George Mason University
College of Education and Human Development
Multilingual/Multicultural Education Program

EDCI 777   Research to Practice-section 002
CRN 13582
Credit Hours: 03
Spring 2012
January 23rd - May 16th
Mondays, 4:30PM-7:10:00PM
Building: Thompson Hall   Room: L018

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Course prerequisites: Admission to Graduate School of Education in CIMM, CISL, or CIFL tracks of the MME program. ***Completion of ALL other program courses.***
Possible exceptions: Concurrent enrollment in elective or permission of instructor. This is the capstone course for the M.Ed. in Multilingual/Multicultural Education and, as such, represents the culminating experience in this graduate program.

Course Offering: This course is only offered in the 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 disciplined, critical inquiry into practice. Aims to promote collaboration between ESL or FL and grade-level teachers to advance the achievement of English and second language learners and language minority students.

All students will obtain and use a GMU Email account with access to the Internet. GMU makes these accounts available and provides training at no cost to students. Also, knowledge and access to the Blackboard management system is essential.

Note: *The syllabus for EDCI 777 reflects previous planning and course design by Dr. Lorraine Valdez Pierce. I am grateful for her input.*

TESOL Standards: This course will address the following: Standard 3a, 3b, 3c, 4a, and 4c.

Selected PBA: The Action research project (ARP) and its various components are performance-based

Rationale

This capstone course aims to have program candidates synthesize, evaluate, and reflect on the essential elements of what they have learned in the Multilingual/Multicultural Education program and apply these to their own teaching. If candidates 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 disciplined, 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 the capstone course, candidates 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.

Overview of Course

Essential elements of this course include: reflection on professional growth; collaboration; Action Research through field work, problem solving and innovations in teaching; applications of technology; and presentation skills. Candidates 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 the presentation on the project should use technology to facilitate learning as well as professional development. Candidates 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. Candidates will experiment with Action Research approaches that address a real-life need demonstrated by an actual group of teachers and/or students. In addition, candidates will engage in reflection and self-evaluation of their own performance through the process and peer and self-assessment activities. Opportunity for self-assessment through portfolio activity is an additional option.

Course requirements consist of an ***Action Research Project***, an ***In-Class Presentation***, and **Readings and Discussions on Action Research** rather than paper/pencil examinations. Each course requirement will be evaluated using a scoring rubric. A ***Reflective Portfolio*** is an additional option. Pre-service candidates may wish to develop a portfolio as a tool for reflecting on their experiences in the MME program and as a resource for job interviews. In-service teachers may use the portfolio as a tool for reflection on professional growth, establishment of personal goals, and evidence of leadership. Portfolio guidelines will be provided.

Learner Outcomes
Students 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, FL, and grade-level teachers to make improvements in the education of English and foreign language learners and language minority students;

3. Develop professional presentation skills using technology;

4. Identify a student learning need or challenge and pose research questions for addressing the need in a classroom setting;

5.   Propose and develop an experimental treatment plan for instruction incorporating research-based approaches for responding to the research question;

6. Apply innovative, research-based approaches to instruction aimed at meeting students' needs;

7. Collect, analyze, and interpret data to address the needs;

8. Prepare a professional portfolio with evidence of reflection, goal-setting, and self-assessment (optional);

9. Apply principles of validity and reliability to developing formative and summative assessments and evaluation tools; and

10. See action research as self-reflective inquiry in order to improve the rationality and justice of their practices, their understanding of these practices, and the situations in which these practices are carried out.

11. Participate in a "community of teacher-researchers".

Course Delivery

The course delivery will be accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Methods of instruction include:

- *Presentations* (i.e., mini-lectures assisted by PowerPoint or other visuals);

- *Independent assignments;*

- *Self-study;*

- *Self-reflection and self-evaluation;*

- *Group discussion and group/individual presentation;*

- *Performance-based assessment;*

- *Peer feedback and critique*

- *Field activities; and*

- *Small group discussions and activities*

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GSE Syllabus Statement of Expectations/Behaviors/Attitudes

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

Students are expected to exhibit professional **behavior and dispositions**. See gse.gmu.edu for a listing of these dispositions.

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.

College of Education and Human Development Expectations and Resources
Student Expectations
- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301ge.html].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

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

Inclement Weather/Emergency Policy

In case of snow, other severe weather, or security emergencies, call 993-1000 or go to www.gmu.edu for information on class cancellations and university closings.

SPECIAL ATTENTION

- Please turn off cell phones and/or pagers in the classroom.
- Please activate your GMU account. All correspondence will be through your account and Blackboard.
- All notices regarding whether class will be cancelled or delayed will be posted via appropriate university sources.
- Any exception to the established guidelines for attendance, tardiness, and late assignments will be made only with pre-approval of the professor.

Attendance: Missed Classes

Due to the collaborative nature of the class sessions, the reflective nature of the course assignments, and the interrelated and cumulative sequence of activities, students are required to be present at each class. Each absence will result in a grade reduction. For example, one absence will lower a grade from an "A" to an "A-". The second absence will lower the grade from an "A" to a "B+". The third absence will lower the grade from a "B+" to a "C". More than three missed classes will result in a failing grade for the course.

Tardiness:

Students are expected to arrive on time. After two late arrivals (10 minutes) to class, each subsequent late arrival will result in a grade reduction. For instance, a third late arrival will lower the grade from an "A" to an "A-". The fourth will lower the grade from an "A-" to a "B+"; and so forth. Class attendance will be documented at each class session.

Late Assignments:

If class must be missed, when possible, prior to the absence the student must contact the professor and submit any work that is due during your absence at the next class meeting. All assignments are due on the assigned date. Late assignments will receive a 20% penalty for each missed deadline.

Collaboration:

Collaboration is a cornerstone for this course. Students are expected to participate in a lively, professional, punctual, and equitable manner in all collaborative work.

Discussions:

In class discussion of required readings contributes to your grade in the course. Featured discussants must be in attendance. Failure to attend class on your assigned discussion session will result in a 10% reduction of your grade in the course.

Written Assignments:

All written assignments prepared outside of class will be evaluated for content and presentation as college-level writing. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the GMU library web guide at http://library.gmu.edu/resources/edu/.

Students will

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Produce work consistent with graduate level writing
6. Incorporate citations and reference theory, research, and practices that inform your perspectives for all written work.

Course Requirements

1. **Primary and Secondary Research Questions and ALL assessments-** Must be approved prior to data collection

2. **Action Research Project (ARP)* (Written Reports)**
    -ARP Draft *Proposal (Peer Review,*   **UNGRADED DRAFT** *(due Session 4)*
    draft assessments , draft triangulation matrix& instructor's feedback)
     -ARP Proposal (all final assessments,   10% *(due Session 6)*
    Draft schedule for TP, & triangulation matrix)
     *-**ARP Final Report***   50%   Final Report *(Due as scheduled)*

3. ARP Treatment Plan (TP)
 (Strategy lesson plans w/ Lesson Scripts)   15 % *(due Session 9)*

4. ARP Oral Presentation	20% Formal Group Presentation of ARP *(Due as scheduled), must be prepared individually & collectively)*
5. Speed-dating Discussant on Action Research	5% Participation in discussion of J. Edge and D.V. Craig text readings on action research *(0ngoing Starting Class Session Two)*
6. Optional Reflective Portfolio -First-R*eview*	**UNGRADED** Table of Contents, rationale for 3 artifacts, self-assessment, 3 sample artifacts *(TBA)*
-Second and Final Review	**GRADED**-Completed portfolio consists of 5 artifacts with rationale for each and revised items from first-review *(due – see instructor)*

Action Research Project (ARP) will be conducted in teams of 3-4 teachers. Pre-Service teachers need to work in teams with In-Service teachers. **Individual projects will not be permitted unless a student demonstrates an inability to work and contribute to the collective & collaborative process.*

TEXTBOOKS

Required:

Craig, D.V. (2009). *Action research essentials*. San Francisco, CA: Jossey-Bass.

Edge, J. (Ed.) (2001). *Action research*. Alexandria, VA: TESOL.

Strongly recommended:
Publication Manual for the American Educational Research Association (2009) (6th edition) Washington, DC: American Psychological Association. (If you do not already own this text, it should be purchased.)

Richards, K. (2003). *Qualitative inquiry in TESOL*. Hampshire, UK: Palgrave.

Other Resource:
Sagor, R. (2005). *The action research guidebook*. Thousand Oaks, CA: Crowin Press.

Blackboard (Bb) Readings: Additional Readings on action research (see PDF file)
Ferrance, E. (2000). *Action research*. Providence, RI: Brown University
Rust, F. & Clark, C. How to do action research in your classroom.
        www.teachernetwork.org

E-reserves-Required Readings

*Reserves have been requested but may not yet appear in library e-reserves, however they are available through other online sources.
Password: research

Burns, A. (2007). Action research: Contributions and future directions in ELT. In J. Cummins and C. Davison (Eds.), *International handbook of English language teaching, part II* (pp. 987-1002). London, UK: Springer.

Caro-Bruce, C. & Klehr, M. (2007). Classroom action research with a focus on equity. In C. Bruce-Caro, R. Flessner, Klehr, M., & Zechner, K., (2007). *Creating equitable classrooms through action research.* (pp. 3-11).Thousand Oaks, CA: Corwin Press.

Richards, S. (2007). What strategies can I incorporate so that English language learners in my classroom will better understand oral directions? In C. Bruce-Caro, R. Flessner, M. Klehr, & K. Zechner, (2007). *Creating equitable classrooms through action research.* (pp. 59-77). Thousand Oaks, CA: Corwin Press.

Noffke, S.E. (2009). Revisiting the professional, personal, and politicial dimensions of action research. In S.E. Noffke and B.L Somekh, (2009). *Handbook of action research.* (pp. 5-18). Los Angeles, CA. Sage.

Other Optional resources: (available in GMU bookstore)

Bruce-Caro, C., Flessner, R., Klehr, M., Zechner, K. (2007).Creating equitable classrooms through action research. Thousand Oaks, CA: Corwin Press.

Campbell, D. M., Cignetti, B.J., Melenyzer, D.H., Nettles, D.H. & Wyman, R.M. (2004). *How to develop a professional portfolio: A manual for teachers.* 3rd Ed. Boston, MA: Pearson Allyn & Bacon.

Creswell, J. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research.* 2nd ed. Columbus, OH: Pearson Merrill Prentice Hall.

Hendricks, C. (2006). *Improving schools through action research: A comprehensive guide for educators.* Boston, MA: Pearson.

McKay, S.L. (2006). *Researching second language classrooms.* Mahaw, NJ: Lawrence Erlbaum.

McNiff, J. & Whitehead, J. (2010). *You and your action research project.* 3rd ed. London, UK: Routledge.

Sagor, R. (2000). *Guiding school improvement with action research.* Alexandria, VA: Association for Supervision and Curriculum Development.

Publication Manual for the American Educational Research Association (2009) (6th edition) Washington, DC: American Psychological Association.

Koshy, V. (2005). *Action research for improving practice: A practical guide.* London, UK: Paul Chapman Publishing.

EXCEL Programming Guide. GMU bookstore or library

Websites to learn more about Action Research

http://www.alliance.brown.edu/pubs/themes_ed/act_research.pdf

http://www.actioneducation.com/sf_actionpracticum.htm

http://www.nsdc.org/library/publications/tools/tools2-00rich.cfm

http://www.scu.edu.au/schools/gcm/ar/ari/arihome.html

http://www.jstor.org/view/0161956x/ap050349/05a00100/0

http://wwwunix.oit.umass.edu/~afeldman/ActionResearchPapers/FeldmanAtkin1995.PDF

http://wwwteachersnetwork.org

Class Schedule

Prepare to discuss each week's readings **before coming to class**.

Week/ Date	Topics & Assigned Readings
1 1/23	<u>INTRODUCTION</u> -Course Objectives & Requirements -What is Action Research? • Rationale, Function, Focus -Professional needs assessment & determination of interests (Brainstorming research topics) -Building community for teacher-researchers -Group dynamics: Practical aspects of collaboration, member roles -Reflect on Craig ch. 1and Ferrance (Bb reading) <u>ACTIVITIES</u> -Select Edge chapters for discussion -Complete **Materials Release Forms** **Readings: Craig, Ch. 1; Edge Ch.1**
2 1/30	<u>TOPICS</u> -What is action research? -Action research PPT -Identifying approaches to Action Research (Quantitative and Qualitative) -Building a community of teacher-researchers -Clarifying theoretical basis with graphic reconstructions -Drafting researchable questions and problem statement -Identifying data sources -Methodological & ethical issues.

	ACTIVITIES **Readings: Craig Ch. 2 and 4; Bb reading Ferrance** **Reflection & Discussion E-reserve: Caro-Bruce & Klehr chp.; Noffke chp.** **Speed-dating Discussion: Edge Chs. 2-3** **Workshop Session: Forming research teams, Developing Research Questions** **DUE TODAY: DRAFT PRIMARY RESEARCH QUESTION**
3 2/6	TOPICS -Refining research questions (primary & secondary questions) -Identifying Data Collection Process (What do you control?) -Creating tools to answer research questions: Assessments -Determining Data Resources (student work, other assessment data). -Reviewing VALIDITY & RELIABILITY (review PPTs from EDCI 520) -Finalize Research Teams ACTIVITIES **Readings: Craig Ch. 5 and 6; Bb reading Rust & Clark** **Reflection & Discussion E-reserve: Burns chapter** **Speed-dating Discussions: Edge Chs. 4-6** **Workshop Session: Research Questions and Developing Assessments** **DUE TODAY: DRAFT RESEARCH QUESTIONS (primary & secondary)**
4 2/13	TOPICS -Setting up a valid & reliable data collection plan – triangulation. -Data Analysis Process (PPT). -Coding data for analysis -Organizing findings and Interpreting results. -Developing appropriate assessments -Review of literature (Establishing your rationale/purpose, answering the so-what? Identifying the theory, research, practice that informs the ARP and connecting this to SLA (ESL and/or FL). **Note: All assessments must be approved before they are administered.** ACTIVITIES **Readings: Craig, Ch. 3 ;** **Speed-dating Discussion: Edge Chs. 7-8** **Workshop Session: ARP research teams-Research Proposals** **DUE TODAY: ARP PROPOSAL DRAFT W/ DRAFT ASSESSMENTS, DRAFT TP SCHEDULE, & DRAFT TRIANGULATION MATRIX**
5 2/20	TOPICS -Organizing findings and Coding data -Interpreting Data

	ACTIVITIES **Readings: Craig Ch. 5 and 7** **Speed-dating Discussion: Edge Chs. 9-10** **Workshop Session: ARP research teams-Research Proposals**
6 2/27	TOPICS -Organizing findings and Coding data -Interpreting Data -Treatment Plans: Planning & implementing instruction ACTIVITIES **Discussion E-reserve reading: Richards chapter** **Speed-dating Discussion: Craig Ch. 5 and 7; Edge Chs. 11-12** **Workshop Session: ARP research teams-Treatment Plan(Instruction Plan)** **DUE TODAY: ARP PROPOSAL (w/ final Assessments, ,** *Triangulation Matrix, draft literature review& Instructor's feedback)*
7 3/5	TOPICS -ARP proposal feedback -Organizing and sorting data: A Review -Creating data tables from raw data & pre-assessment data -Recreate raw data for narrative analysis ACTIVITIES **Reading: Craig, Ch.6** **Speed-dating discussion: Edge Chs. 13-14** **Summary discussion: Edge text** **Workshop Session: ARP research teams-Treatment Plan; Technology Orientation** **MID-TERM EVALUATION AND SELF-ASSESSMENT.** **SPRING BREAK-NO CLASS MARCH 12TH**
8 3/19	TOPICS -Treatment Plan-PPT -Implementing Instruction -More techniques for analyzing data. ACTIVITIES **-Mid-Term Evaluation Feedback.** **-Workshop Session:** -Data Analysis Process. **-ARP research teams & team conferences**
9 3/26	**Workshop Session for ARP-Research Teams** -More on Data Analysis & Interpretation

	-Data Tables with Interim Data Results -Writing Data Interpretation **-Peer feedback on ARP, Data Analysis** **Reading: Craig, Ch.8** **DUE TODAY: TREATMENT PLAN**
10 4/ 2	<u>TOPICS</u> -Writing Data Interpretation -Acting on your Action Research Project -Developing Action Plan -Developing Portfolios around Teaching Standards **Reading: Craig, Ch.9** **Workshop Session for ARP & Team conferences**
11 4/9	<u>TOPICS</u> -Acting on your Action Research Project -Developing Action Plan -Turning ARP into conference proposals and presentations (TESOL, AERA, IRA) **Reading: Craig, Ch.9** <u>ACTIVITIES</u> *-Workshop Session for ARP* *-Team and individual conferences*
12 4/16	**-ARP Presentation preparation** **-Team conferences organizing for oral presentation (assigning roles and drafting PPTs)**
13 4/23	**-ARP Presentation preparation** **-Continue team conferences and preparation of PPTs for oral presentation**
14 4/30	**-ARP Presentation preparation** **-Final team conferences**
15 5/7	**ARP PRESENTATIONS.** *(If your final ARPs report has not yet be completed, present on the draft you have prepared thus far, including Pre/post-Assessment Data in Tables or Graphs, preliminary data analysis, findings, & treatment plan, and preliminary Action Plan**. For teams presenting today, Final ARP Report due date 5/10*
15 5/14	**ARP PRESENTATIONS. *For teams presenting today, Final ARP due on or before 5/16*** ***Course Evaluation Forms.***
	HAVE A GREAT SUMMER !!!!!

ASSESSMENT AND EVALUATION OF REQUIREMENTS
Assessment of Student Work

   Each assignment for the course will be evaluated and feedback will be provided to you. Evaluation tools will typically be performance-based, using an analytic scoring rubric or checklist with rating scale with a fixed range from1-4. Total scores for each project may result in a whole number or 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 correct use of APA reference style. The checklist with rating scale will monitor and serve as a roadmap for your plans to implement instruction during the data collection process. Students will receive the assessments for each project before the project is due so that they know in advance how their work will be evaluated.

Evaluation for Course Grade

SCORE	%	GRADE
4.0	**100**	**A+**
3.9	**98**	**A**
3.8	**95**	**A**
3.7	**93**	**A-**
3.6	**90**	**B+**
3.5	**88**	**B+**
3.4	**85**	**B**
3.3	**83**	**B**
3.2	**80**	**B**
3.1	**78**	**C**
3.0	**75**	**C**
2.9 and below	**73**	**C**

   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.

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 talk with me regarding your individual situation.

3. **You are NOT currently teaching in a classroom** with 5 or more students. You will need access to curriculum and assessment materials and students. You can 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 2nd class session)* the names of the teachers with whom you will be collaborating or the arrangements you have made for access to 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.
Overview of Course Requirements

1. Action Research Project
        Candidates will follow steps of the Action Research Process proposed by Craig (2003) that have been somewhat modified to meet the focus of this course to design and implement a project that will improve and refine teaching for ESL and/or FL classrooms. Teachers will collaborate in teams to identify and address the learning needs **in literacy** (reading or writing) of a specific target population (e.g., Grade 9, Level II Spanish class; grade 2, Level) based on research questions generated and agreed upon by a team. The educational setting will be at the individual teacher's classroom level. Sample learning needs may be: (1) word recognition (phonemic awareness, phonics, etc.); comprehension strategies; (2) vocabulary development; (3) spelling; (4) oral language development (oral language development must be combined with another literacy area) ; (5) writing; or (6) a need for innovations in curriculum design and/or assessment approaches in literacy. See Craig and Edge for more ideas about desirable topics.

        Candidates will: find a focus related to ESL/ELL/FL needs; base the focus on sound theory; identify research questions (one primary and at least two secondary questions); develop a treatment plan to provide instruction; collect data to address the questions; analyze and interpret the data; share all stages of the action research process including data and findings during ongoing class discussion; write a formal report about the project; make a professional oral presentation; and establish a comprehensive action plan to help improve teaching and students' learning. In addition, teachers must demonstrate applications of technology to their Action Research Project, such as through the use of Power point slides, computer-generated instructional materials, and uses of the Internet.

> ➢ **Draft of Research Questions**- will include your initial researchable questions
> ➢ **Final Research Questions with Problem Statement**-will include your refined primary research question, at least two secondary research questions, and a statement of the problem to provide a rationale for the importance of addressing this topic
> ➢ **ARP Proposal** will include STEPS 1-4 of the action research process

➢ **ARP Treatment Plan** will include explicit details of how the assessments were administered and how instruction for each strategy was carried

➢ **ARP Action Plan** will include recommendations for future instruction based on the data analysis and results in response to the research questions

➢ **ARP Final Report** will include steps indicated on pages 14-15 of the syllabus. Also, see rubrics and checklists for specific evaluation criteria.

2. Oral Presentation of ARP (Video taped if applicable)

Candidates will demonstrate their professional presentation skills for peer feedback and discussion in class. Candidates will make a presentation on their Action Research Project and entertain audience questions about their assessment instruments, research methodology, and findings. ***Teachers will be evaluated on their ability to design and deliver a clear, well-organized presentation and respond to questions from the audience about the action research project.*** Skills for design and delivery include: organization, use of visual and graphic devices, nonverbal and oral communication skill, use of linguistic devices including volume, tone, vocal inflections, and transitions; knowledge of digital literacy and use of technology; and use of engagement devices (e.g. humor) to involve the audience.

3. Speed-Dating Discussion on Action Research

This is a discussion structure that will allow you to share perspectives about the readings in the Julian Edge text: *Action Research.* This text was selected because it allows you to read about real-world teachers and their experiences with action research. For each discussion session, the process is simple and provides opportunity for you to discuss the assigned readings in one-to-one encounters with two other people in the class. During the two five-minute encounters you will listen to and share with peers your evolving perspectives on action research and react to the assigned readings. You will spend 5 minutes with each person and then rotate for a maximum of two encounters. In the final step of this discussion process, we will conclude by spending 10-15 minutes exchanging our final views about the readings.

- Step 1: selected a number to determine where you will begin the rotation process.
- Step 2: rotate for your first encounter (maximum of 5 minutes).
- Step 3: rotate for your second encounter (maximum of 5 minutes).
- Step 4: Participate in the ten to fifteen-minute wrap-up discussion.

4. Research Team Discussions and Sharing

To prepare you for the oral presentation of your ARP and help you to refine your skill in the art of making professional presentations, you and the members of your research team will discuss your evolving ARP by presenting each component of the project as it is developed. This means the following components will be shared: research questions and problem statement, assessments and triangulation matrix, treatment plan, preliminary data analysis, and your action plan. During this process you will become familiar with technology, as well as critique and provide useful feedback to other research teams.

5. Self-Reflection and Peer Evaluation

Each team will develop a peer evaluation to provide feedback on the oral presentation of your ARP oral presentation. Based on review of the video tape of your ARP presentation and peer feedback you will submit a self-reflection on your oral presentation.

6. Reflective Portfolio-Optional

Each M.Ed. candidate in this course has the option to submit a professional portfolio based on the following criteria: (1) a self-assessment component that shows how the candidate has changed as a result of completing this M.Ed. program and developed as a 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 candidate 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 3-ring binder, printed format. If you wish to submit the portfolio, it may be evaluated through both formative (mid-term) and summative (final) assessments. Candidates are encouraged to obtain feedback on their portfolios from peers in this class as well as from the instructor.

Guidelines for Working in Teams

The Action Research Project will be conducted in a team consisting of 3 or 4 team members. In rare exceptions to accommodate pre-service teachers five individuals may be allowed to form a team, however, GROUPS WITH 5 MEMBERS MUST BE PRE-APPROVED BY ME.

1. Teachers who want to work together as a team must 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 and consulting them for ideas. 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 by email on or before our fourth class session.***

Lead roles may include:
- ✓ presenting theoretical models to the team for feedback;
- ✓ identifying outside readings that can inform your project and sharing them with the team;
- ✓ presenting a data collection plan
- ✓ presenting ideas on how to address issues of validity and reliability;
- ✓ identifying a school site and making arrangements for data collection;
- ✓ drafting an outline of the project and developing the treatment plan;
- ✓ planning the data analysis or drafting the data tables; 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 two 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**. 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 members are not carrying their own weight, please let me know. You may be able to work on a different team and your work and grade in the course will be determined independently.* ***However, I will not approve of anyone working on the ARP alone.*** *If any team has concerns about the failure of a team member to meet her/his responsibilities to the team, notify me EARLY in the semester and adjustments will be made.*

ACTION RESEARCH PROJECT-ORAL PRESENTATION and FINAL REPORT

STEP 1:   FOCUS FOR YOUR RESEARCH
  ➢ What process did your group implement to arrive at the focus of your action research project? Consult the Craig text for information regarding the interview process and other research tools. See Blackboard exemplary projects for wording and length of this section.

STEP 2:   LITERATURE REVIEW-CLARIFY THEORIES
Provide an overview of the most critical research that has addressed the focus topics of your action research project. Who are the critical researchers? What are the most important findings from this research? What are the most important variables of interest in the research? What are the results of this research regarding English Language Learners, students with Limited English Proficiency, language minority students?

STEP 3:   IDENTIFY RESEARCH QUESTIONS AND STATEMENT OF THE PROBLEM
  ➢ What is the primary research question?
  ➢ What are the secondary research questions? (at least two)
  ➢
  ➢ STATEMENT OF THE PROBLEM
      o Why is it important to conduct research to address this topic?

STEP 4:   DATA COLLECTION ACTITIVIES
  ➢ Describe the following:
          ▪ Population

- Proposed Timeline
- Data Sources-Describe each data source
  - Data Source #1
  - Data Source #2
  - Data Source #3
  - Data Source #4
  - Data Source #5
  - Data Source #6
  - Interim assessments, at least two, are also required

- Triangulation Matrix
- Validity
- Reliability
- Threats and Limitations

STEP 5:   TREATMENT PLAN-DESCRIBE THE INSTRUCTION AND PROCESS FOR
          IMPLEMENTING THE TREATMENT
- What did you do to implement your treatment or instructional plan?
- How did you carry out the instruction to address your research question(s)?
- Detailed lesson plans for implementing major strategies; see lesson plan template

STEP 6:   ANALYZE THE DATA AND INTERPRET FINDINGS
            REPORT THE FINDINGS:
  - Present the findings from each pre-test and post-test data source
  - Present graphs, tables, percentages or other relevant statistics of the findings
- INTERPRET THE RESULTS OF THE PRE-TEST AND POST-TEST DATA SOURCES

STEP 7:   ACTION PLAN
- What are the specific recommendations for instruction or other action?
- What strategies or instructional practices, based on the findings, would be most appropriate to implement?
- How might the strategies or instructional practices need to be adapted?
- How would you initiate the process for improving instruction?

Reflective Portfolio-optional
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 might I use my Portfolio?
Evidence of learning in this program
Determine learning needs to meet professional standards
Prepare for job interview

5. How do I organize my Portfolio?
Begin with professional teaching standards
        CISL candidates -   TESOL standards
        CIMM candidates (FL/Immersion Teachers) - ACTFL Standards
        CIMM candidates (ESL Add-on Endorsement) – TESOL Standards

6. What evidence should I include in my Portfolio?
Include artifacts for each professional standard that demonstrate how you have met that standard (see Chapter 6 of Campbell, et. al., 2004, for examples of artifacts). Choose one standard from each of the Domains of the TESOL standards, include one artifact per domain, 5 artifacts maximum.

Guidelines for Assembling Portfolios

1. Where do I begin?
Allow yourself some time during Weeks 1-2 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 new and attractive 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 belongs under a specific standard and which standards are missing artifacts (see Campbell, et. al. Appendix B for an example).

See if you can create artifacts during this course to fill in the holes for those standards where you are 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.)

Draft a self-assessment statement reflecting on how your artifacts show evidence of your having met your professional standards. Draft another statement setting professional development goals that will help you meet standards that you have identified as an area of weakness from evidence in your portfolio.

4. How do I justify each artifact?
Take notes on WHY you have chosen each artifact and HOW it shows you have met the standard in question. Use these notes to draft a rationale statement that will introduce each artifact to 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 meet teaching standards AND improve learning for your students*. A rationale statement also includes a goal for improving your teaching under each standard (For examples of rationales, see pp. 14 -15 and Chapter 4 in Campbell, et. al.). Add citations to publications to show your familiarity with the research base.

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 your narratives. Make sure your printer produces clear, dark print.

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

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 on each divider or rationale page. *NO PLASTIC PAGE PROTECTORS. Avoid double-sided pages.*

6. How can I make my Portfolio unique?

Include a self-assessment of your strengths and weaknesses as a teacher (using evidence from your Portfolio) and set professional development goals based on these strengths and weaknesses.

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.

7. How do I prepare my artifacts in a professional manner?

Present only your own work rather than collaboratively-produced projects (unless the standard calls for collaboration). Check that all work is typed (except, of course, for samples of student work or your own notes or logs) and that the spelling, grammar, and syntax are written in Standard English. Avoid use of Whiteout or erasures.

REMEMBER:

Rationale statement needs to show CLEAR articulation of how (in what ways) the artifact shows that you have met the standard.

How will the portfolio be assessed?

Each portfolio will be reviewed for evidence of:

1. reflection, self-assessment, & goal-setting for continuous improvement
(using evidence from artifacts)

2. progress in applying research to practice

3. selection, organization, and number of artifacts

4. justification (rationale) for selecting each artifact

Due dates: See schedule.
Submit portfolio for initial review include at least two artifacts, no fancy or expensive papers. The more complete your portfolio, the more substantial feedback I will be able

to provide you. Most important are your rationales for each artifact. ***Minimum 5
artifacts with accompanying rationales, introduction & table of contents, self-
assessment, and professional development goals.***

Final Review: TBA
Candidates will sign up for a number to determine when you will turn in the portfolio.
This will allow me to complete the evaluation by the next class session.
Portfolios may be turned in earlier than the due dates.

Note: The National Council for Accreditation of Teacher Education (NCATE) now ***requires
PERFORMANCE ASSESSMENT*** (a new requirement) in teacher education programs, and this is one
reason why this program is requiring a reflective portfolio in its exit course, EDCI 777 - Research to
Practice, the capstone course for the M.Ed. in Curriculum & Instruction with a concentration in Multilingual/
Multicultural Education.

Order of Contents for EDCI 777 section 002- Portfolio Project

- **Table of Contents** (list all information, materials, and artifacts included in your
  portfolio)
- **Background/Introduction-Who are you as a person and teacher?**
    - What does the portfolio represent [see model and samples posted
      on Blackboard]
    - Who are you?
    - What is the nature of my teaching experience thus far?

- **Optional Philosophy of Teaching** (What principles, research, theory, etc.
  informs and shapes who you are as member of the teaching profession? How
  does this influence your practice and interactions with students, other
  professionals, parents/community? How does this impact your advocacy?)
- **Optional Professional Resume**
- **Self-Assessment** (indicate your professional strengths and areas of need for
  improvement)
- **Divider/Guide Page** for artifacts (Be sure to consult Blackboard sample page)
    - Artifact 1 (rationale with reference to research and contents of the
      artifact)
    - Artifact 2 (rationale and contents of the artifact)
    - Artifact 3 (rationale and contents of the artifact)
    - Artifact 4 (rationale and contents of the artifact)
    - Artifact 5 (rationale and contents of the artifact)
- **Professional Goals** (based on your self-assessment in what areas will you
  focus on to continue your professional growth)
- **References** (research and materials cited and contained within your portfolio)

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

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.

WHERE TO FIND NCATE STANDARDS

Obtain NCATE Teacher Preparation Program Standards at:

On the TESOL web site,

http://www.ncate.org/documents/ProgramStandards/tesol.pdf

Note: The National Council for Accreditation of Teacher Education (NCATE) now *requires PERFORMANCE ASSESSMENT* (a new requirement) in teacher education programs, and this is one reason why this program is requiring a reflective portfolio in its exit course, EDCI 777 - Research to Practice, the capstone course for the M.Ed. in Curriculum & Instruction with a concentration in Multilingual/ Multicultural Education.

Reference:
   Campbell, Cignetti, Melenyzer, Nettles, & Wyman (2004). How to develop a professional portfolio: A manual for teachers.. 3rd Ed. Boston, Ma: Pearson Allyn & Bacon.

Action Research Project-Final Written Report

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

Format
Form groups of 2-3 teachers to investigate a topic of common interest to the group.
Each group will choose a different topic. Considerations: The smaller the group, the easier it may be to get things done quickly. The closer group members live and/or work to each other, the easier it will be to get together to work on this project.

Tasks
Teachers will work collaboratively (in teams of 2 or 3) to examine the effects of a research-based instructional innovation on 1 or 2 groups of students (up to 3 teachers per team, 2 classrooms of students per project). 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 a narrative of Steps 1-4 to me for feedback before collecting any data or spending any time in observation. ***The Steps of the Action Research Project are***:

Components of Written Report
Organize the report according to the following components the Action Research Report, and identify each step. Prior to preparing your report, get feedback from peers in this class on your work. Avoid plagiarism (copying directly from our texts) and follow APA guidelines for with-in text citations, references, headings, and preparing tables and graphs.

Parts 1-4
Abstract. Write *a brief abstract or executive summary.* The abstract will highlight the essential elements including: population, focus of the research and the most important finding or result of the research. The abstract should range from between 100-150 words. Low ratings will be given for exceeding maximum length.

Part 1: Find a focus for your research (e.g., oral language development, reading strategies, vocabulary development, or writing skills). Your focus will address how to improve learning and achievement for English or foreign language learners. Make a strong attempt to work with or otherwise involve non-ESL/EFL/FL teachers in this project. Describe how you arrived at your focus area

Part 2: Clarify theories. Explore theoretical bases regarding your focus topic. Which researchers have studied your topic? Report their findings. What variables or factors are involved? Include graphic organizers used to identify research questions.

Part 3: Primary and Secondary Research Questions and Statement of the Problem. Generate one primary and at least two secondary (related) research questions that you explored through your research. Example: *What is the relationship between student*

participation in Literature Circles and reading comprehension? (See Sagor)

Part 4: Data Collection and Assessment Tools. Plan for 8-10 weeks of data collection activities.
Prepare a triangulation matrix showing your three data sources and a timeline indicating pre- and post-data collection dates and weekly teaching activities. Describe the student population and instructional setting. Examples of data collection tools include 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). **Attach sample assessment tools including writing prompts, reading texts, and comprehension questions**. 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 (See the Sagor text)

STOP! Parts 1- 4 of the final report represent the ARP proposal (including your data collection timeline) and must be reviewed by me for feedback BEFORE collecting any data.
<div align="center">

Parts 5-10
</div>

Part 5: Treatment Plan-Describe how you implemented the treatment (instruction) to the subjects
Provide in detail your treatment plan. What did you do? For how long? Provide an outline or lesson plan for the instruction. See lesson plan template on Bb.

Part 6: Data Analysis. Present findings from all data sources including the pre- and post-tests. Include all tables, graphics, and diagrams used to represent the data. You can begin to analyze your data as soon as you have completed your pre-assessment data collection with your three data sources. Report only the facts. Prepare a list of the findings. What patterns emerge from your data? Use both quantitative and qualitative data analyses.   Statements of results are non-evaluative and nonjudgmental. Use 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. Graph results based on categories being measured rather than on individual student results.

CHECKPOINT: Do NOT attempt FINAL data analysis until pre- & post-data have been collected for EACH data source. Once all pre- & post-data are collected, you can begin to look for patterns of change in the data.

Part 7: Interpretation of Findings. Explain the change from pre- to post-data collection. 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.

Part 8: Conclusions. What are the implications of your research? What did you learn about your teaching? What will you do differently? What have you learned from this Action Research Project about your students, yourself and your teaching?

Part 9: Action Plan. What are the implications for instruction based on your findings? What

are your recommendations for instruction? Provide recommendations for at least three instructional strategies and provide rationale for each by linking the strategy to the data. Be specific!!

Part 10: References. Follow APA guidelines. For a report of this magnitude I expect you to have 8-10 different references.

Part 11: Appendix. The Appendices will include all data collection tools, student work samples, tables, charts, graphs. Use 1" margins all around, size 12 font or larger (use Arial or Universe).

Due Dates: Steps 1-4 - ARP Proposal (**see schedule**) (5-7 pages, suggested)

Completed report for Action Research Project (**see schedule**)
Page Limit: 25-30 narrative (suggested, does not include appendix or other supplemental resources)

NOTE: If collecting data in 2 or more classrooms conducted by 2 or more teachers, you need to report the data for each group separately, and compare groups.

Action Research Project: Sample Research Questions

A. Choose a question that you may have about how students learn based on the coursework you have completed in this program. Your research question must already have research to support it. Your job is to see how *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*.

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-writing strategies (name the strategies) affect the writing performance of level 1 and 2 grade 6 ESL students?

3. How does instruction in word study strategies (name the strategies) affect level 1 emergent ESL students' spelling performance?

4. How does instruction in word study strategies (name the strategies) affect level 1 emergent ESL students' confidence in spelling?

5. What are the effects of using specific comprehension monitoring strategies (name them) on ESL level 1 fourth graders' comprehension performance?

6. What are the effects of using specific comprehension monitoring strategies (name the strategies) on ESL level 1 fourth graders' comprehension performance?

7. What effect does instruction in self-assessment have on the writing of intermediate ESOL students?

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

Watch Out 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)

 6. Collecting data from 2 different classroom groups and reporting all data as one group, without disaggregating data and comparing group results.

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 candidate 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. 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. Each speaker must have his/her own warm-up activity relating to his/her own presentation. Team members are not allowed to provide assistance to each other during the INDIVIDUAL PRESENTATIONS. For this presentation, act on your own as if you were leading a conference presentation without your teammates. Be sure to connect the warm-up to your research topic. **Option:** Teams have the option of having a 7-10 minute team warm-up activity. In this case, team members will receive the same rating.

2. Present a presentation based on an outline of your Action Research Project using the steps of the Action Research Process. Teams: Be careful to limit each speaker to about 7-10 slides or transparencies. Be sure to distribute slides evenly among team members (e.g., Presenter #1, Steps 1-4, Presenter #2, Step 5, Presenter #3, Step 7). Plan to speak for 15- 20 minutes rather than for only part of that time. Presentations of less than 15 minutes are not appropriate and will not allow adequate time for me to rate your performance.
Power point Tips: (1) No agenda or overview slides needed; (2) Animation: Rather than bring in one bullet at a time, bring in all text on slide at once (this saves time);
(3) Only one slide on theory; (4) Only a few bullets with short phrases on each slide. The slides should provide visual cues about the information. This is not a reading activity.

3. Prepare a two-page, double-sided handout for the class and overhead transparencies or a Power point 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 discussion).
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. Remember, you will not receive the rating for your presentation until I have your self reflection.

What to include in the self-assessment email report?

* A summary of positive responses specific to areas of strength
* A summary of negative responses corresponding to areas of weakness
* An overall summary of constructive critique for improvement
* Your response (not defense) to the feedback
* Your own feelings or assessment of the presentation
* A proposal for how you would change your presentation next time to address the feedback received
* Be sure to send the **team process form** located on pages 35-36 of the syllabus

9. Rehearse the presentation so that you can stick to the 20-minute time limit. Don't exceed the time limit, but don't speak for less than 15 minutes, either. Practice speaking slowly and enunciating. Use modulations in your voice to signal your most important points.

10. Make a PRACTICE 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.

Materials to bring for your presentation:

1. Power point slides on jump, flash, key drive or memory stick (USB port).
2. Power point mini-pages and any other handouts you need;
3. Wall charts or manipulatives you may need;
4. VHS – blank tape to videotape your presentation.
5. 9-Volt Battery for microphone (just in case)

Due dates: Classes see schedule (sign up in advance)

Time Limit: 15 -20 minutes per person (depending on the size of the team); for teams with two or four members, times will be adjusted.

Analytic Scoring Rubric for Reflective Portfolios– First Review

DOMAIN / SCORE POINTS	EVIDENCE OF REFLECTION	JUSTIFICATION OF ARTIFACTS	SELECTION & ORGANIZATION	APPLICATION OF RESEARCH TO PRACTICE	WRITING
4	Provides clear evidence of reflection & goal-setting based on professional teaching standards.	Provides a brief justification and explanation of artifacts.	Demonstrates purposeful selection, clear organization, and a sufficient number and variety of artifacts reflecting standards.	Shows applications of research to practice.	Contains few errors in written narratives, concise, and precise.
3	Provides some evidence of reflection & goal-setting based on professional teaching standards.	Provides almost no justification or only a description for some artifacts.	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.	Shows some applications of research to practice.	Contains some errors in written narratives, may be wordy.
2	Provides little evidence of reflection & goal-setting based on professional teaching standards.	Lacks justification or explanation for many artifacts.	Selects less than relevant artifacts for standards and/or may have unclear organization, and insufficient number and variety of artifacts.	Shows few applications of research to practice.	Contains numerous errors in written narratives, rambling.
1	Provides little evidence of reflection & goal-setting based on professional teaching standards.	Lacks justification or explanation for most artifacts.	Selects artifacts that do not reflect standards, and/or has unclear organization, insufficient number, or lacks variety of artifacts.	Shows almost no application of research to practice.	Contains numerous errors in written narratives, and these disrupt meaning, unclear, unfocused.

Feedback: see file

Analytic Scoring Rubric for Reflective Portfolios - Final Review

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

FEEDBACK: See file

Analytic Scoring Rubric for Action Research Project – Final Report (see file for comments)

SCORE POINTS / DOMAIN	RESEARCH QUESTION ___	TREATMENT PLAN & DATA ANALYSIS ___	VALIDITY & RELIABILITY ___	ACTION PLAN-RECOMMENDATIONS___	WRITING ___& CITATIONS
4	Presents well-formulated primary and secondary research questions based on second language acquisition research and practice.	Treatment Plan & Data Analysis are clear, accurate and appropriate; attaches all data collection tools	Makes valid inferences from data for multiple areas of validity & reliability; indicates all reasonable limitations and threats.	Explains and justifies research-based recommendations for improvement of procedure and instruction.	Presents a well-organized report with on errors in writing style OR APA; uses 10 or more citations supporting strong theoretical basis for project.
3	Presents primary and secondary research questions that are partially based on second language acquisition research and practice.	Treatment Plan and/or Data Analysis have some errors in clarity, accuracy or appropriateness; and/or are incomplete; attaches some inappropriate data collection tools	Address some areas of validity & reliability; makes some inaccurate inferences from data; may include minor threats or limitations to validity & reliability.	Makes recommendations BUT does not fully explain or justify them w/ research.	Presents a well-organized report with some errors in writing and/or APA; Cites 8-9 readings providing a theoretical basis for project.
2	Presents primary and secondary research questions that infer basis in second language acquisition research and practice	Treatment Plan and/or Data Analysis have numerous errors or are incomplete; fails to attach all components of treatment plan or plan and data tools	Addresses few areas of validity & reliability; makes several inaccurate inferences from data; includes serious threats to validity & reliability.	Makes no recommendations that are justified OR research-based.	Presents a report that lacks organization and/or clarity; many errors in writing that affect meaning; numerous APA errors; cites few readings providing theoretical basis.
1	Presents primary and secondary research questions that lacks basis in second language acquisition research and practice and education.	Treatment plan and Data analysis are incomplete, has numerous errors and lacks clarity; does not attach plan and data collection tools.	Broadly addresses validity & reliability; Makes numerous inaccurate, unfounded inferences from data; fails to address limitations or threats to validity & reliability.	Does not make recommendations for improvement.	Presents a report that lacks organization and clarity; has many errors in writing that affect meaning; many APA errors.

Analytic Scoring Rubric for Action Research Project Proposal (for comments, see file)

DOMAIN / SCORE POINTS	RESEARCH QUESTION ———	RESEARCH BASE ———	VALIDITY & RELIABILITY ———	CITATIONS ———	WRITING ———
4 ———	Drafts a well-formulated research questions appropriate to target population.	Clearly establishes second language acquisition research base for research questions & project.	Uses a variety of data collection tools appropriate to research question and project; Proposes collection of pre-& post-data for all data sources in timely manner; Assessments & procedures adhere to principles of validity & reliability; Attaches all data collection tools.	Uses APA citations appropriately to assigned texts and those providing the theoretical basis for the project.	Presents a well-organized plan with no errors in writing.
3 ———	Drafts primary or secondary research questions that are unclear or that may not be appropriate to target population.	Establishes limited SLA research base for questions & project.	Uses similar or inappropriate data collection tools or does not collect pre- and post-data for all data sources in timely manner. Attaches some data collection tools.	Uses some APA citations to assigned texts and those providing the theoretical basis for the project.	Presents a plan that lacks clear organization, contains numerous errors in writing, or needs elaboration.
2 ———	Drafts primary or secondary research questions that are not feasible and inappropriate for target population.	Establishes unclear SLA research base for questions & project.	Uses too few or inappropriate data collection tools or does not collect pre- and post-data for all data sources in timely manner. Attaches no tools.	Uses few APA citations.	Presents a plan that lacks organization needs re-organization **and** elaboration and contains numerous errors in writing.
1 ———	Does not draft feasible research questions.	Establishes no SLA research base for questions &/ or project.	Uses no inappropriate data collection tools and does not collect pre-and post-data for all data sources.	Uses no APA citations.	Presents a plan that lacks organization and coherence and contains numerous errors in writing.

NAME:

TEAM PROCESS FORM

TEAM MEMBERS: _____

_____

_____

_____

TITLE OF
*PROJECT:*_____

Member	Role#1	Role #2	Timeline	Completed

FINAL RATING OF TEAM PROCESS

MEMBER	4	3	2	1

COMMENTS:

RATING SCALE: RATE EACH TEAM MEMBER'S ABILITY TO MEET
RESPONSIBILITIES RELATED TO SUPPORTING THE TEAM EFFORT IN
SUCCESSFULLY COMPLYING WITH REQUIREMENTS FOR THE ACTION
RESEARCH PROJECT.

**4=   highly consistent in performing responsibilities, highly effective team
       member (inspired and motivated other members)**
3=   consistent in performing responsibilities, reliable team member
**2=   some what inconsistent in performing responsibilities, occasionally
       unreliable**
**1=   inconsistent in performing responsibilities, often unreliable, ineffective
       team member**

EDCI 777 Spring 2012-section 002
Oral Presentation of Action Research Project
Evaluation Guide

NAME(s):

DATE:

TITLE OF PROJECT:

RATING SCALE: **4 to1** POINTS FOR EACH CRITERON AREA, FINAL SCORE
INDICATES THE MEAN RATING

4=   Highly Consistent
3=   Consistent
2=   Occasionally Inconsistent
1=   Often Inconsistent

Checklist w/ Rating Scale for ARP Oral Presentation

_____1. Engages audience with an effective warm-up activity.

_____2. Connects warm-up to research question and topic.

_____3. Does not read from notes.

_____4. Faces forward consistently, looks back at screen only to emphasize a point.

_____5. Maintains consistent eye contact with audience.

_____6. Establishes and maintains professional stance during delivery.

_____7. Utilizes appropriate non-verbal communication tools.

_____8. Provides clear, smooth transitions between ideas and across sections.

_____9. Speaks clearly using a strong voice, can be heard & understood by audience.

_____ 10. Uses handouts and technology effectively.

_____11. Clear and appropriate references to SLA research.

_____ 12. Utilizes a range of technology tools.

_____ 13. PPT slides clear, readable, did not exceed maximum number.

_____ 14. Sticks to the time limit.

_____ 15. Utilizes effective engagement devices across all components.

_____ 16. Full and equal participation by all team members are during presentation (NA, if individually rated)

_____ 17. Analyzes and utilizes peer feedback for improvement (requires submission of self-reflection, otherwise rating of "0" will be entered).

_____ 18. Engages in critical self-reflection of performance (requires submission of self-reflection, otherwise rating of "0" will be entered).

_____ 19. Submits team process form (see syllabus, otherwise rating of "0" will be entered)

_____ 20. Submits team process within specified time frame.

Team Rating: _____yes   _____no

Individual Ratings: ____yes   _____no

Team time limit: Meets_____   Exceeds_____   by_____ minutes

Individual time limits:

Presenter one_____   Meets _____   Exceeds_____   by_____ minutes

Presenter two_____   Meets _____   Exceeds_____   by_____ minutes

Presenter three_____   Meets _____   Exceeds_____   by_____ minutes

Presenter four_____   Meets _____   Exceeds_____   by_____ minutes

Presenter five_____   Meets _____   Exceeds_____   by_____ minutes
(with approval)

Group points: _____ yes   no_____

Group Mean Rating: _____

Individual Mean Ratings:

Presenter One   _____ Name_____

Presenter Two   _____ Name_____

Presenter Three   _____ Name_____

Presenter Four   _____ Name_____

Presenter Five   _____ Name_____

Rag/spring 12

EDCI 777
RATING SCALE CHECKLIST FOR ARP TREATMENT PLAN

TEAM MEMBERS:

OVERALL RATING:

4	**3**	**2**	**1**	Lesson plan (s) covering all strategies
4	**3**	**2**	**1**	Lesson plan contains all components (see template)
4	**3**	**2**	**1**	ARP instructional strategies are appropriate and consistent with population needs
4	**3**	**2**	**1**	Final triangulation matrix included
4	**3**	**2**	**1**	Instructional scripts (teacher-talk) detailed instruction for each session
4	**3**	**2**	**1**	Time table representing each session and timeframe (e.g. 45 minutes three days per week, three 20 minute sessions, etc.)
4	**3**	**2**	**1**	Assessment sessions w/ teacher and student directions for administering each assessment
4	**3**	**2**	**1**	Dates indicating total number of instructional treatment sessions
4	**3**	**2**	**1**	Copies of all assessments (pre/post and interim)
4	**3**	**2**	**1**	Copies of all student instructional materials (activities, worksheets, handouts, etc.)
4	**3**	**2**	**1**	Information, including appendices accessible and clearly labeled
4	**3**	**2**	**1**	Number of subjects indicated for each Instructional session
4	**3**	**2**	**1**	Basic background information for subjects and setting(s) (may be a brief summary or cut-n-paste from ARP proposal
4	**3**	**2**	**1**	Detailed, well-written introduction for Treatment Plan

**4   3   2   1   Feedback on TP from other colleagues
                                        evident, describes collaboration or effort to receive
                                        feedback from other teachers.**

RATING EARNED

4=   meets all areas, consistently

3=   failed to meet one (1) area

2=   failed to meet two (2) areas

1=   failed to meet 3 or more areas

                                        Rag/spring 12