EDCI 777 *** Research to Practice
Spring Semester 2004
Thursdays 7:20 – 10:00 p.m. Enterprise Hall 277

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Course prerequisites: Admission to Graduate School in CIMP or CISL program. Completion of ALL courses in these programs, including Teaching Internship. This is the capstone course for the M.Ed. in Multilingual/Multicultural Education and as such represents the culminating experience in this graduate program. It should be taken in the final semester of course work and the semester in which one intends to graduate.

Possible exceptions: Concurrent enrollment in EDRS 590 or elective or permission of instructor.

Course Schedule: This course is offered each Spring and Fall Semester.

Catalog Description
This course provides a culminating experience that synthesizes and applies the essential elements of second language teaching and learning. Emphasizes the teacher as a change agent through critical inquiry into practice. Aims to promote collaboration between ESL or FL and grade-level teachers to advance the achievement of English language learners and language minority students.

This syllabus was developed by Dr. Lorraine Valdez Pierce and has been revised each semester based on student feedback and evaluations.
Rationale

This capstone course aims to have program candidates synthesize, evaluate, and reflect on the essential elements of what they have learned in the M.Ed. program and apply these to their own teaching. If teachers are not currently in the classroom, they will be asked to collaborate with a teacher who is. A major focus of the course is the nurturing of teacher-leaders through critical inquiry into educational practices that have an impact on culturally and linguistically diverse students. This inquiry will have as its purpose to help increase student learning and achievement among English language learners, language minority students, and foreign language learners.

In this course, teachers become part of a learning and research community by sharing with others what they have learned through applying research to practice. Teachers no longer work alone; schools have seen an increase in teacher teams working with student cohorts. ESL and FL teachers are often a part of a grade-level team and, as such, are responsible for informing general education teachers about how to help English language and foreign language learners participate in grade-level classes.

The National Council for Accreditation of Teacher Education (NCATE) now requires performance-based assessment of teacher candidates in approved teacher education programs. EDCI 777, Research to Practice, the capstone course for the M.Ed. in Curriculum & Instruction with a concentration in Multilingual/ Multicultural Education, is designed for teacher candidates to demonstrate their competence through performance-based tasks.

Overview of Course

Essential elements of this course include: teacher collaboration and reflection; action research through field work, problem solving and innovations in teaching; applications of technology; and presentation skills. Teachers will collaborate with peers to identify a research question in curriculum, instruction and assessment and design an action research project that investigates the question. The action research project and/or the presentation on the project should use technology to facilitate learning as well as professional development. Teachers are especially encouraged to develop instructional and assessment models to be shared with other teachers, including general education, grade-level teachers who are relatively unfamiliar with second language teaching approaches. Teachers will experiment with action research approaches that address a real-life need demonstrated by an actual group of teachers and/or students. Teachers are encouraged to develop instructional web sites for teachers and students, PowerPoint presentations for their colleagues, and/or Internet resources for both students and teachers. Finally, teachers will engage in reflection and self-evaluation of their own performance through a portfolio assessment process and peer and self-assessment activities.
Course requirements consist of an *Action Research Project*, an *In-Class Presentation*, and a professional teaching *Reflective Portfolio*, rather than paper/pencil examinations. Portfolio guidelines will be provided, and portfolios must indicate reflection on professional growth, establishment of personal goals, and evidence of teacher leadership. Each course requirement will be evaluated using a scoring rubric.

**Course Objectives**

Teachers enrolled in this course will:

1. Reflect on the personal and professional change process as a result of completing this degree program;

2. Work as change agents by collaborating with ESL and non-ESL teachers to make improvements in the education of English language learners and language minority students;

3. Develop professional presentation skills, including using technology;

4. Identify a curriculum/assessment need or problem based on research questions posed in an instructional setting;

5. Collect, analyze, and interpret data to address the need or problem;

6. Propose and apply innovative, research-based approaches to instruction aimed at meeting the need or problem with English language learners and language minority students;

7. Prepare a professional portfolio with evidence of reflection, goal-setting, and self-assessment.
Course Requirements

1. **Action Research Project***  
   10% Steps 1-4 - Data Collection (due Week 4)  
   Steps 5-7 - Data Analysis (reviewed Week 11)  
   35% Complete final report (due Week 14)

2. **In-Class Presentation**  
   25% Demonstrate presentation skills  
   (due Weeks 11-15, must be prepared & presented individually)

3. **Reflective Portfolio**  
   - Mid-Term Review 10% Outline, rationale, sample artifacts  
   (due Week 9 & 11)  
   - Final Review 20% Complete portfolio (due Week 15)

*Action Research Project will ideally be conducted in teams of 2 or 3 teachers.

All students will obtain and use an electronic mail account with access to the Internet. GMU makes these accounts available and provides training at no cost to students.

Textbooks

**Required**


# Class Schedule

Prepare to discuss the assigned readings during the week in which they appear.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics &amp; Assigned Readings</th>
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<tbody>
<tr>
<td>2. January 29</td>
<td>Rationale for engaging in Action Research. Increasing diversity in our schools and high-stakes consequences for learning. Choosing the right research questions and assessment criteria. Keeping a journal. The reflective interview. NCATE Standards. Introduction to Teacher Portfolios. <strong>Sign up for In-Class Presentations.</strong> Readings Sagor, Chs. 3-5; Campbell et. al., Ch. 1</td>
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<tr>
<td>5. February 19</td>
<td>Data Analysis Process. Interpreting the data results. Coding data for analysis. List of findings. Using a matrix for data analysis. Member checking. Guidelines for Assembling Your Portfolio. Designing &amp; delivering effective presentations. <strong>Practice presentations, Round 1</strong> (5-7 min.) Readings Sagor, Chs. 10; Campbell, et.al., Ch.2</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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| 6. February 26 | Data Analysis Process. Techniques for analyzing data. Acting on your Action Research Project. **Practice presentations, Round 2.**  
Readings Sagor, Ch. 11 |
| 7. March 4  | Disseminating Action Research Findings. Organizing Portfolios around Teaching Standards. Sample artifacts. **Practice Presentations, Round 3. Peer feedback on Reflective Portfolios and presentation handouts. Mid-Term Feedback Forms.**  
Readings Campbell, et.al., Chs. 4 & 6 |
| 8. March 18 | Spring Break March 7 to March 14 |
Readings Sagor, Ch. 13-14 |
| 10. March 25 | TESOL Long Beach |
| 11. April 1 | Examples of collaborative Action Research. **Peer feedback on Action Research Project, Steps 5-7. Reflective Portfolio due: Mid-term Review (last name L-Z). In-Class Presentations due, Part 1.** |
| 12. April 8 | **In-Class Presentations due, Part 2. Portfolio Work Session. Action Research Project (Steps 5-7) due.** |
| 15. April 29 | **In-Class Presentations due, Part 5. Completed Reflective Portfolio due: Final Review.** |
Description of Course Requirements

1. Action Research Project

Teachers will follow the 7 steps of the Action Research Process to improve and refine their teaching. Teachers may work in teams to address a single research question. Teachers will identify a need or a problem in an educational setting based on research questions generated or agreed upon by a team. The educational setting will typically be at the individual teacher’s classroom level. Sample needs may be: (1) ESL students needing to take the SOLs; (2) a lack of a curriculum for language learning students; (3) misconceptions among grade-level faculty regarding the second language acquisition process; and (4) a need for innovations in curriculum design and/or assessment approaches.

Teachers will: find a focus; base the focus on sound theory; identify a research question; collect data to address the question; analyze the data; report the data and establish an action plan to help improve their teaching and their students’ learning. Teachers are encouraged to demonstrate applications of technology to their Action Research Project, such as through the use of PowerPoint slides, computer-generated instructional materials, and uses of the Internet.

2. In-Class Presentation

Teachers will demonstrate their professional presentation skills for peer feedback and discussion in class. Teachers will make a presentation on their Action Research Project and lead a question/answer session with their classmates. Teachers will be evaluated on their ability to design and deliver a presentation rather than on the content of the Action Research Project itself. Skills for design and delivery include: organization, use of visuals, gestures, and technology; oral language communication skills; use of humor; and engagement of the participants.

3. Reflective Portfolio

Individual teachers will submit a professional portfolio based on the following criteria: (1) a reflective component that shows how the teacher has changed as a result of completing this M.Ed. program and how the teacher has developed as a teacher-leader and change agent in his/her own instructional setting; (2) a selective sampling of indicators of the personal change process (not to include EVERY project the teacher has ever produced) and evidence of application of research to practice; and (3) goal-setting for future professional development and change. The reflective portfolio will be submitted in a paper format. The portfolio will be evaluated through both formative (mid-term) and summative (final) assessments. Teachers will be encouraged to obtain feedback on their portfolios from peers in this class as well as from the instructor.
Assessment of Student Work

Each course project will be assessed using a scoring rubric developed especially for that project. Scoring rubrics will typically be performance-based, using an analytic scoring rubric with a fixed scale from 1-4. Total scores for each project may result in decimal values, as in 3.5 or 3.8 and will be indicated on each project. The rubrics include the following criteria: (1) connection of project or work to previous course work and assigned readings; (2) depth of analysis rather than just description of research and interpretation of data; (3) application to personal experiences and change process; and (4) coherence and clarity in writing and/or other presentation format. Students will receive the scoring rubric for each project before the project is due so that they know in advance how their work will be evaluated.

Evaluation for Course Grade

Course grades will be calculated by multiplying the rating received for each project by its assigned weight on the syllabus and then tallying the subtotals for a total score. For example, if a teacher achieves a total score of 3.7 or above (on a 4.0 scale), the student will receive an A. “A”s will be assigned to final scores totaling 3.7 or above (you don't have to be a perfect 4 on all projects to get an A in this course!). Total course scores from 3.0 -3.65 will receive a B, and scores at 2.9 or below will receive a C. No pluses (+) and minuses (-) will be assigned to grades.

This grading policy is based on past experience using scoring rubrics to assign course grades. Each course instructor develops his/her own grading system. GMU has no official grading policy, although it does assign numerical values to grades received in this course. However, these numerical values are in no way comparable to the scores assigned to projects using the scoring rubrics in this course.
Other Issues

Absences: Your presence in each class meeting is highly valued. Absence from class means you miss the presentation and group discussion, and we miss your contribution to the session. **PLEASE CALL ME AT MY OFFICE BEFORE OR ON THE SAME DAY OF THE CLASS** if you know that you will be late to or absent from class, ideally prior to 4 p.m. Leave a message on my voicemail if I am not in. For same day absences, email will not get to me before class; **use the phone.** Students absent 3 or more times will have their final grade reduced by one letter grade.

Late projects: If you need to request an extension of time to turn in a project, please **CALL ME BEFORE THE DUE DATE** to talk about it. Expect that a late project may impact your grade.

Revised Papers: In this course, sufficient opportunities to receive feedback on your projects are built in throughout the semester. Therefore, once your project has been turned in, scored, and returned to you, please do not ask for additional opportunities to revise it.

Plagiarism: Plagiarism is using an author’s exact words as they appear in print without using quotation marks and/or without citing the author in your paper. Plagiarism is unethical and illegal and goes against the GMU Honor Code. Evidence of plagiarism will result in a rating of 1 and a note to the Dean’s office. **Avoid using authors’ exact words at all;** instead, paraphrase in your own words. Your papers are too short to submit somebody else’s words.

Double dipping: Projects or papers submitted for credit in one course cannot also be used for a grade in a different course, even if you revise them. It’s unethical. Should you use projects from other courses as artifacts in your portfolio, they must be annotated with descriptive information including the course name, professor and the specific assignment which the artifact fulfills.

Grade Incompletes (IN): Are not automatically assigned and are discouraged. If you need to request an Incomplete grade, you will need to show serious cause for this decision (see Graduate Catalog). I will review your status in this course to determine whether to grant your request.
About your Current Teaching Status

To fulfill the requirements of this course, you will need direct access to students and instructional and assessment materials in classroom settings. There should be at least 5 students in this classroom. Working with fewer than 5 students is not likely to yield meaningful information on your research. Here are some possible scenarios:

1. **You are currently teaching in an ESL/FL/Immersion classroom on a part- or full-time basis.** You can work with these students to meet course requirements.

2. You are currently teaching in a classroom, but **not with ESL/FL/Immersion students.** You will need to make arrangements with teachers in one of these settings to observe their students.

3. **You are NOT currently teaching in a classroom with 10 or more students.** You will need access to curriculum and assessment materials and students. Some options include:

   A. Volunteer to help a teacher you already know in Category 1 above (perhaps from previous field experiences) with assessment activities in exchange for information for your course projects. This has been a successful approach for many students. On average, plan on spending 2-4 hours per week with your teacher. **Do NOT, under any circumstances, approach a complete stranger.** Let me put you in contact with a teacher I know, instead.

   B. Work as a substitute teacher in Category 1 on a short or long-term basis. Work with the needs of these students to meet course requirements. As a substitute, you must seek permission to carry out your research project from the appropriate school administrator.

   C. Team up with someone in this course who is willing to share his/her students with you.

   **If you are in Teaching Category 2 or 3 above,** let me know by email as soon as possible (but no later than the 3rd week of class) the names of the teachers with whom you will be collaborating or the arrangements you have made to have access to a class of students.

   **If you are in Teaching Category 1 above,** please consider inviting teachers from this class who are in Categories 2 and 3 to work with you or with your students.
Guidelines for Working in Teams

The Action Research Project may be conducted in a team with 1 or 2 others in this course.

1. Teachers who want to work together as a team need to discuss carefully each team member's role in the project. Each of you should take a lead role, but you should not proceed without getting feedback from your team members and informing them of your progress, consulting them for ideas, and so on. Taking a lead role means that you will be the person primarily responsible for a particular task; it does not mean that you will be working alone. In some cases, team members may decide to take two lead roles each. Draft an agreement specifying each team member's lead role and how and when each person will contribute to the team, and submit your proposal to me.

Lead roles may include:

- presenting models and to the team for feedback;
- identifying outside readings that can inform your project and sharing them with the team;
- presenting ideas on how to address issues of validity and reliability;
- identifying a school site and arranging for a pilot test;
- drafting an outline of the team project; and
- data collection or analysis; and
- preparing the initial draft of the written report.

2. Make sure at least one teacher on your team is currently in a classroom setting and has three or more years of full-time teaching experience.

Team Process Assessment

To provide your team and this instructor with feedback on your perceptions of how the team functioned as a unit, you will be asked to complete and submit a Team Process Assessment form (see next page). With this form, you will indicate how each team member fulfilled his/her lead role as well as how you feel about how your participation contributed to the success of the group. The Team Process Assessment form assures individual accountability of each team member and provides the instructor with insights as to how you perceive teammates' contributions. This information will be confidential. Your self-assessment and the assessment of teammates will be used to inform the rating assigned to each team member and/or the team.

Rating Options

Members of each team will inform the instructor as to whether they prefer to receive a team rating or individual ratings.

CAVEAT: At any point of your working together, if you realize that your team member(s) are not carrying their own weight, please pull out of the team and work individually. Do this as early as possible. Inform me of your decision.
Team Process Assessment

Your name_________________________________ Lead role__________________________

Your teammates' names____________________________________
Date________________________

Circle one response or write a response for each item.

1. Assessment of Team Process
   A. How did your team work together as a single unit?
      Fairly well    OK    Not so well
   B. How could your team have improved its performance?

2. Assessment of Peers
   A. What was the level of productivity and collaboration of your peers?
      Pretty high    Acceptable    Not enough
   B. Make a statement to support your choice in the preceding statement.

3. Assessment of Self
   A. How would you rate your own level of productivity and collaboration?
      Maximum    Acceptable    Minimum
   B. How could you have improved your contribution to your team?

4. Other comments
Reflective Portfolio

Assumptions

1. That monitoring and managing one’s own professional development is challenging
2. That being aware of one’s professional development has the potential to change the culture of schools and improve learning for both students and teachers
3. That a portfolio process can be a valid, reliable, authentic assessment of learning
4. That teachers who develop professional portfolios will develop a deeper understanding of their value in assessment with their own students

Purposes

• To demonstrate competence in meeting professional standards
• To promote reflection and self-assessment in learning through a focus on application of knowledge and skills in classroom practice
• To set goals for professional development and growth

1. What is a Portfolio?
An organized, selective collection of documents that show professional growth and application of knowledge and skills

2. What is a Working Portfolio?
A comprehensive collection of all documents of importance collected throughout your professional career

3. What is a Presentation Portfolio?
A selective collection of documents compiled to present a reader-friendly portrait of your professional competence. This is the type of portfolio to be prepared for this course.

4. How do I organize my Portfolio?
Begin with professional teaching standards. Download from:
http://www.ncate.org/standard/programstds.htm
   CISL candidates – TESOL/NCATE standards
   CIFL candidates – ACTFL/NCATE standards
   CIMM candidates – TESOL/NCATE, ACTFL/NCATE, or INTASC Standards

5. What evidence should I include in my Portfolio?
Include one artifact for each standard that demonstrates how you have met that standard (see Chapter 6 of Campbell, et. al., 2004, for examples of artifacts). One artifact per standard, a minimum of ten artifacts will be sufficient evidence for your presentation portfolio.

6. How might I use my Portfolio?
Evidence of learning in this program
Determine learning needs to meet professional standards
Prepare for job interview
Guidelines for Assembling Portfolios

1. Where do I begin?

Allow yourself some time each weekend to become familiar with your professional standards and to gather artifacts and write up reflective notes on them.

2. How do I store my Portfolio?

Use a notebook binder, either 2" or 3" wide for your Presentation Portfolio. For your Working Portfolio (from which your Presentation Portfolio will evolve), you will need one or more storage boxes.

Create a filing system based on your professional standards, and begin to organize each artifact under one of the standards. Use tab pages for each standard. You will have one section for each standard.

3. What do I include?

Find examples of your work, called artifacts, (especially applications that you have made in your own classroom, e.g., sample lesson plans, rubrics, activities) that meet each professional teaching standard. Label and date each artifact with the date of its creation. You may want to compile a matrix to help you determine where each artifact goes under a specific standard and which standards are missing artifacts (see Campbell, et.al, Appendix B for an example of this.)

See if you can create artifacts during this course to fill in the holes for those standards missing artifacts. **Example:** Present a one-hour workshop for teachers in your school on teaching reading to language learners and put this under the standard on Professionalism.

Refrain from duplicating artifacts and putting them in more than one section. (See Chapter 6 in Campbell, et.al, for examples of artifacts to include in your portfolio.)

4. How do I justify each artifact?

Take notes on index cards about why you have chosen each artifact and how it shows you have met the standards. Use these notes to draft a rationale statement that will be attached to each artifact for the reviewer of your portfolio. A rationale is a brief statement (not more than 1 page long) that explains WHY the artifact is appropriate and HOW it shows your competence for each standard. A rationale is more than a mere description of the artifact; it clearly shows what you have learned in this graduate program and how these skills have helped you improve learning for your students. A rationale statement also includes goals for improving your teaching under each standard (For examples of rationales, see pp. 14 -15 and Chapter 4 in Campbell, et. al.).
5. How do I format my Portfolio?
Make the portfolio reader-friendly by using large-size font (12-14), double-spacing between paragraphs, and bold-faced headings and key words in texts. Make sure your printer produces clear, dark print.

Create a cover sheet for each artifact. The cover sheet will include the title and date for the artifact along with the course number which serves as a source for your artifact (which helped you produce the artifact) and your rationale for including it in your portfolio. Type the entire standard related to the artifact on the cover sheet. Place each artifact in a plastic page protector; avoid double-sided pages.

Draft a Table of Contents for your portfolio (see example in Campbell, et. al., p. 17).

Electronic portfolios are not recommended for the objectives of this course because of their requirement for advanced technology skills and the extensive amount of time needed to prepare them. This type of portfolio would be useful for those who have a number of multimedia artifacts such as video or audio clips, PowerPoint slides, and printed texts.

6. How do I prepare my artifacts in a professional manner?
Present only your own work rather than collaborative projects (unless the standard requires demonstration of collaborative efforts.) All work should be typed (except for samples of student work or your own notes or logs) and spelling, grammar, and syntax should be written in Standard English. Avoid use of whiteout or erasures.

7. How can I make my Portfolio unique?
Include a self-assessment of your strengths as a teacher and establish goals for professional development.

Include personal documents such as a biographical sketch, your resume, and a Philosophy of Education statement at the beginning of your portfolio.

Add artwork, quotations, photographs for cover pages for each artifact and cover of portfolio. Keep these simple so as not to overwhelm the overall professional appearance of your portfolio.
How will the portfolio be assessed?

Each portfolio will be reviewed for evidence of:

1. reflection, self-assessment, & goal-setting for continuous improvement
2. progress in applying research to practice
3. selection, organization, and number of artifacts
4. justification (rationale) for selecting each artifact

Due dates:

**Mid-Term Review:** Weeks 9 & 11, March 18 and April 1
Submit draft portfolio, no fancy or expensive papers. I will provide you with feedback for improvement by making notes on your narratives or rationales.

**Final Review:** Week 15, April 29, 2004

Portfolios may be turned in earlier than the due dates.
EDCI 777 - Research to Practice
K. Buchanan
Spring 2004
Course Syllabus

Action Research Project

Assumptions
1. That familiarity with effective pedagogical approaches is not enough to make a good teacher;
2. That trying out innovative approaches to instruction and assessment can improve student learning;
3. That reflecting on the implementation process can improve teaching;
4. That teachers, like their students, learn by doing.

Purpose
To see what works in the classroom in order to refine and improve teaching

Tasks
You may work individually or in teams of 2 or 3 teachers. Apply technology to your project to the extent possible. Follow the 7 steps of the Action Research Process as described in Sagor (2000). Turn in an outline of Steps 1-4 to me for feedback before collecting any data or spending any time in observation. The 7 Steps of the Action Research Project are:

Steps 1-4: Data Collection

Step 1: Find a focus for your research (e.g., learning strategies, portfolios, self-assessment, writing process). Your focus should address how to improve learning and achievement for English language learners. Make a strong attempt to work with or otherwise involve non-ESL teachers in this project. Describe how you arrived at your focus area (See Sagor, Chapter 2)

Step 2: Clarify theories. Explore theoretical bases regarding your focus topic. Make notes on researchers who have studied your topic and report their findings. What variables or factors are involved? Include graphic organizers used to identify research questions. (See Sagor, Chapter 6)

Step 3: Identify research questions. Generate one key and several related research questions that you intend to explore through your research. Example: What is the relationship between student participation in Literature Circles and reading comprehension? (See Sagor, Chapter 5)

Step 4: Collect the data. Allow yourself 8-10 weeks to collect the data. Identify the student population and instructional setting. Use multiple sources of data and a graphic display of these to achieve triangulation or the corroboration of findings. Use a triangulation matrix to help plan data sources. Set a timeline for collecting the data. Examples of data collection tools may include student work samples, learning logs, rating scales and rubrics, performance assessments, tests, and student interviews or questionnaires (avoid using self-assessments for this project as they may be unreliable). Check methodological and ethical issues involved in data collection. Address how you ensured validity and reliability in the data collection process. You can ensure reliability by collecting data before and after your intervention (pre/post) for each data source (e.g., apply your instructional approach more than once). Attach sample assessment tools including writing prompts, reading texts, comprehension questions, and samples of student work. (See Sagor, Chapters 5, 7 - 9, 12)

Turn in an outline of Steps 1-4 (including your data collection timeline) to me for feedback BEFORE collecting any data.

Steps 5-7: Data Analysis
**Step 5: Analyze the data.** Do not attempt to analyze data until it has been completely collected from all your sources. Once collected, look for patterns of change.

**Part A: Report the Results.** Prepare a list of the findings. Report only the facts. What patterns emerge from your data? Use both quantitative and qualitative data analyses. Summary assertions are non-evaluative and nonjudgmental and state your interpretation of the data. Express results as percentages and/or other basic statistics, but avoid averaging student scores. Show the data results using graphs and bar charts, but do not expect these graphics to be self-explanatory. Graphs, tables, and charts should be fully described in your narrative and included as Appendices at the end of your report. Attach data collection tools and research question. (See Sagor, Ch. 10, p. 133).

**Part B: Interpret the Results.** Interpret only the data introduced under Part A above. How did your students handle the instructional approach you presented them? Tell the story of your data. Discuss the validity and reliability of your inferences. (See Sagor, Chapter 10, p. 135)

**Step 6: Report the data.** Organize the report according to the seven steps of the Action Research process, and identify each step. Draft a brief abstract or executive summary. Prior to preparing your report, get feedback from peers in this class on your work. Avoid plagiarism (copying directly from our texts). (See Sagor, Chapter 11).

**Step 7: Make a plan of action.** What are the implications of your research? What did you learn about your teaching? What will you do differently? (See Sagor, Chapter 11).

**Conclusion:** What have you learned from this Action Research Project about your students, yourself and your teaching?

**Page Limit:** 5 pages plus appendices, including all data collection tools, student work samples, tables, charts, graphs. Use 1” margins all around, size 12 font or larger.

**Due Dates:**
- Steps 1-4 - Data Collection (due Week 4, Feb. 4, 2004)
- Steps 5-7 - Data Analysis (due Week 12, April 8, 2004)
- Complete Final Report (due Week 15, April 29, 2004)
Action Research Project: Sample Research Questions

A. **Choose a question that already has research to support it.** Your job is to see if existing research applies to your case. You are NOT doing basic research (applying untested theories to new contexts).

B. Make sure that the instructional approach you choose to investigate is **appropriate for the language proficiency level of your target student population.**

Rather than use YES/NO questions, formulate open-ended questions that allow for a range of answers.

1. To what extent does the use of Anticipation Guides for teaching pre-reading strategies affect reading comprehension?
2. To what extent does instruction in pre-reading strategies affect the reading proficiency of emergent readers?
3. How does teaching during-reading strategies affect the reading comprehension of intermediate ESL students?
4. What effect does using peer feedback have on students’ writing?
5. What effect does instruction in self-assessment have on the writing of intermediate ESOL students?

Watch for Serious Threats to Validity

1. Collecting different pre- and post-data
2. Not collecting pre- and post-data for ALL data sources
3. Collecting data at different times for different students in the same group e.g., Week 1 for some students, Week 3 for others
4. Reading aloud to students to assess reading comprehension
5. Not accounting for intervening variables (some students received the instructional intervention, others did not)
In-Class Presentation

Assumptions

1. That teachers as professionals need practice in making presentations to other teachers;
2. That teachers benefit from sharing research in progress;
3. That teachers can provide useful peer feedback for improving presentations; and
4. That using feedback can improve presentations

Project: Each graduate student will individually prepare materials for and make an individual presentation on his/her Action Research Project in order to receive an individual rating on it.

Tasks

1. Develop a 15 – 20 minute presentation based on an outline of your Action Research using the 7 steps of the Action Research Process. For equitable distribution of the content of your research, a two-person team should divide presentations in the following way: 1st person – steps 1 through 4, and the second person, steps 5-7. In a three-person team, one person should present on step 4. Be careful to limit each speaker to about 7-10 slides or transparencies. Be sure to distribute slides evenly among team members so that each member has same number of slides or transparencies to talk about.

2. Begin with a hands-on warm-up or opening activity to get the audience involved. This activity should only take about 3 minutes to demonstrate the point that you plan to make during your presentation. If on a team, each speaker must have his/her own warm-up activity relating to his/her own presentation. For this presentation, act on your own as if you were leading a conference presentation without your teammates.

3. Prepare a two-page, double-sided handout for the class and overhead transparencies or a PowerPoint slide show. Put your individual name (rather than all team members’ names) on your handouts. If on a team, you can PLAN who will do what, but you need to DESIGN AND PRESENT YOUR OWN POWERPOINT SLIDES. If on a team, each team member prepares separate handouts for his/her part of the presentation.

4. Follow the Do’s & Don’ts for Presenters (class handout).

5. Signal your most important points. Indicate these on your handout. Tell what you were looking for, how you looked for it, what you found out, and what this means to your teaching – what you will change or do differently.

6. Use your hands deliberately; don’t play with notes or hold your hands behind your back.
7. Keep the presentation light – add a sense of humor. Find a cartoon, relate a short anecdote, or relate to current events.

8. Draft a feedback form or use index cards to get an audience response to your presentation. Ask for feedback on your strengths and weaknesses in the presentation. Each individual presenter must submit a one-page reflection and self-assessment on the presentation for him or herself. You will submit a one-page self-assessment report to me by email within 48 hours of your presentation. I will reply to your email message with a rating for your presentation.

What to include in the self-assessment email report?

* A count of positive responses specific to areas of strength
* A count of negative responses corresponding to areas of weakness
* A summary of constructive criticism for improvement
* Your response (not defense) to the feedback
* A proposal for how you would change your presentation next time to address the feedback received

9. Rehearse the presentation so that you can stick to the 20-minute time limit. Practice speaking slowly and enunciating. Use modulations in your voice to signal your most important points.

10. Make a videotape or cassette tape of your presentation so that you can hear yourself. This will also help you get in all of the important points without going over the time limit.

Due dates: Weeks 11 - 15 (sign up in advance)

Time Limit: 20 minutes per person
EDCI 777 - From Research to Practice

Student Data Sheet

Please print the following information:

Name

Address

Work place/Position

Phone    (H)    (W)

Email address

1. Do you mind having your home phone # and email address distributed on a class list?
   ☐ Yes    ☐ No

2. Are you currently teaching students in any grade, from PreK-12, University, or Adult Ed?
   ☐ YES    ☐ NO

3. Are you licensed to teach in VA public schools? ☐ Yes    ☐ No
   If yes, what endorsements (s) (ex. Elementary, middle grades, FL, ESL)
   ___________________________________________________________

4. Level of contact with non-ESL teachers:
   ☐ Minimal    ☐ Weekly    ☐ Daily

5. Your degree program: ☐ CISL ☐ CMM ☐ CIFL    ☐ Other__________________

6. Have you already completed all coursework for licensure, plus all coursework for M.Ed., plus Teaching Internship? ☐ YES    ☐ NO

7. Classroom teaching experience (specify number of years, whether full-time or part-time, in U.S. or abroad--name country)

8. What research experience do you have? What research questions would you like to investigate in this course with your own students?

9. What type of presentations would you like to be able to make to your colleagues (in your workplace or program)?
TESOL/NCATE* Standards
for the Accreditation** of PK-12 ESL Teachers (2002)

Domain 1: Language
  Standard 1.a. Describing language
  Standard 1.b. Language acquisition & development

Domain 2: Culture
  Standard 2.a. Nature and role of culture
  Standard 2.b. Cultural groups and identity

Domain 3: Planning, Implementing, & Managing Instruction
  Standard 3.a. Planning for standards-based ESL and content instruction
  Standard 3.b. Managing & implementing standards-based ESL and content instruction
  Standard 3.c. Using resources effectively in ESL and content instruction

Domain 4: Assessment
  Standard 4.a. Issues of assessment
  Standard 4.b. Language proficiency assessment
  Standard 4.c. Classroom-based assessment for ESL

Domain 5: Professionalism
  Standard 5.a. ESL research & history
  Standard 5.b. Partnerships & advocacy
  Standard 5.c. Professional development & collaboration

*TESOL= Teachers of English to Speakers of Other Languages
*NCATE = National Council for Accreditation of Teacher Education

**Accreditation = determines that teacher education programs meet demanding standards for preparation of teachers and assures that universities produce qualified teachers who have acquired the knowledge, skills, and dispositions needed to help all students learn
ACTFL/NCATE Standards

Standard 1: Language Linguistics, Comparisons
- Standard 1.a. Demonstrating Language Proficiency
- Standard 1.b. Understanding Linguistics
- Standard 1.c. Identifying Language Comparisons

Standard 2: Cultures, Literatures, Cross-Disciplinary Concepts
- Standard 2.a. Demonstrating Cultural Understandings
- Standard 2.b. Demonstrating Understanding of Literary and Cultural Texts and Traditions
- Standard 2.c. Integrating Other Disciplines in Instruction

Standard 3: Language Acquisition Theories and Instructional Practices
- Standard 3.a. Understanding Language Acquisition and Creating a Supportive Classroom
- Standard 3.b. Developing Instructional Practices that Reflect Language Outcomes and Learner Diversity

Standard 4: Integration of Standards into Curriculum and Instruction
- Standard 4.a. Understanding and Integrating Standards in Planning
- Standard 4.b. Integrating Standards in Instruction
- Standard 4.c. Selecting and Designing Instructional Materials

Standard 5: Assessment of Languages and Cultures
- Standard 5.a. Knowing Assessment Models and Using them Appropriately
- 5.b. Reflecting on Assessment
- 5.c. Reporting Assessment Results

Standard 6: Professionalism
- 6.a. Engaging in Professional Development
- 6.b. Knowing the Value of Foreign Language Learning
Mid-Term Feedback Form
EDCI 777 - Research to Practice

Please answer the following questions so that I can improve this course.

1. What are the 3 most important things you have learned so far in this course?

2. What do you like best about this course?

3. How can this course be improved? Please be as specific as possible, give examples.

4. Any other comments?

Thank you for responding to these questions. Your feedback will be used to improve this course.
End of Semester Feedback Form

Congratulations! You have survived the LAST course!!!

Please give me specific feedback so that I can use your comments to improve this course.

1. In what ways have you benefited from taking this course?

2. What did you like best about this course?

3. If there were ONE THING you could change (such as syllabus topics, course requirements, mini-lectures, or required textbooks and readings) what would that one thing be? Please be specific and make positive suggestions for change.

4. Any other comments?

Thank you. Your feedback will be used to improve the course.
Practice Presentation Dates

February 19, 2004
1. 5.
2. 6.
3. 7.
4. 8.

February 26, 2004
11. 15.
12. 16.

March 4, 2003
17. 21.
18. 22.
19. 23.
20. 24.
In-Class Presentation Handouts

Peer Feedback Form

Please give your partner feedback on the content and appearance of the draft of his/her In-Class Presentation Handouts. Use the following conversation starters:

1. **General impressions**
   - Clear, easy to read
   - Accuracy of information
   - Clarity of information
   - Graphics that enhance message
   - Standard writing conventions (punctuation, spelling, syntax)
   - Cluttered
   - Too many slides per page
   - Too much text per slide
   - Font too small
   - Background too dark
   - Need white space or space for notes
   - Need page numbers
   - Need to attach examples of data collection tools
   - Need to attach examples of student work

2. **What you like best**

3. **What needs to be improved the most**

4. **Other comments**
Analytic Scoring Rubric for Reflective Portfolios - Mid-Term Review

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>EVIDENCE OF REFLECTION</th>
<th>JUSTIFICATION OF ARTIFACTS</th>
<th>SELECTION &amp; ORGANIZATION</th>
<th>APPLICATION OF RESEARCH TO PRACTICE</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>Provides clear evidence of reflection &amp; goal-setting for professional development and improvement.</td>
<td>Provides a thorough justification and explanation of artifacts.</td>
<td>Demonstrates purposeful selection, clear organization, and a sufficient number and variety of artifacts reflecting standards.</td>
<td>Shows applications of research to practice.</td>
<td>Contains few errors in written narratives.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Provides some evidence of reflection &amp; goal-setting for professional development and improvement.</td>
<td>Provides an incomplete justification or only a description for some artifacts.</td>
<td>May lack clear organization or select some artifacts that do not reflect standards and/or has an insufficient number or lack of variety in artifacts.</td>
<td>Shows some applications of research to practice.</td>
<td>Contains some errors in written narratives.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Provides little evidence of reflection &amp; goal-setting for professional development and improvement.</td>
<td>Lacks justification or explanation for many artifacts.</td>
<td>Selects less than relevant artifacts for standards and/or may have unclear organization, and insufficient number and variety of artifacts.</td>
<td>Shows few applications of research to practice.</td>
<td>Contains numerous errors in written narratives.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Provides little evidence of reflection &amp; goal-setting for professional development and improvement.</td>
<td>Lacks justification or explanation for most artifacts.</td>
<td>Selects artifacts that do not reflect standards, and/or has unclear organization, insufficient number, or lacks variety of artifacts.</td>
<td>Shows almost no application of research to practice.</td>
<td>Contains numerous errors in written narratives, and these disrupt meaning.</td>
</tr>
</tbody>
</table>

Feedback:
# Analytic Scoring Rubric for Reflective Portfolios - Final Review

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>SCORING POINTS</th>
<th>EVIDENCE OF REFLECTION</th>
<th>JUSTIFICATION OF ARTIFACTS</th>
<th>SELECTION &amp; ORGANIZATION</th>
<th>APPLICATION OF RESEARCH TO PRACTICE</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Provides clear evidence of reflection in portfolio, self-assessment &amp; goal-setting for professional development and improvement.</td>
<td>Provides a thorough justification and explanation of artifacts.</td>
<td>Demonstrates purposeful selection, clear organization, and a sufficient number and variety of artifacts reflecting standards.</td>
<td>Shows applications of research to practice.</td>
<td>Contains few errors in written narratives.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Provides some evidence of reflection, self-assessment &amp; goal-setting for professional development and improvement.</td>
<td>Provides an incomplete justification or only a description for some artifacts.</td>
<td>May lack clear organization or select some artifacts that do not reflect standards and/or has an insufficient number or lack of variety in artifacts.</td>
<td>Shows some applications of research to practice.</td>
<td>Contains some errors in written narratives.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Provides little evidence of reflection, self-assessment &amp; goal-setting for professional development and improvement.</td>
<td>Lacks justification or explanation for many artifacts.</td>
<td>Selects less than relevant artifacts for standards and/or may have unclear organization, and insufficient number and variety of artifacts.</td>
<td>Shows few applications of research to practice.</td>
<td>Contains numerous errors in written narratives.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Provides little evidence of reflection, self-assessment &amp; goal-setting for professional development and improvement.</td>
<td>Lacks justification or explanation for most artifacts.</td>
<td>Selects artifacts that do not reflect standards, and/or has unclear organization, insufficient number, or lacks variety of artifacts.</td>
<td>Shows almost no application of research to practice.</td>
<td>Contains numerous errors in written narratives, and these disrupt meaning.</td>
<td></td>
</tr>
</tbody>
</table>

**FEEDBACK:**
## Analytic Scoring Rubric for Action Research Project - Completed Project

<table>
<thead>
<tr>
<th>SCORE POINTS</th>
<th>RESEARCH QUESTION</th>
<th>DATA ANALYSIS</th>
<th>VALIDITY &amp; RELIABILITY</th>
<th>CITATIONS</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Presents well-formulated research question based on second language acquisition research and practice.</td>
<td>Data analysis is clear and accurate; attaches data collection tools that are appropriate and used in a timely fashion.</td>
<td>Makes valid inferences from data; avoids serious threats to validity &amp; reliability.</td>
<td>Uses citations appropriately for referencing assigned texts and those providing the theoretical basis for the project.</td>
<td>Presents a well-organized report with few errors in writing.</td>
</tr>
<tr>
<td>3</td>
<td>Presents research question that is partially based on second language acquisition research and practice.</td>
<td>Data analysis has some errors or lacks clarity; attaches some data collection tools that are inappropriate or not used in a timely fashion.</td>
<td>Makes some inaccurate inferences from data; may include serious threats to validity &amp; reliability.</td>
<td>Cites assigned texts and those providing the theoretical basis for the project incorrectly or incompletely.</td>
<td>Presents a well-organized report but may have many errors in writing.</td>
</tr>
<tr>
<td>2</td>
<td>Presents research question that lacks basis in second language acquisition research and practice</td>
<td>Data analysis has numerous errors and lacks clarity; may not attach data collection tools or tools are inappropriate or not used in a timely fashion.</td>
<td>Makes many inaccurate inferences from data; may include serious threats to validity &amp; reliability.</td>
<td>Cites few assigned texts or texts providing the theoretical basis for the project incorrectly or incompletely.</td>
<td>Presents a report that may lack organization or clarity or have many errors in writing.</td>
</tr>
<tr>
<td>1</td>
<td>Presents research question that lacks basis in second language acquisition research and practice.</td>
<td>Data analysis is incomplete, has numerous errors and lacks clarity; does not attach data collection tools or attaches in appropriate tools which are not used in a timely fashion.</td>
<td>Makes many inaccurate inferences from data; includes serious threats to validity &amp; reliability.</td>
<td>Cites no assigned texts or texts providing the theoretical basis for the project incorrectly or incompletely.</td>
<td>Presents a report that lacks organization or clarity or has many errors in writing.</td>
</tr>
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</table>

**FEEDBACK:**
# Analytic Scoring Rubric for Action Research Project *** Steps 1-4 : Data Collection Plan

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>RESEARCH QUESTION</th>
<th>RESEARCH BASE</th>
<th>VALIDITY &amp; RELIABILITY</th>
<th>CITATIONS</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Drafts a well-formulated research question appropriate to target population.</td>
<td>Clearly establishes second language acquisition research base for research question.</td>
<td>Uses a variety of data collection tools appropriate to research question and collects pre-and post-data for all data sources in timely manner, Attaches drafts of tools.</td>
<td>Uses citations appropriately to assigned texts and those providing the theoretical basis for the project.</td>
<td>Presents a well-organized plan with few errors in writing.</td>
</tr>
<tr>
<td>3</td>
<td>Drafts a research question that is unclear or that may not be appropriate to target population.</td>
<td>Establishes partial research base for question.</td>
<td>Uses similar data collection tools or does not collect pre- and post-data for all data sources in timely manner.</td>
<td>Uses some citations to assigned texts and those providing the theoretical basis for the project.</td>
<td>Presents a plan that may lack clear organization or contains numerous errors in writing.</td>
</tr>
<tr>
<td>2</td>
<td>Drafts a research question that is not feasible and inappropriate for target population.</td>
<td>Establishes little research base for question.</td>
<td>Uses too few or inappropriate data collection tools or does not collect pre- and post-data for all data sources in timely manner.</td>
<td>Uses few citations.</td>
<td>Presents a plan that lacks organization and contains numerous errors in writing.</td>
</tr>
<tr>
<td>1</td>
<td>Does not draft a research question.</td>
<td>Establishes no research base for question.</td>
<td>Uses almost no or inappropriate data collection tools and does not collect pre-and post-data for all data sources.</td>
<td>Uses no citations.</td>
<td>Presents a plan that lacks organization and coherence and contains numerous errors in writing.</td>
</tr>
</tbody>
</table>

**FEEDBACK:**

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George Mason University

Graduate School of Education
# Analytic Scoring Rubric for Action Research Project  Steps 5 - 7: Data Analysis Report

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>DATA ANALYSIS</th>
<th>VALIDITY &amp; RELIABILITY</th>
<th>ACTION PLAN</th>
<th>CITATIONS</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCORE POINTS</td>
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<td></td>
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<tr>
<td>4</td>
<td>Clearly analyzes patterns of change using evidence from pre- and post-data collection; attaches data collection tools that are appropriate and used in a timely fashion.</td>
<td>Draws valid inferences from data results; avoids serious threats to validity &amp; reliability, and discusses limitations of interpretations.</td>
<td>Proposes appropriate action plan based on data analysis.</td>
<td>Uses citations appropriately for assigned texts and those providing the theoretical basis for the project.</td>
<td>Presents a well-organized report with few errors in writing.</td>
</tr>
<tr>
<td>3</td>
<td>Conducts analysis with some errors or lack of clarity; may attach some data collection tools, and these may be inappropriate or not used in a timely fashion.</td>
<td>Draws some inaccurate inferences from data; may include serious threats to validity &amp; reliability or omits discussion of limitations of interpretations.</td>
<td>Proposes action plan that is not based completely on data analysis.</td>
<td>Cites assigned texts and those providing the theoretical basis for the project incorrectly or incompletely.</td>
<td>Presents a well-organized report but may have many errors in writing or lacks clarity in places.</td>
</tr>
<tr>
<td>2</td>
<td>Conducts analysis with numerous errors and lacks clarity; does not attach data collection tools or tools are inappropriate or not used in a timely fashion.</td>
<td>Draws many inaccurate inferences from data; includes serious threats to validity &amp; reliability and omits discussion of limitations of interpretations.</td>
<td>Proposes action plan that is not based on data analysis.</td>
<td>Cites few assigned texts or texts providing the theoretical basis for the project.</td>
<td>Presents a report that may lack organization or clarity or have many errors in writing.</td>
</tr>
<tr>
<td>1</td>
<td>Conducts analysis that is incomplete, has numerous errors and lacks clarity; does not attach data collection tools or attaches inappropriate tools not used in a timely fashion.</td>
<td>Draws few or no inferences from data; includes serious threats to validity &amp; reliability and omits discussion of limitations of interpretations.</td>
<td>Lacks action plan.</td>
<td>Cites no assigned texts or texts providing the theoretical basis for the project.</td>
<td>Presents a report that lacks organization and clarity and has many errors in writing.</td>
</tr>
</tbody>
</table>

**FEEDBACK:**
## Analytic Scoring Rubric for In-Class Presentation

<table>
<thead>
<tr>
<th>Domain</th>
<th>Physical Presence &amp; Voice</th>
<th>Interaction/Engagement</th>
<th>Visuals/Technology</th>
<th>Time Limit</th>
<th>Peer Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score Points</td>
<td>Physically Present &amp; Voice</td>
<td>Interaction/Engagement</td>
<td>Visuals/Technology</td>
<td>Time Limit</td>
<td>Peer Feedback</td>
</tr>
<tr>
<td>4</td>
<td>Maintains eye contact with audience; modulates and projects voice.</td>
<td>Engages participants and uses voice &amp; body to maintain attention and enhance presentation.</td>
<td>Uses visuals, handouts, and technology effectively.</td>
<td>Sticks to the time limit. Shows evidence of practice.</td>
<td>Analyzes peer feedback to suggest self-improvements.</td>
</tr>
<tr>
<td>3</td>
<td>Less eye contact with audience does not change voice sufficiently for entire audience to hear, or to overcome distractions, or for variety.</td>
<td>Engages participants using brief or ineffective activity and uses voice &amp; body to enhance presentation.</td>
<td>Uses visuals, handouts, or technology, with some problems.</td>
<td>May exceed the time limit or go far below it. Little evidence of practice.</td>
<td>Reports peer feedback but does not suggest self-improvements.</td>
</tr>
<tr>
<td>2</td>
<td>Almost no eye contact, little modulation of voice.</td>
<td>Does not engage participants but may use voice &amp; body to enhance presentation.</td>
<td>Uses visuals, handouts, or technology with many or major problems.</td>
<td>Exceeds the time limit or speaks only briefly. No evidence of practice.</td>
<td>Reports peer feedback briefly and does not suggest self-improvements.</td>
</tr>
<tr>
<td>1</td>
<td>Reads from note cards extensively uses monotone voice and little inflection.</td>
<td>Does not engage participants, is not aware of audience attention, and uses voice &amp; body in limited manner.</td>
<td>Does not use visuals, handouts, or technology.</td>
<td>Shows no concept of time limit. No evidence of practice.</td>
<td>Does not report peer feedback or suggest self-improvements. OR Plagiarizes materials.</td>
</tr>
</tbody>
</table>

**Feedback:**
In-Class Presentations

Sign-up List

*Members of same team should present on same date, individually, one after another.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Tentative Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1: April 1</td>
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<td>Part 2: April 8</td>
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<td>Part 3: April 15</td>
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<td>Date</td>
<td>Name</td>
<td>Tentative Topic</td>
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<td>Part 4: April 22</td>
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| Part 5: April 29 |      |                 |
|                  |      |                 |
|                  |      |                 |
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