procedures includes how often data was collected, when data was collected, duration of data	Detailed description of procedures includes how often data was collected, when data was collected,

Includes description of one or two data instruments without copies in Appendix	duration of data collection, and identifies who collected each piece of data collected without chart or timeline Includes description of one or two data instruments with copies in Appendix	collection, and identifies who collected each piece of data collected, included in data collection chart or timeline Includes description of all data instruments with copies in the Appendix	duration of data collection, and identifies who collected each piece of data, included in data collection chart or timeline which is discussed in text Includes description of all data collection instruments, including discussion of reliability and validity of each instrument with copies in Appendix
Data Analysis			
Ineffective (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Baseline data not mentioned (if applicable) Quantitative data analysis not mentioned (if applicable) Qualitative data analysis not mentioned (if applicable) Data analysis by contextual factors or gap groups not mentioned	Baseline data mentioned without detail (if applicable) Quantitative data analysis mentioned without detail Qualitative data analysis mentioned without detail Data analysis by contextual factors or gap groups mentioned without detail	Description of how baseline data were obtained (if applicable) Description of how quantitative data were analyzed Description of how qualitative data were analyzed Description of how data were analyzed by contextual factors or gap groups	Thorough description of how baseline data were obtained (if applicable) Detailed description of how quantitative data were analyzed including individual or group mean scores, comparison of pre/post scores, or other relevant analysis Detailed description of how qualitative data were analyzed including anticipated summaries, codes, categories of data, or other relevant analysis Detailed description of how data were analyzed by contextual factors or gap groups
Score:	ED 665: /50	ED 670: /50	ED 675: /50

Specific Feedback:

SECTION IV: DATA ANALYSIS

Written and Revised in ED 675

Length: 3 page minimum

Data analysis is the fourth component of the MARP. The purpose is to analyze each piece of data based on individual and groups as appropriate and to draw holistic conclusions based on all data. The following should be included in the Data Analysis:

- Headings organized by data
- Quantitative data analyzed and displayed in tables and figures
- Qualitative data analyzed and displayed by codes and themes
 - Triangulation and analysis of all data
 - Data analysis based on identified gap groups

Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced Programs (Scores based on holistic analysis of entire MARP)

___ **A.1.1** Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

- ___ Applications of data literacy;
- ___ Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- ___ Employment of data analysis and evidence to develop supportive school environments;
- ___ Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- ___ Supporting appropriate applications of technology for their field of specialization; and
- ___ Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Data Results Narrative

Ineffective (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Narrative not clearly organized	Narrative clearly organized by another logical scheme	Narrative clearly organized by research question or methodology without headings	Narrative clearly organized by research question or methodology with appropriate headings
Narrative does not include step by step report on analysis of data including two components of collected data	Narrative includes step by step report on analysis of data including two components of collected data	Narrative includes step by step report on analysis of data including discussion of all components of collected data	Narrative includes step by step report on analysis of data including thorough discussion of all components of collected data
Narrative does not include description of baseline data, but is necessary	Narrative includes brief description of baseline data (if applicable)	Narrative includes description of baseline data (if applicable)	Narrative includes thorough description of baseline data (if applicable)
Narrative does not include summaries for all instruments used for the study without mentioning how the data answers the research question	Narrative includes brief summaries for all instruments used for the study without mentioning how the data answers the research question	Narrative includes data summaries for all instruments used for the study mentioning how the data answers the research question	Narrative includes thorough summaries for all instruments used for the study explaining how the data answers the research question.

Quantitative data not displayed in tables and/or figures	Quantitative data displayed in tables and/or figures do not support discussion of data analysis in narrative	Quantitative data displayed in tables and/or figures supports discussion of data analysis in narrative	Quantitative data displayed in tables and/or figures in APA format supports discussion of data analysis in narrative
Qualitative data discussed in data analysis does not include codes and/or themes of data	Qualitative data discussed in data analysis in narrative includes partial list of codes and/or themes of data	Qualitative data discussed in data analysis in narrative includes codes and/or themes of data	Qualitative data discussed in data analysis in narrative includes codes and/or themes of data including direct quotes from participants
Narrative includes brief mention of triangulation without discussing how the sets of data work together to answer the research question	Narrative includes triangulation of most sets of data and explains how most pieces of data work together to answer the research question	Narrative includes triangulation of all three sets of data and explains how each piece of data works together to answer the research question	Narrative includes triangulation of all three sets of data and thoroughly explains how each piece of data works together to answer the research question
Narrative does not include analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language, and/or socioeconomic status	Narrative includes analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language, and/or socioeconomic status (if applicable) which does not answer the research question	Narrative includes analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language and/or socioeconomic status (if applicable) which partially answers the research question	Narrative includes analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language, and/or socioeconomic status (if necessary) which thoroughly answers the research question. If applicable, includes overview of demographic data
Score: ED 675: /50			

Specific Feedback:

SECTION V: CONCLUSION

Written and revised in ED 675

Length: 2 page minimum

The conclusion is the fifth component of the MARP. The purpose is to provide a summary of the study results and to clearly answer your research question. The following headings should be included in the Conclusion:

- Overview/Synthesis of Results
 - Impact of Study
- Concluding Statements

Kentucky Teacher Performance Standards/Interstate New Teacher Assessment Support Consortium Standards (KTPS/InTASC)

___ **Standard #9: Professional Learning and Ethical Practice** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

___ 9B The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

___ 9G The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

___ 9L The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

___ **Standard #10: Leadership and Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

___ 10F The teacher engages in professional learning, contributes to the knowledge and skills of others, and works collaboratively to advance professional practice.

___ 10O The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced Programs

___ **A.2.2.** The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize.

___ The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component 1.1.

Overview/Synthesis of Results

Ineffective (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Overview/synthesis does not include overview of research question or study. Overview is not thorough	Overview/synthesis includes overview of research question or study. Overview is not thorough	Overview/synthesis includes overview of research question and study. Overview is thoroughly understandable	Overview/synthesis includes thorough overview of research question and study. Overview/synthesis stands alone and is thoroughly understandable
Overview/synthesis includes conclusions inaccurately drawn from results which do not attempt to answer research question	Overview/synthesis includes conclusions inaccurately drawn from results which attempt to answer research question	Overview/synthesis includes conclusions drawn from results which answer research question accurately based on evidence from most of the data	Overview/synthesis includes conclusions drawn from results which answer research question accurately and thoroughly based on evidence from all of the data

Overview/synthesis includes interpretations inaccurately drawn from results which do not attempt to answer research question	Overview/synthesis includes interpretations inaccurately drawn from results which attempt to answer research question	Overview/synthesis includes interpretations drawn from results which answer research question accurately based on evidence from most of the data	Overview/synthesis includes interpretations drawn from results which thoroughly answer research question based on evidence from all of the data
Impact of Study			
Does not include discussion of limitations of study	Includes discussion of limitations of study which is neither critical nor accurate	Includes critical, accurate discussion of limitations of study	Includes critical, accurate discussion of limitations of study with suggestions of how they could have improved study
Does not include discussion of generalizability of study	Includes discussion of generalizability of study which is neither critical nor accurate	Includes critical, accurate discussion of generalizability of the study	Includes critical, accurate discussion of generalizability of the study with suggestions of how they could have improved study
Does not mention next questions or ideas about intervention if the researcher were to continue the investigation	Mentions next questions or ideas about intervention if the researcher were to continue the investigation	Mentions next questions and ideas about intervention if the researcher were to continue the investigation	Includes discussion of next questions and ideas about intervention if the researcher were to continue the investigation
Concluding Statements			
Mentions how results of study were shared with an appropriate audience	Includes discussion of how results of study were shared with an appropriate audience without a discussion of feedback	Includes discussion of how results of study were shared with an appropriate audience with a discussion of feedback	Includes discussion of how results of study were shared with an appropriate audience with a discussion of specific feedback from audience; includes additional ways that results could be shared including to peers and conferences
Score: ED 675:		/50	

Specific Feedback:

References and Citations			
Ineffective (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Does not include citations for all references; citations include a few APA format errors References list does not include all empirical studies and scholarly articles cited within the MARP with minor APA format errors	Includes citations for all references with a few APA format errors Reference list includes all empirical studies and scholarly articles cited within the MARP with minor APA format errors	Includes citations for most references in proper APA format References list includes most empirical studies and scholarly articles cited within MARP in proper APA format	Includes citations for all references in proper APA format Reference list includes all empirical studies and scholarly articles cited within MARP in proper APA format; only scholarly sources included
Score:	ED 670: /20	ED 675: /20	

Specific Feedback:

Appendices			
Ineffective (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Copies of few data collection instruments or consent forms are included, if appropriate	Copies of some data collection instruments and consent forms are included, if appropriate	Copies of most data collection instruments and consent forms are included, if appropriate	Copies of all data collection instruments and consent forms are included, if appropriate
Few additional tables and figures which do not appear in the text are included, if appropriate	Some additional tables and figures which do not appear in the text are included, if appropriate	Most additional tables and figures which do not appear in the text are included, if appropriate	All additional tables and figures which do not appear in the text are included, if appropriate
Samples of few scripted interviews are included, if appropriate	Samples of some scripted interviews are included, if appropriate	Samples of most scripted interviews are included, if appropriate	Samples of all scripted interviews are included, if appropriate
Samples of few student work are included, if appropriate	Samples of some student work are included, if appropriate	Samples of most student work are included, if appropriate	Samples of all student work are included, if appropriate
Few other pertinent documents are included, if appropriate	Some other pertinent documents are included, if appropriate	Most other pertinent documents are included, if appropriate	All other pertinent documents are included, if appropriate
Few appendices are named with a capital letter and follow APA format	Some appendices are named with a capital letter and follow APA format	Most appendices are named with a capital letter and follow APA format	All appendices are named with a capital letter and follow APA format
Score:	ED 670: /20	ED 675: /20	

Specific Feedback:

Writing Mechanics			
Ineffective (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Information appears to be disorganized	Information is organized, but paragraphs are not well-constructed	Information is organized with well-constructed paragraphs	Information is very organized with well-constructed paragraphs and subheadings
Paragraph structure was not clear or sentences were not typically related within the paragraphs	Paragraphs include related information but were typically not constructed well	Most paragraphs include introductory sentence, explanations of detail, and concluding sentences	All paragraphs include introductory sentence, explanations of detail, and concluding sentences
Few sections include an introductory paragraph which does not attempt to draw the reader and a concluding paragraph which does not attempt to summarize key elements	Some sections include an introductory paragraph which attempts to draw the reader and a concluding paragraph which attempts to summarize key elements	Most sections include an introductory paragraph which draws the reader and a concluding paragraph which summarized key elements	Each section includes an introductory paragraph which draws the reader and a concluding paragraph which summarized key elements
Some sources are not accurately documented reference page includes sources not included in the essay itself	All sources are accurately documented, but many are not in the required format and reference page includes several errors	All sources are accurately documented, and most of the in-text parenthetical citations or paraphrase and reference page is mostly accurate in APA format	All sources are accurately documented using in-text parenthetical citations or paraphrase and a separate references page is completely accurate in APA format
Many grammatical, spelling, or punctuation errors; essay does not attempt points of style appropriate for a formal paper	A few grammatical, spelling, or punctuation errors; essay may have used first person statements, contractions, subject-verb agreement, or abbreviations	A few grammatical, spelling, or punctuation errors; contractions, subject-verb agreement, and first person statements	No grammatical, spelling or punctuation errors; this includes avoiding contractions, abbreviations should be spelled out the first mention, subject-verb agreement, and first person statements
Rarely uses past tense too refer to previous studies	Often uses past tense to refer to previous studies	Mostly uses past tense to refer to previous studies	Always uses past tense to refer to previous studies
Rarely uses person first terminology (students with disabilities, students who are gifted/talented, students who speak a second language, <u>NOT</u> LD students, etc.)	Often uses person first terminology (students with disabilities, students who are gifted/talented, students who speak a second language, <u>NOT</u> LD students, etc.)	Mostly uses person first terminology (students with disabilities, students who are gifted/talented, students who speak a second language, <u>NOT</u> LD students, etc.)	Always uses person first terminology (students with disabilities, students who are gifted/talented, students who speak a second language, <u>NOT</u> LD students, etc.)

<p>Few tables have a heading or are mostly referred to in text; few figures have been named with Arabic numerals, few figures are referred to in text; few tables and figures are in proper APA format</p>	<p>Some tables have a heading and are mostly referred to in text; some figures have been named with Arabic numerals, some figures are referred to in text; some tables and figures are in proper APA format</p>	<p>Tables mostly have a heading and are mostly referred to in text; figures mostly have been named with Arabic numerals, figures are mostly referred to in text; most tables and figures are in proper APA format</p>	<p>Tables always have a heading, tables are referred to in text; figures always have been named with Arabic numerals, figures are referred to in text; all tables and figures are in proper APA format</p>
<p>Rarely uses Times New Roman, size 12 font, double spaced, one inch margins and Running Head with page numbers</p>	<p>Often uses Times New Roman, size 12 font, double spaced, one inch margins and Running Head with page numbers</p>	<p>Mostly uses Times New Roman, size 12 font, double spaced one inch margins and Running Head with page numbers</p>	<p>Always uses Times New Roman, size 12 font, double spaced, one inch margins and Running Head with page numbers</p>
<p>Score 22-25% originality in Turn It In at the end of each term</p>	<p>Score between 19-21% originality in Turn It In at the end of each term</p>	<p>Score between 16-18% originality in Turn It In at the end of each term</p>	<p>Scores less than 15% originality in Turn It In at the end of each term</p>

Specific Feedback: