

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION & HUMAN DEVELOPMENT**  
**EDLE 818 Instructional Leadership: Supervision Policy & Practice**  
**Section 001, CRN 81300, Fall 2017**

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**Schedule information**

**Location:** Thompson Hall 1010

**Meeting times:** Wednesdays, 4:30-7:10 p.m., August 30 – December 6, 2017

**Course Description: EDLE 818 Instructional Leadership - Supervision Policy & Practice (3:3:0)**

This course addresses research and practices in supervision and instruction to include theories and empirical work focused on instruction, teacher learning, teacher evaluation, and instructional leadership.

**Course Objectives**

This course will expand our knowledge and improve our skills in the area of instructional leadership through exploration of the research, policies and practices surrounding the supervision of professional educators. The course will investigate the ideas and influences that drive current instructional leadership practices, including supervision theories, teacher learning, and school reform. Students will use the standards and practices of empirical research design to study, analyze, discuss and debate these concepts, refine research questions and build a research agenda.

Within the course, students should explore the following questions:

1. Supervision of Instruction:
  - a. How can school leaders accurately assess the quality of classroom student learning?
  - b. How does current theory, policy and practice impact the way school leaders assess student learning quality and teacher effectiveness?

- c. How effective are school leaders in assessing teacher quality and using current theory, policy and practice to improve instruction?
2. Teacher Learning:
  - a. What is teacher learning and how is it similar to and different from student learning?
  - b. How do school leaders accurately determine what teachers need to learn?
  - c. How do school leaders know when teacher learning leads to improvement of student learning?
3. Instructional Leadership:
  - a. What is instructional leadership and how is it similar to and different from other forms of leadership?
  - b. How do we accurately evaluate instructional leadership quality?
  - c. How and where does it occur?

### **Student Outcomes**

Students who successfully complete this course will be able to:

1. accurately apply knowledge of current theory, policy and practice in instruction, its supervision, teacher learning, and instructional reform;
2. perform research that includes observation of instruction;
3. find and pursue opportunities for future research;
4. use existing literature and theory to create researchable questions relating to instructional leadership; and
5. write and research at a level consistent with the expectations of peer-reviewed publications.

### **National Standards**

The following Education Leadership Constituent Council (ELCC) standards are addressed in this course:

**Standard Element 1.3:** Candidates understand and can promote continual and sustainable school improvement

**ELCC Standard Element 2.1:** Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. **Standard**

**Element 2.2:** Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. **ELCC Standard**

**Element 2.3:** Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

**ELCC Standard Element 3.4:** Candidates understand and can develop school capacity for distributed leadership.

**ELCC Standard Element 5.5:** Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.

**ELCC Standard Element 6.2:** Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment

**ELCC Standard Element 6.3:** Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

### **Nature of Course Delivery**

This course will help students learn the theories, policies and practices that influence instructional supervision and leadership through readings, discussions, cooperative learning activities and scenarios.

**Content.** The course has three areas of focus: supervision, teacher learning, and instructional leadership.

**Teaching and Learning.** Each class will different activities and will require students to meet the following expectations:

1. Students will be expected to develop and improve as scholars. To facilitate this expectation we will:
  - a. start and end on time;
  - b. maintain a written agenda for each class;
  - c. support our points of view with evidence;
  - d. strive to be open to new ideas and perspectives; and
  - e. listen actively to one another.
  - f. write papers that are well researched, proofread, submitted in a timely fashion and consistent with APA guidelines;
  - g. participate in class discussions in a manner that challenges the best thinking of the class; and
  - h. 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.
  
2. Students will be expected to show respect for the instructor and one another by:
  - a. coming prepared to each class;
  - b. demonstrating appropriate tone and word choice during discussions;
  - c. voicing concerns and opinions about class process openly; and
  - d. showing an awareness of each other's needs.

### **Course Materials**

#### **Required Text:**

Fullan, M.F. & Boyle, A. (2014). *Big-city school reforms: Lessons from New York, Toronto, and London*. New York: Teachers College Press.

#### **Selected required articles available through Blackboard.**

To complete required assignments successfully, students will need to have access to a personal computer with internet access, and the ability to use basic word processing applications and e-mail. Students should send e-mail using their George Mason University account. Blackboard will be used to facilitate communication, to post assignments and class handouts, and to submit written work for assessment.

## **Course Requirements and Evaluation Criteria**

### **Attendance**

Students are expected to attend every class for its entirety. Maximum class participation points will be earned by students who meet this expectation.

### **General Expectations**

Grading is strongly weighted toward written assignments. The assignments constructed for this course reflect a mix of skills required to conduct quality empirical research in the field education leadership. Papers will be evaluated based on:

1. Application of concepts reflected in class discussion and readings
2. Creativity and imagination
3. Clarity, priority and organization

Additionally, a portion of the class grade will be based on participation and the contribution made to class discussions.

### **Grading Weights**

**Class participation (20 points).** Students are expected to participate actively in class discussions and activities. Attendance is expected for all classes. Absences, arriving late or leaving early may result in a loss of points.

**Written assignments (80 points).** A series of papers will be completed during the semester. Directions and a rubric for grading each assignment are provided at the end of this syllabus:

1. Research Questions and Conceptual Framework (20 points).
2. Literature Analysis (25 points).
3. Statement of a Research Problem and Paper Presentation Proposal (35 pts)

### **Submission of assignments**

All assignments must be submitted electronically, using Blackboard, no later than midnight on the day they are due. Students may arrange to submit assignments for review before their due dates.

**Rewrites.** Students may rewrite and resubmit a paper for which they receive a grade of less than 90% (other than the final paper) for re-grading within one week of receiving the paper back.

## Grading Scale

A+	100
A	95-99
A-	90-94
B+	87-89
B	83-86
B-	80-82
C	75-79
F	0-74

## GMU Policies and Resources for Students

### *Policies*

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

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **Core Values Commitment**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

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

### **EDLE 818.001 (Stephenson) Fall 2017 Tentative Class Schedule**

<b>Session #</b>	<b>Date 2017</b>	<b>Topics</b>	<b>Reading/Writing Assignment</b>
<b>1</b>	8/30	Introductions Course and Assignment Overviews Discussion of Research Standards	
<b>Section One: Supervision of Instruction</b>			

<p><b>2</b></p>	<p>9/5</p>	<p>Instructional Philosophies:</p> <p>Traditional conflicts:</p> <ul style="list-style-type: none"> <li>• Thematic vs. Content-based</li> <li>• Direct vs. Collaborative</li> <li>• Traditional vs. Constructivist</li> </ul> <p>Modern trends:</p> <ul style="list-style-type: none"> <li>• Learning Styles</li> <li>• Differentiation</li> <li>• Gradual Release of Responsibility and Self-Regulated Learning</li> <li>• Standards-based Education</li> </ul>	<p>Galton, M., Hargreaves, L., &amp; Pell, T. (2009). Group work and whole-class teaching with 11- to 14-year-olds compared. <i>Cambridge Journal of Education</i>, 39(1), 119-140.</p> <p>Kirschner, P., Sweller, J., &amp; Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. <i>Educational Psychologist</i>, 41(2), 75-86.</p>
<p><b>3</b></p>	<p>9/13</p>	<p>Evaluating the effectiveness of different instructional approaches:</p> <p>External Research/Evidence</p> <ul style="list-style-type: none"> <li>• Qualitative</li> <li>• Quantitative</li> </ul> <p>Internal Observation Classroom-Level Data Analysis</p> <p>Peer-review of Paper #1 draft</p>	<p>Bring draft of Paper #1 to class</p> <p>Bracey, G. W. (2004). Serious questions about the Tennessee value-added assessment system. <i>Phi Delta Kappan</i>, 85(9), 716-717.</p> <p>Holland, R. (2001). How to build a better teacher. <i>Policy Review</i>, 106, 37-48.</p>

4	9/20	<p>Methods for evaluating teacher effectiveness:</p> <ol style="list-style-type: none"> <li>1) Formal and informal observations</li> <li>2) Rating Systems</li> <li>3) Student &amp; Parental Feedback</li> <li>4) Co-worker feedback</li> <li>5) Student outcome data</li> <li>6) Goal-setting and coaching</li> </ol> <p>Problems:</p> <ol style="list-style-type: none"> <li>1) Student motivation &amp; demographics</li> <li>2) Outcome data accuracy</li> <li>3) Power structures</li> <li>4) Autonomy and isolation</li> </ol>	<p>Adams, T., et al. (2015). A coherent system of teacher evaluation for quality teaching. <i>Education Policy Analysis Archives</i>, 23(17), 1-22.</p> <p>Marzano, R. J. (2012). The two purposes of teacher evaluation. <i>Educational Leadership</i>, 70(3), 14-19.</p>
5	9/27	<p>Group discussion of current teacher evaluation practices.</p> <p>Requirements for Assignment #2</p> <p>Instructional Supervision Wrap-up</p>	<p>Virginia Department of Education. (2011). <i>Guidelines for uniform performance standards and evaluation criteria for teachers</i>. Retrieved from <a href="http://www.doe.virginia.gov/">http://www.doe.virginia.gov/</a></p> <p>Bring a summary/copy of your school district's teacher evaluation system.</p> <p>Paper 1 due</p>
Section Two: Teacher Learning			
6	10/4	<p>Vehicles for Teacher Learning:</p> <ol style="list-style-type: none"> <li>1) Formal Methods: Mentoring, Training, Conferences, Presentations, Webinars,</li> </ol>	<p>Cameron, S., Mulholland J., &amp; Branson, C. (2013). Professional learning in the lives of teachers: Towards a new framework for conceptualising teacher learning. <i>Asia-Pacific Journal of Teacher Education</i>, 41(4), 377-397.</p>



		<p>Instructional Rounds, etc.</p> <p>2) Informal Mechanisms: Social support, networking, team dialogue, coaching, etc.</p>	
7	10/11	<p>Sharing sources and literature analyses</p> <p>Peer review of Paper #2 draft</p> <p>Research and writing on teacher professional development/learning:</p> <ol style="list-style-type: none"> <li>1) What does the research tell us about effective and ineffective teacher learning?</li> <li>2) How is teacher learning perceived in and outside of education?</li> </ol>	<p>Bring draft of Paper #2 to class</p> <p>Ebert-May, D., et al. (2011). What we say is not what we do: Effective evaluation of faculty professional development programs. <i>BioScience</i>, <i>61</i>(7), 550-558.</p> <p>TNPT Article</p>
8	10/18	<p>Evaluating teacher learning:</p> <ol style="list-style-type: none"> <li>1) District-level</li> <li>2) School-level</li> <li>3) Team/Department-level</li> <li>4) Teacher-level</li> </ol> <p>Scenario 3: Evaluating teacher learning.</p>	<p>Darling-Hammond, L., &amp; Richardson, N. (2009). Research review/teacher learning: What matters. <i>Educational leadership</i>, <i>66</i>(5), 46-53.</p>
9	10/25	<p>Fostering a culture that supports teacher learning:</p> <p>Groups:</p> <ol style="list-style-type: none"> <li>1) Committees</li> <li>2) Work Groups</li> <li>3) Interdisciplinary teams</li> <li>4) Content-based teams</li> </ol>	<p>Paper #2 Due</p> <p>Klein, D. B., &amp; Stern, C. (2009). Groupthink in academia: Majoritarian departmental politics and the professional pyramid. <i>Independent Review</i>, <i>13</i>(4), 585- 600.</p>

		<p>Cultural/organizational barriers to teacher learning:</p> <ol style="list-style-type: none"><li>1) Resisters (explicit and passive)</li><li>2) Groupthink</li><li>3) Isolation</li><li>4) Territorialism</li><li>5) Overload or “Projectitis”</li></ol>	
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**Section Three: Instructional Leadership**

<p><b>10</b></p>	<p>11/1</p>	<p>Strengths and challenges of Paper #2  Requirements for Paper #3  Big ideas driving instructional leadership:    Styles:  1) Top-down  2) Bottom-up  3) Loose-Tight    Models  1) Principal as Instructional Leader  2) Distributed Leadership  3) Centralized  4) Site-based/Democratic    Relevant research</p>	<p>Spillane, J. P., Halverson, R., &amp; Diamond, J. B. (2001). Investigating school leadership practice: A distributed perspective. <i>Educational Researcher</i>, 30, 23-28.</p>
<p><b>11</b></p>	<p>11/8</p>	<p>Scenarios involving different leadership models.    1) Principal as Instructional Leader  2) Distributed Leadership  3) Centralized  4) Site-based/Democratic</p>	<p>De Bevoise, W. (1984). Synthesis of research on the principal as instructional leader. <i>Educational leadership</i>, 41(5), 14-20.</p>

12	11/15	<p>Instructional leadership and reform</p> <ol style="list-style-type: none"> <li>1) Data driven decision making</li> <li>2) Performance incentives</li> <li>3) Sanctions</li> <li>4) Improvement Plans</li> <li>5) Legal remedies (i.e. complaints, hearings, settlement agreements)</li> </ol> <p>Discussion of the impact of these measures on relationships within schools.</p>	<p>Rafferty, J., &amp; Turunen, T. A. (2015). Principals' work stories within neo-liberal school reform. <i>Problems of Education in the 21st Century</i>, 64, 75-85.</p>
13	11/29	<p>Examples of large-scale reform attempts.</p> <p>Discussion of the Fullan book and implication of large-scale reform.</p> <p>Peer review and discussion of papers</p>	<p>Bring draft of Paper #3 Bring your Fullan book</p>
14	12/6	<p>Course evaluation Wrap Up</p>	<p>Paper #3 Due</p>

## **Paper #1: Research Questions and Conceptual Framework**

### **Rationale**

This course's written assignments will use the subject matters of supervision, policy and practice to take you through a microcosm of the process you would use when developing a dissertation or research proposal. The first steps in this process are developing research questions and a conceptual framework. Working from literature you have read about instruction, classroom readings, and classroom discussion, decide on a question or questions you want to answer about instructional leadership in the supervision, policy and practice arena using empirical research. Then create a framework for answering the question or questions that will guide your research.

### **Tasks**

1. Start by forming a researchable question(s) about some aspect of supervision, policy and practice. Here are some examples:
  - a. How effective is the clinical supervision model for evaluating effective teacher implementation of balanced literacy?
  - b. How effective are school system evaluation systems that heavily emphasize standardized testing data in accurately evaluating the effectiveness of ESOL teachers?
  - c. Are there differences in teacher effectiveness in schools that use instructional coaches compared with schools that do not?
2. Develop a simple framework that will guide you in collecting data on your question. This can be broad, but should address a gap in the current body of scholarly work. Narrow the boundaries of what data you might collect.
3. Write a paper of approximately 4 pages that contains the following:
  - An introductory paragraph that orients the reader to the general topic of your paper and introduces a one-sentence thesis that states your research interest.
  - A clear presentation of your question(s) including a justification for why your question is relevant to the study of supervision, policy and practice.
  - A section that explains and justifies your framework. What are the central concepts of your question(s) and how are you defining them?
  - A conclusion that hypothesizes the insights your framework may provide.
  - Proper citations and a reference list that includes the sources you use.

**Assessment Rubric for Research Questions and Conceptual Framework  
20 Points**

	<b>Exceeds Expectations 4 points</b>	<b>Meets Expectations 3 points</b>	<b>Approaching Expectations 2 points</b>	<b>Falls Below Expectations 1 point</b>
<u>Introduction (15%)</u> The introduction orients the reader to the purpose of the paper and presents the paper's thesis.	The introduction provides a road map regarding the author's research interest, and clearly foreshadows the paper's main points through the thesis.	The introduction provides an adequate orientation to the paper and a thesis is presented. The thesis may not be analytical or clearly stated.	The introduction is vague and does not adequately orient the reader to the paper.	The introduction neither orients the reader nor introduces a thesis.
<u>Question(s) (25%)</u> The question(s) should be clear and researchable through a small-scale qualitative project and is justified by its importance to instruction.	The question is both specific and clearly researchable through the method of observation. The justification is artfully argued and skillfully clarifies the question, illustrating a clear connection to instruction.	The question is researchable through the method of observation. The justification describes how the question is connected to instruction.	The question may be researchable but may not be appropriate for observation. It is not clear how the question is connected to instruction, or the justification does not help clarify the connection.	The question has no justification, is inappropriate for an observational study and/or is missing.
<u>Framework (35%)</u> The framework guides the researcher in only collecting data that is positioned to answer the question. Explanation of the framework should offer an argument for what concepts are being observed and how they will be measured.	The framework clearly articulates and defines the constructs and the ways in which the constructs can be measured. The framework is clearly connected to the questions, and is presented so that its relevance is convincing.	The framework is presented with definitions and ideas about how constructs will be measured. There appears to be a connection between the framework and question.	The framework has definitions and measurements for constructs, but may not be clear. The connection between the framework and question is unclear.	The framework is unclear and/or missing.
<u>Conclusion (15%)</u> The conclusion finishes the paper by summarizing the thesis, question(s) and framework and offering a hypothesis of what will be observed.	The conclusion follows logically from the body of the paper and provides a vivid description of what might be observed.	The conclusion follows logically from the body, but it offers a weak or unclear hypothesis of what might be observed.	The conclusion attempts to summarize the paper but does not offer a hypothesis.	The conclusion is missing or does not follow logically from the body of the paper.

<p><u>Mechanics and APA (10%)</u> Your written work should always represent you as accurate and precise.</p>	<p>The paper is nearly error-free, which reflects clear understanding of APA format and thorough proofreading.</p>	<p>The paper contains occasional grammatical errors, questionable word choice, and/or minor APA errors.</p>	<p>Errors in grammar and punctuation are present, but spelling has been proofread. There are several violations of APA format.</p>	<p>The paper contains frequent errors in spelling, grammar, punctuation, and/or APA format.</p>
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## **Paper #2: Literature Analysis 25 points**

### **Rationale**

In your prior papers, you created research questions and a framework for empirically investigating an area in the realm of supervision, policy and practice in need of further study. For this assignment, you will find the literature that is most relevant to your research questions and framework and use it to justify additional study.

### **Tasks**

1. Identify 8-10 sources from peer-reviewed journals written in the last 10 years that demonstrate a need for your research questions and framework.
2. Write an paper (not to exceed 8 pages) that contains the following:
  - An introductory paragraph that states the need for your research
  - A one-sentence thesis that states the manner in which you will use literature to justify your research
  - Multiple supporting paragraphs that provide accurate analysis (not just summarization) of your chosen literature and the reasons they demonstrate a need for your study.
  - A section that explains how investigating your research questions using your framework will address the needs that your literature analysis reveals.
  - A conclusion that restates your thesis and the potential benefits of your proposed research.
  - Proper citations and a reference list that includes the sources you use.



**Assessment Rubric for Literature Analysis**  
**25 Points**

	<b>Exceeds Expectations 4 points</b>	<b>Meets Expectations 3 points</b>	<b>Approaching Expectations 2 points</b>	<b>Falls Below Expectations 1 point</b>
<u>Introduction (15%)</u> The introduction orients the reader to the purpose of the paper and introduces the articles you are analyzing and contains a thesis that clearly establishes the need for your research.	The introduction describes the articles and foreshadows important conclusions through the thesis.	The introduction provides an adequate explanation of its purpose and suggests a general roadmap for the paper.	The introduction is vague and does not adequately orient the reader to the paper.	The introduction is either missing or insufficient; there is little consideration of reader's perspective.
<u>Analysis of Articles' Content (45%)</u> The paper's author is clear about content and conclusions of articles and the manner in which they demonstrate the need for additional research.	Analysis of the articles' content are fair and persuasive. Logical arguments are presented in the paper. Vivid examples and details are employed in the analysis.	Analysis of the articles' content make sense and follow logically from the writer's conclusions.	Analysis of the articles' content are difficult to follow and do not clearly connect to the paper's thesis.	The paper does not contain an analysis, but tends to summarize the articles.
<u>Connection of Articles to Research Questions and Framework (30%)</u> The paper draws logical and compelling connections between the analysis of the articles and the proposed research questions and framework.	Clear and convincing connections are made between the articles' findings and implications and the paper author's research questions and framework.	Connections are made between the articles' findings and implications and the paper author's research questions and framework.	Connections between the articles' findings and implications and the paper author's research questions and framework are weak.	Connections between the articles' findings and implications and the paper author's research questions and framework are missing or illogical.
<u>Mechanics and APA (10%)</u> Your written work should always represent you as accurate and precise.	The paper is nearly error-free, which reflects clear understanding APA format and thorough proofreading.	The paper contains occasional grammatical errors, questionable word choice, and minor APA errors.	Errors in grammar and punctuation are present, but spelling has been proofread. There are several violations of APA format.	The paper contains frequent errors in spelling, grammar, punctuation, and APA format.

**Paper #3: Statement of a Research Problem and Paper Presentation Proposal**  
**35 points**

**Rationale**

This assignment requires students to establish a research focus by writing a statement of their research problem that would be appropriate for a dissertation proposal or dissertation. In addition to practicing writing a statement of their research problem, students are required to write a proposal for a paper presentation that could be submitted for presentation at the annual convention of the University Council for Educational Administration (UCEA). Thus, students practice two very important skills: 1) providing a persuasive argument for investigating a particular research problem, and 2) persuading peer reviewers that their research is worthy of presentation. Students are expected to be novices, not experts, in both processes.

This is the culminating assignment for the course in which you will put the literature you have found to work for you. The skill of using research in this way is vital to scholarship.

**Tasks**

1. Write a statement of your research problem that has the following components:
  - A brief introduction that orients the reader to the topic
  - A statement of purpose—What do you intend to learn from your research?
  - A statement of significance—Why is it important to conduct this research?
  - Two – four research questions
2. Write a UCEA paper presentation proposal that does not exceed 2,000 words and contains the following components (and in this order required by UCEA):
  - Purpose
  - Rationale and Significance
  - Theoretical framework (We will not have talked a great deal about this, so you will just need to do the best you can based on the articles you have read.)
  - Data sources and methods (This will be hypothetical for you.)
  - Findings and conclusions (Write this prospectively: “I anticipate that my research will reveal that . . .”)
  - Relationship to program theme (Although this is a component of the UCEA paper proposal format, **you are not expected to write this portion** because it will be too much of a stretch.)

## Assessment Rubric for Statement of a Research Problem and Paper Presentation Proposal

	<b>Exceeds Expectations (4 points)</b>	<b>Meets Expectations (3 points)</b>	<b>Approaching Expectations (2 points)</b>	<b>Falls Below Expectations (1 point)</b>
<p><u>Introduction</u> (10%)</p> <p>The introduction orients the reader to the purpose of the paper—a discussion of your intended research focus.</p>	<p>The introduction draws the reader into the paper effectively. The thesis is clear and analytical, dealing directly with purpose and significance, and employs coherent arguments and support from published literature.</p>	<p>The introduction orients the reader to the paper. The thesis is apparent, though not entirely clear. It may be more descriptive than analytical.</p>	<p>The introduction explains what is in the paper, but lacks a clear and analytical thesis.</p>	<p>The introduction is weak. The paper lacks a clear thesis.</p>
<p><u>Purpose</u> (10%) It is important to explain to the reader what you wish to study.</p>	<p>The purpose is clear and compelling and well supported by published literature, if possible. The purpose is explained from multiple perspectives (e.g., practical and academic) in a logical and persuasive manner.</p>	<p>The purpose of the research is clear from at least one perspective.</p>	<p>The purpose is apparent, but confusing.</p>	<p>The purpose is missing or unclear.</p>
<p><u>Significance</u> (25%)</p> <p>It is important to explain to the reader why it is meaningful to pursue your chosen topic.</p>	<p>The significance is clear and compelling and well supported by published literature. Significance is explained from multiple perspectives (e.g., practical and academic) in a logical and persuasive manner, and significance is clearly linked to purpose.</p>	<p>The author weaves together arguments regarding the significance of the topic that follow logically from the stated purpose.</p>	<p>Significance is apparent, but not well supported by literature and/or seems unrelated to purpose.</p>	<p>Significance is unclear or missing.</p>
<p><u>Research Questions</u> (15%)</p> <p>Readers need to know the research questions to help them understand the research designed to answer them.</p>	<p>The research questions are inclusive and stimulating. The questions are clearly and persuasively linked to purpose and significance.</p>	<p>A reasonable set of questions is presented. The questions clearly follow from purpose and significance.</p>	<p>The questions are neither very informative nor researchable. Links to purpose and significance may be unclear.</p>	<p>The questions are inadequate.</p>

<p><u>UCEA Proposal (30%)</u> Writing a proposal such as this is an important component of scholarly work.</p>	<p>The proposal is well written and persuasive. It responds to each criterion and does not exceed the 2,000 word limit.</p>	<p>The proposal is clearly written and responds to each criterion listed.</p>	<p>The proposal is inconsistent or may have left out one or more of the criteria.</p>	<p>The proposal is difficult to understand or may be incomplete.</p>
<p><u>Mechanics and APA (10%)</u> Your written work should always represent you as accurate and precise.</p>	<p>The paper is nearly error-free and reflects clear understanding of APA format and thorough proofreading.</p>	<p>The paper contains occasional grammatical errors, questionable word choice, and/or minor APA errors.</p>	<p>The paper contains errors in grammar and punctuation, and/or several violations of APA format.</p>	<p>The paper contains frequent errors in spelling, grammar, punctuation, and/or APA format.</p>

**Class Participation  
20 Points**

	<b>Exceeds expectations (4)</b>	<b>Meets expectations (3)</b>	<b>Approaches expectations (2)</b>	<b>Falls below expectations (1)</b>
<b>Attendance (30%)</b>	Exemplary attendance and tardies	Near perfect attendance, few tardies	Occasional (2-3) absences and/or tardies	Frequent absences and/or tardies
<b>Quality of Questions and Interaction (20%)</b>	Most queries are specific and on point. Deeply involved in class dialogue. Challenges ideas and seeks meaning.	Often has specific queries, stays involved in class dialogue, though sometimes tentative or offbase.	Asks questions about deadlines, procedures, directions or for help with little specificity. Infrequently discusses ideas.	Rarely asks questions of substance.
<b>Effort (20%)</b>	Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others.	Willingly participates with instructor and classmates. Engages others.	Reluctantly participates when asked. Seeks easiest duties in groups. Tolerates others.	Actively avoids involvement when possible. Complains about others. Uses large set of excuses.
<b>Demonstration of preparation for class (30%)</b>	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion and is prepared for each and every class.	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion.	Periodically demonstrates preparation and readiness for class.	Rarely demonstrates readiness for class