

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDUCATION RESEARCH – EDRS 590, SECTION 603**

**Education Leadership Program
AFA Cohort
Spring 2006**

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Information is machines. Knowledge is people. Information becomes knowledge only when it takes on a “social life” – Fullan (2001), Leading in a Culture of Change, p. 78.

Schedule information:

Location: Marshall Building

Meeting times: Mondays, January 23rd through May 1st, 4:30 pm – 7:30 pm
Students are expected to attend every class. Please contact the instructor by phone or e-mail if you have a problem that will prevent you from attending class.

Course description: 590 Education Research (3:3:0) Develops skills, insights, and understanding basic to performing research, with emphasis on interpretation and application of research results. Course critiques research, and uses findings in educational settings.

The general intent of the course is to help students to become better consumers of research, and to understand the ways education research relates to instructional leadership practice and school improvement. All of the EDLE program goals are active, to a greater or lesser extent, in this course. Candidates will begin to:

1. Develop the capacity to examine and summarize student performance data and use these data to identify school needs;
2. Develop an informed perspective on issues in education administration that is grounded in contemporary research;
3. Understand how principals can use research to enhance instructional leadership;
4. Use various social science perspectives as the foundation for advocacy and change; and
5. Be able to apply technology to the task of conducting education research.

Nature of course delivery:

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

1. Classes will reflect a balance of activities that encourage the exploration of the use of research in instructional leadership. To promote an atmosphere that allows us to accomplish this, we will:
 - a. Start and end on time;
 - b. Maintain (flexibly) a written agenda reflecting objectives for each class;
 - c. Agree to disagree respectfully during class discussions;
 - d. Strive to be open to new ideas and perspectives; and
 - e. Listen actively to one another.
2. Student work will reflect what is expected from leaders. As such, students are expected to
 - a. Write papers that are well researched, proofed, submitted in a timely fashion, and that conform to APA guidelines;
 - b. Participate actively in class discussions in a manner that challenges the best thinking of the class;
 - c. Provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.
3. We will endeavor to create a classroom climate that approximates what we know about learning organization. As such, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
 - a. Come fully prepared to each class;
 - b. Demonstrate appropriate respect for one another;
 - c. Voice concerns and opinions about class process openly;
 - d. Recognize and celebrate each other's ideas and accomplishment;
 - e. Show an awareness of each other's needs.

Student outcomes:

At the conclusion of this course, students should be able to:

1. Search online databases for recent publications relevant to a specific topic;
2. Write a brief summary of applied research on a topic relevant to the improvement of instruction at their school site;
3. Use education research to develop a position based on more than one's opinion;
4. Understand basic statistics (e.g., measures of central tendency & dispersion; basic inferential statistics) and their application in educational research;
5. Understand and be able to evaluate basic research designs and their application in answering important questions in education;
6. Apply a quantitative or qualitative research design to the study of a problem related to instruction and/or improvement at their school site;
7. Prepare and defend a research proposal that becomes the blueprint for the capstone internship project which students will implement over the next year;
8. Write more clearly and persuasively;
9. Lead and participate in group discussions focused on current research.

Professional standards:

The course addresses VADOE Competencies, ISLLC Standards, and ELCC (NCATE) Standards dealing with information management (use of data to inform decisions; principles of research and evaluation; use of information resources/data collection & analysis; effective communication). Specific ELCC standards addressed include standards 2.1, 2.2, 2.3, 3.1, 3.3, 4.2, 6.1, 6.2, and 6.3.

Although the internship is a separate course, the Educational Leadership program has integrated internship activities into course work. During this course, students will prepare and defend a proposal for a research project that they will implement as a part of their internship activities over the remainder of the program. By special arrangement through a state-supported grant and the Alexandria-Falls Church-Arlington partnership, students may compete for up to \$1000 to support the implementation and evaluation of their project.

Course materials:

Creswell, J. (2005). *Education research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson. ISBN 0-13-112790-X.

Gelfand, H. & Walker, C. (2002). *Mastering APA style: Student's workbook and training guide*. Washington, DC: APA. ISBN 1-55798-891-9.

The required text is available in the GMU Bookstore in the Johnson Center. Note that this text comes with a companion website, which students will need to access on a weekly basis (<http://www.prenhall.com/creswell>).

To successfully complete required assignments, students will need to have access to a personal computer with internet access, and the ability to use basic word processing and

e-mail. Correspondence by e-mail will use your Mason e-mail account. We will also use Blackboard to facilitate communication and to post assignments and class handouts.

Expectations & Grading:

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

- Application of concepts reflected in class discussion and readings;
- Creativity and imagination;
- Organization and writing. A clear, concise, and well-organized paper will earn a better grade.

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

Class participation - 5 points

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

Weekly quizzes – 10 points

The companion website for the Creswell text includes weekly practice quizzes. The quizzes include multiple choice items (“practice quiz”) and open-ended questions (“applying what you know”). Each week, you will be expected to read the assigned chapter(s), complete the multiple-choice practice quiz, and e-mail your outcomes to the instructor before you come to class.

Written assignments - 85 points

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

The various writing assignments, except for the last one, are designed sequentially to help you define and plan the school improvement project you will be conducting next year as your capstone project for the internship. Thus, in the first assignment, you examine school performance data and define a research topic. In the second and third, you review the available research literature on that topic, and begin to define the specific improvement project you will implement. Finally, for the fourth assignment,

you write and present your research proposal.

Late work: It is expected that student work will be submitted on time, meaning no later than by midnight of the due date. Late assignments may receive a deduction in points. Assignments will not be accepted later than one week after a due date. Papers due on a day when you are absent must be submitted via e-mailed by the due date.

Rewrites: Students may rewrite a paper (other than the final paper, i.e., the research plan) and re-submit the paper for grading. Papers submitted more than one week late will not be graded.

Grading scale:

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

College of Education and Human Development statement of expectations:

-Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu> for a listing of these dispositions.

-Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

-Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

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

Assignments

January 23	Introduction, objectives; Types of data	
January 30	Introduction to the research process: Theory, research & practice Use of research in educational planning & decision making	Creswell 1 & 2
February 6	Mining available data: <u>Identifying gaps</u>	Defining your improvement topic
February 13	Identifying a research problem	Creswell 3 Writing assignment 1 due
February 20	Reviewing literature; Evaluating research articles; Presentation, citation, plagiarism	Creswell 4, 10
February 27	Research purposes: <u>Framing your question</u>	Creswell 5
March 6	Embedding the discipline of research in SIP projects: <u>Developing a deeper understanding & identifying meaningful objectives</u>	Creswell 18 Writing assignment 2 due
March 13	Collecting quantitative data	Creswell 6, (skim 11, 12, 13)
March 20	Analyzing quantitative data (stats light)	Creswell 7, (skim 11, 12, 13)
March 27	Collecting qualitative data	Creswell 8 (skim 14, 15, 16) Writing assignment 3 due
April 3	Analyzing qualitative data	Creswell 9 (skim 14, 15, 16)
April 10	Spring break	

April 17	<u>Constructing action plans</u> ; Evaluating SIP projects	[Writing assignment 5 due]*
April 24	Critical friends: <u>Analyzing implementation issues in advance</u>	Draft research proposals due
May 1	Presentation of research proposals	Writing assignment 4 due
May 8	Awards	

***Writing assignment 5** is due no later than April 17th, but may be handed in any time prior to this date.

Writing Assignment 1: Executive Summary of School Performance Data 15 Points

Overview:

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

Tasks:

1. Identify the variety of published data on your school's performance using your school system's website and any linked websites (e.g., state education department). Additionally, identify any other data sources that might be available (e.g., staff surveys, accreditation reports) by asking leaders in your schools.
2. Examine the relevant data for at least a two-year period. Be sure to review demographic data that describes the school (enrollment, attendance, gender, language proficiency, staffing); measures of student learning; and any perceptual data that might exist.
3. Determine your school's primary performance standards: what is the school expected to achieve?
4. Prepare a summary that describes characteristics of the school and summarizes its performance. To do this, you will need to **triangulate the data** available to you – look across various sources to answer the question: **How well are we doing?** In addition, as a leader in your school, you will add value to your analysis by using your craft knowledge to add meaning to the data and interpreting what it means.
5. Provide a brief summary in which you highlight a specific challenge area you feel the school should focus on in its improvement activities. Back these assertions up using the data you presented. This represents the beginning stage of defining your school improvement project.

This is a short paper (5 +/- pages), and should be written in a fashion that is suitable for the audience described above.

HINT: This is an exercise in leadership communication. Be selective – you cannot provide an overview of all of the data that might be available. Craft your examination to focus on important areas of concern. Avoid jargon, and be very aware of the clarity of your presentation – if you confuse folks or present a lot of disparate data that don't connect to your school's objectives, you've failed to add value to the discussion. Use charts or graphs sensibly -- to parsimoniously summarize the discussion, not to replace it.

Executive Summary of School Performance Data

	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Introduction: Your executive summary should include a brief introduction. (2 point)	The paper includes a well-crafted introduction that defines the purpose of the summary and details sources you used.	The paper includes a brief introduction that alludes to the purpose of the summary.	There is no introduction.
Presentation of school data: Your executive summary should briefly present relevant data on your school's characteristics and performance. (8 points)	The paper includes a clear and concise presentation of demographic, school performance, and perceptual data. Tables or graphics are used intelligently to highlight data. Sources are appropriately noted.	The paper includes relevant data presented in a usable format, but it is presented inconsistently or haphazardly or it is hard to understand how the data relates to the school's performance objectives.	There is little evidence of relevant data relating to school demographics or performance standards. Data are presented in a fashion that is difficult to understand, and/or the discussion is superficial or disconnected from the data presented.
Conclusion: Your executive summary should include a brief conclusion that highlights future challenges, and define the improvement area you will focus on in your project. (4 points)	The paper includes a well crafted conclusion that pulls together key points and highlights an improvement area you will focus on in your improvement project. Reasons for focusing on this area are clearly identified using the data presented.	The paper includes a conclusion that superficially summarizes the findings. An improvement area is identified, but is vague or poorly defined or justified in terms of the data presented.	The paper does not include an adequate summary and/or a specific improvement area is not identified.
Grammar and mechanics –audience and use of standard English (1 point)	The paper is written for a team of diverse stakeholders. The summary is free from errors.	The paper may be difficult to understand for some stakeholders, and/or has some errors.	The paper is full of jargon and/or has numerous errors.

Writing Assignment 2: Annotated Bibliography 15 Points

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

Task:

1. Identify a school improvement topic based on the investigation you did to complete the previous writing assignment, supplemented with discussions you might have with leaders in your school regarding the school's improvement objectives.
2. Find up to 20 research articles that speak to the topic you selected. This is an iterative process; as you examine the literature, you will narrow your search by stating (and restating) a research question that defines what you want to know and why. You might identify several articles that are review pieces or syntheses of the literature themselves, but you should concentrate your attention on research (i.e., papers that present an empirical analysis using quantitative or qualitative methods to contribute to the knowledge base on an important question). Most of your research can be accomplished on the Internet, with support from your school library, the public library, and/or GMU libraries.
3. Prepare an annotated bibliography using at least six (6) of the most important papers you found. An annotated bibliography is a list of articles (or books) that includes a brief description of the work and an evaluation of its usefulness. The purpose of an annotated bibliography is to provide information about the relevance, utility, and quality of the source.
4. Your annotated bibliography should include a statement of the topic or research question you are investigating; five to eight annotated entries using the format shown below; and a complete reference list showing all of the papers you consulted. Citations must be in APA format.

An example of an entry in an annotated bibliography follows:

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

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living. (Source: <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm#what>)

Annotated Bibliography Rubric

	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Topic: The annotated bibliography is constructed around a topic statement or a research question that defines the knowledge base being investigated. (2 point)	The paper includes a carefully worded topic statement or research question that clearly defines the knowledge base being investigated.	The topic statement or research question is included, but is confusing or poorly delimited.	There is no evidence of a coherent topic statement or research question.
Bibliographic entries: Paper includes at least 6 entries that provide source citation and a summary of each source. (12 points)	Each annotated entry includes a bibliographic reference in APA format, and a brief summary of the relevance, utility, and quality of the source relating to the topic being investigated.	Annotated entries include a bibliographic reference and some discussion of each source.	Annotated entries provide incomplete bibliographic information and/or limited discussion of each source.
Grammar and mechanics –use APA style and standard English (1 point)	Paper is free from errors.	Paper has some errors.	Paper has numerous errors.

Writing Assignment 3: Research Brief 15 Points

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

Task:

1. Write a clearly-worded, one-sentence research question that describes the purpose of your investigation. For instance, I might organize a research brief around a question like: “What is known about the impact of the school principal on student performance on standardized tests?” or “What is known about the effects of class size reduction on student persistence rates in high school?”
2. Using the research literature you collected to prepare your annotated bibliography (and any additional sources you might identify), to provide a review of the literature on the question. This review should include a brief introduction that defines your topic and its importance; a body that summarizes the existing research; and a conclusion that summarizes what is known and identifies the current state of the research on the question. In the body, remember that this is not simply a listing – your review adds value by organizing studies, comparing them, and identifying strengths and weaknesses of established work.
3. If appropriate, provide a recommendation based on the summary of the research. For instance, if your question was, “What is known about the impact of transition first grade on student learning?” you might recommend that your school adopt such a program, and provide a rationale for your recommendation (e.g., costs and benefits of adoption, conditions under which adoption might work, alternative courses of action that would yield similar benefits).
4. Your executive summary should be no more than eight pages (excluding title page and references), and must include a reference list in APA format.

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

Research Brief Rubric

	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Introduction: The research brief should include an introduction that draws the reader into the topic of the paper. Begin with a brief, broad summary of the topic, a “narrative hook,” and narrow down to a question or statement of the topic. (2 points)	The introduction defines the topic or question, briefly points out the trends in published work on the topic, and establishes the purpose of the research brief.	The introduction is present, but does not adequately address the question or lead the reader into the topic of the research brief.	The introduction is largely missing or wholly inadequate.
Body: The presentation of your synthesis should add value to the understanding of the research question by carefully organizing and summarizing the presentation of published work on the subject. (10 points)	The body of the paper is systematically organized to present major groupings of findings to provide the reader with a sense to the state of the knowledge base on the topic. Text demonstrates an awareness of and judgment about the quality of published work. Paragraphs are carefully constructed with clear topic sentences, transitions that connect major groupings of thoughts, and periodic assessments of the efficacy of past work.	The body of the paper is loosely organized, although the organizing schema is not entirely evident. The body reads more like a listing of prior work than an analysis of that work. The body is heavy on presentation and light on analysis.	The body of the paper lacks coherence and depth.
Conclusion: Draw the discussion to a close by providing the reader with a brief summary of what he/she just learned and a recommendation based on your findings. (2 points)	The conclusion summarizes the major contributions of the literature in terms of its contribution to answering the research question posed, and provides a recommendation consistent with your findings.	The conclusion draws the work to a close, describing in brief the work presented. The conclusion either lacks a recommendation on the question posed, or the recommendation makes no sense in terms of the findings presented.	The summary is abrupt, not obviously related to the literature presented, and /or lacks a connection to the research question posed.
Grammar and mechanics –use APA style and standard English (1 points)	Paper is free from errors.	Paper has some errors.	Paper has numerous errors.

Writing Assignment 4: Research Proposal

30 Points

Overview: While it is true that as practitioners, you are unlikely to embark on large-scale research projects in your day-to-day work, school leaders are increasingly expected to engage in short-term action research projects to demonstrate the efficacy of school programs and practices. A research proposal demonstrates your understanding of all aspects of the research process, from framing a question to the systematic application of a research design to answer that question. As a part of the AFA cohort, your proposal will describe a specific improvement project that you will design, implement, and evaluate over the next year as the capstone performance in your internship.

Task:

1. Examine materials in your text and in class handouts regarding the components of a research proposal. Building on the writing assignments you've completed in this class thus far, revise as needed your clearly-worded, one-sentence research question that describes the purpose of your investigation.
2. Using the research literature you collected and summarized, write an introduction and review of the literature that briefly summarizes the purpose of your improvement project and what is known about the likely benefits of implementing such a project in a school context like yours.
3. Define the methodology you will use implement and assess your project. Your methods section should include a description of participants (including any ethical considerations and/or permissions you will need to receive to conduct your study); the questions or instruments you will use to guide your data collection; the research design; and procedures you will use to conduct your study.
4. Conclude your research proposal with a briefly statement of the advantages and limitations of the design.
5. Your research proposal should be no more than six pages, and should include a reference list in APA format.

Research Proposal Rubric

	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
<p>Overview: The proposal begins with a short introduction that includes a rationale for your project; a brief description of the research design; and a discussion of the implications of the project. (3 points)</p>	<p>The introduction clearly and concisely defines the topic or question; provides a clear rationale for conducting the project; and provides a short overview of the project design.</p>	<p>The introduction is present, but does not adequately address the question or lead the reader into the topic of the study.</p>	<p>The introduction is largely missing or wholly inadequate.</p>
<p>Review of relevant literature: The proposal includes a presentation of your synthesis of relevant research on your topic. (3 points)</p>	<p>The review of relevant literature provides the reader with a sense of the state of the knowledge base on the topic. Paragraphs are carefully constructed with clear topic sentences, transitions that connect major groupings of thoughts, and periodic assessments of the efficacy of past work.</p>	<p>The lit review is loosely organized, although the organizing schema is not entirely evident. The section reads more like a listing of prior work than an analysis of that work. The review is heavy on presentation and light on analysis.</p>	<p>The review of literature is poorly organized and/or lacks coherence and depth.</p>
<p>Methods: The proposal includes a methods section that clearly defines how you plan to conduct your project. (6 points)</p>	<p>The methods section clearly and concisely describes all facets to the proposed study, including participants; instruments; project design; and analytic procedures. Methods chosen are sensible and consistent; conducting the study as described will provide useful data on the question.</p>	<p>The methods section defines most aspects of the proposed study, though it is loosely organized and presented. While the methods, taken as a whole, are reasonable, it is not entirely clear how the study could be successfully implemented as described.</p>	<p>The methods section is poorly organized, omits several important facets of the study, and/or makes limited sense in terms of addressing the research question or purposes.</p>
<p>Action Plan: The proposal includes an action plan that provides a clear, step-by-step blueprint of how the project will be implemented and evaluated. (6 pts)</p>	<p>The action plan includes a breakdown of the major tasks that need to be completed during the project; when each task will need to be completed; who is involved in each task; the resources needed to complete each task; and specific “success signals” that serve as indicators of the completion of major steps in the project.</p>	<p>The action plan includes a breakdown of the major tasks that need to be completed during the project and associated details, but it is somewhat vague or incomplete, or evaluation components are not clearly or logically laid out.</p>	<p>The action plan is poorly organized, severely lacking in detail, or disconnected from the purposes of the project. It is not clear how implementing the steps delineated will lead to successful completion of the project.</p>

<p>Budget / Funding: The proposal includes a synopsis of the costs associated with implementation and evaluation of the project. (3 pts)</p>	<p>A clear, well thought out budget is presented that includes a synopsis of the funding needed to complete the project; a description of any existing resources that will be devoted to the project, and a discussion of how authority to use these resources has been (or will be) procured.</p>	<p>A budget is presented, but it is lacking in some detail or missing necessary components. The use of existing resources is not clearly thought through, and/or procedures for gaining authority for use of resources is missing.</p>	<p>The budget is poorly organized, lacking detail, or disconnected from the action plan spelled out earlier.</p>
<p>Conclusion: The proposal includes a summary of the proposed project, its potential benefits, and any limitations or concerns associated with implementation of the project. (6 points)</p>	<p>The conclusion includes a summary of the proposed study; an endorsement of the project based on likely benefits and advantages of the design; and a discussion of any limitations the reader should be aware of before endorsing the study.</p>	<p>The conclusion draws the work to a close, but is not persuasive or does not clearly speak to the benefits of conducting the study or any potential limitations.</p>	<p>The conclusion is wholly inadequate or missing.</p>
<p>Dissemination: The proposal should close with a one-paragraph commitment to prepare a report of findings and lessons learned based on the study. (1 pt)</p>	<p>A commitment is clearly spelled out concerning the format, timing, and audience of the report of findings to be prepared as a result of conducting the project.</p>	<p>A commitment to dissemination of findings is included, but it is vague or lacking in specifics.</p>	<p>The commitment to preparation of a summary report is wholly inadequate or missing.</p>
<p>Grammar and mechanics –use APA style and standard English (2 points)</p>	<p>Paper is free from errors.</p>	<p>Paper has some errors.</p>	<p>Paper has numerous errors.</p>

Writing Assignment 5: Book Review

10 points

Overview: As consumers of research literature, it is important that you learn how to read published work both in terms of the contribution the work makes to the knowledge base, and in methodological terms. For this assignment, you are asked to work with members of your Colleague Critical Team, read and discuss one of the following books, and prepare a brief review outlining your conclusions:

- Ackerman, R. & Maslin-Ostrowski, P. (2002). *The Wounded Leader: How real leadership emerged in times of crisis*. San Francisco: Jossey-Bass.
- Blase, J. & Kirby, P. (1999). *Bringing out the best in teachers: What effective principals do* (2nd ed.). Newbury Park, CA: Corwin.
- Bryk, A. & Schneider, B. (2002). *Trust in Schools: A core resource for improvement*. New York: Russell Sage Foundation.
- Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America*. New York: Crown Publishers.
- Rothstein, R. (2004). *Class and schools: Using social, economic, and educational reform to close the black-white achievement gap*. Washington: Economic Policy Institute.

Task:

1. Carefully read the book your team selected, with an eye toward understanding the contribution the work makes to the knowledge base and the technical soundness of the work and its contribution to understanding leadership in educational contexts.
2. Write a review of the book, suitable for publication a district newsletter written for administrators. A review should include first, a brief summary of what you thought the book was about and its key contributions to the knowledge base (this is important because you can assume that the reader of the review has not yet read the book). But a book review is not just a regurgitation of the book. Your analysis should answer the questions: How useful was the book, and to whom? This is the meat of your review. Touch on the following:
 - Do you care? Is this book about a problem or question that practitioners might find useful?
 - Is the book well done? Did it present useful ideas in a coherent fashion, was it well written, were the analyses and conclusions intelligently fashioned?
 - What did you learn from reading this book? Is it a valuable read for practitioners?
 - What were the primary limitations of the work? What questions are left unanswered, that you believe should have been addressed?
 - Would you recommend the book? Why?

Your newsletter editor (and your audience) has a limited attention span, so please limit your comments to about 5 pages.

Rubric for Book Review

	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Introduction: Include a brief introduction that describes the topic of the book and the key points raised. (1 points)	Introduction describes the book, highlights its key points, and foreshadows some key points for the reader.	Introduction provides an adequate description of the book.	Introduction is either missing or insufficient; there is little consideration of reader's perspective
Body: The review should carefully address the contribution the book makes, the quality of the research presented, and its importance to understanding leadership in schools. (6 points)	The body informs the reader about both the strengths and weaknesses of the book, its contribution to the knowledge base, and the technical quality of the work.	The body touches on most elements of a review, but is superficial in covering some elements.	The body of the paper regurgitates what the book is about; it is descriptive, but not analytic.
Conclusions – The review should end with a brief summary and recommendation. (2 point)	The article concludes with a brief summary and a recommendation concerning the value of the work – is it useful, and to whom?	The article concludes somewhat abruptly, with a sketchy summary and/or recommendation that is not clearly stated or is not justified.	The conclusion is either missing or insufficient.
Grammar and mechanics – use APA style and standard English (1 point)	Paper is free from errors.	Paper has some errors.	Paper has numerous errors.