

George Mason University
College of Education and Human Development
Advanced Studies in Teaching and Learning Program
Gifted Education Concentration

EDCI 626: Section DL1
ACTION RESEARCH IN GIFTED EDUCATION
3 Credits, Spring 2021 (Online)
January 25 – May 10

Faculty

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Prerequisites/Corequisites

None

Recommended Prerequisites: EDCI 621, 622, 623, 624, and 625.

University Catalog Course Description

Opportunity to identify and investigate school-based problem and apply inquiry, writing, and research skills to a relevant issue or concern in gifted education.

Course Overview

EDCI 626 is the sixth in a series of seven courses required to pursue the M.Ed. concentration in Gifted Child Education in the Advanced Studies in Teaching and Learning (ASTL) program at George Mason University. This capstone course provides students with an opportunity to apply inquiry, writing and research skills to a relevant issue or concern in gifted education. During this course, students will identify and investigate a school-based problem related to gifted education by conducting an action research study in their local school. The final product for the course will be the *Action Research Paper* based on preliminary findings from individual projects.

Course Delivery Method

This course will be delivered online in *asynchronous and synchronous* formats using the Blackboard Learning Management System (LMS) housed in the MyMason portal. Course delivery will be through mini-lecture, videos, structured collaborative reflective groups, discussion forums, critical reflective practice, individual blogs and online journals based on topics aligned with national standards and program/learner outcomes.

You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 23rd.

Under no circumstances, may candidates/students participate in online class sessions (either

by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operating systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on Mondays at 12:00 AM EST and finish on Sundays at 11:59 PM EST.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials *at least three* times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology.

Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- A. Identify a school-based problem related to gifted education in their local school (*ASTL Learning Outcomes 1, 3, 4, 6, 7; NAGC-CEC Stand. 4.4, 6.5; VA Endorsement Comp. 6.a, 7.b*);
- B. Design an action research study to explore the identified problem (*ASTL Learning Outcomes 3, 4, 5, 7; NAGC-CEC Stand. 1.2, 5.2, 6.1, 6.2, 6.3, 6.4, 6.5; VA Endorsement Comp. 6.a, 7.b*);
- C. Gather, analyze, and interpret data utilizing qualitative and/or quantitative methods (*ASTL Learning Outcomes 3, 4, 8; NAGC-CEC Stand. 1.2, 4.4, 6.1, 6.4; VA Endorsement Comp. 7.a*);
- D. Develop a manageable and relevant action plan based on preliminary findings (*ASTL Learning Outcomes 2, 4, 5, 7; NAGC-CEC Stand. 5.2, 7.1, 7.2, 7.3; VA Endorsement Comp. 6.a*)

Professional Standards

NAGC-CEC Teacher Preparation Standards (2013) Alignment

The content of EDCI 626, along with the content of the remaining courses in the Gifted Child Education M. Ed. concentration, aligns with the National Association for Gifted Children-Council for Exceptional Children (NAGC-CEC) Teacher Preparation Standards in Gifted and Talented Education (2013). Specifically, this course addresses the following standards:

- Standard 1: Learner Development & Individual Learning Differences
 - 1.2 use understanding of development and individual differences to respond to the needs of individuals with gifts and talents
- Standard 4: Assessment
 - 4.4 use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity
- Standard 5: Instructional Planning & Strategies
 - 5.2 apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents
- Standard 6: Professional Learning & Ethical Practice
 - 6.1 use professional ethical principles and specialized program standards to guide their practice
 - 6.2 understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society
 - 6.3 model respect for diversity, understanding that it is an integral part of society's institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services
 - 6.4 are aware of their own professional learning needs, understanding the significance of lifelong learning, and participate in professional activities and learning communities
 - 6.5 advance the profession by engaging in activities such as advocacy and mentoring
- Standard 7: Collaboration
 - 7.1 apply elements of effective collaboration
 - 7.2 serve as a collaborative resource to colleagues
 - 7.3 use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators

Virginia Department of Education: Gifted Education Endorsement (2018) Alignment

The content of EDCI 626, along with the content of the remaining courses in the Gifted Child Education M. Ed. concentration, aligns with 8VAC20-543-320, the Virginia Department of Education's Gifted Education (add-on endorsement) competencies (2018). Specifically, this course addresses the following competencies:

- Competency 6.a: Understanding the fundamental principles of differentiated curricula for effective program planning and evaluation, including: a) research and topics for effective administrative arrangements, supervision, and program implementation.
- Competencies 7.a, 7.b: Understanding of contemporary issues and research in gifted education, including: (a) the systematic gathering, analyzing, and reporting of formative and summative data from local, state, and national perspectives; and (b) current local, state, and national policies, trends, and issues.
- Competency 8: Understanding of and proficiency in grammar, usage, and mechanics and their integration in all forms of communication

NBPTS & ASTL Alignment

The Gifted Child Education certificate and M. Ed. concentration are advanced work for practicing teachers. Through the ASTL program, this course also aligns with the NBPTS Propositions – the first five of which are also the first five ASTL learning outcomes. Specifically, this course addresses:

- Proposition 1: Teachers are committed to students and their learning. (*ASTL Learning Outcome 1*);
- Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students. (*ASTL Learning Outcome 2*);
- Proposition 3: Teachers are responsible for managing and monitoring student learning. (*ASTL Learning Outcome 3*);
- Proposition 4: Teachers think systematically about their practice and learn from experience. (*ASTL Learning Outcome 4*); and
- Proposition 5: Teachers are members of learning communities. (*ASTL Learning Outcome 5*)

EDCI 626 is also aligned with the three additional outcomes of ASTL:

- Principle 6: Teachers account for the needs of culturally, linguistically, and cognitively diverse learners. (*ASTL Learning Outcome 6*);
- Principle 7: Teachers are change agents, teacher leaders, and partners with colleagues. (*ASTL Learning Outcome 7*); and
- Principle 8: Teachers use technology to facilitate student learning and their own professional development. (*ASTL Learning Outcome 8*)

Required Texts

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>.

Mills, G. E. (2018). *Action research: A guide for the teacher researcher* (6th ed.). Pearson.

Other readings will be available on Blackboard.

Additional Resources/Publications – at a student’s discretion

- **Gifted Education Professional Organization Websites**, such as the following:
 - National Association for Gifted Children: www.nagc.org
 - Supporting Emotional Needs of the Gifted: www.sengifted.org
 - The Association for the Gifted: www.cectag.com
 - World Council for Gifted and Talented Children: <https://www.world-gifted.org/>
- **Gifted Education Research and Practitioner Journals**, such as the following:
 - *Gifted and Talented International* is the international, refereed journal of the World Council for Gifted and Talented Children. Its purpose is to share current theory, research, and practice in gifted education with its audience of international educators, scholars, researchers, and parents. <http://www.tandfonline.com/toc/ugti20/current>
 - *Gifted Child Today* provides critical information for teachers and administrators

involved with gifted children, including articles about topics such as teaching strategies in gifted education, building a more effective gifted and talented program, and working with gifted children with learning disabilities.

<https://us.sagepub.com/en-us/nam/gifted-child-today/journal202067>

- ***Gifted Child Quarterly*** is the premier scholarly journal of the National Association for Gifted Children (NAGC). *GCQ* publishes original scholarly reviews of literature; explorations of policy and policy implications, and quantitative or qualitative research studies that explore the characteristics of gifted students, program models, curriculum and other areas of importance in understanding and maximizing the development and education of gifted students. <https://us.sagepub.com/en-us/nam/gifted-child-quarterly/journal201850>
- ***Gifted Education International*** is a peer-reviewed journal that provides support, information and guidance on 'gifted' education across all aspects of human abilities, with an emphasis on creativity, problem-solving and self-efficacy. *GEI* solicits articles from around the world in order to convey an informed awareness of the policies and practices of different countries. <https://us.sagepub.com/en-us/nam/journal/gifted-education-international>
- ***High Ability Studies*** is a refereed journal concerned with aspects of development, personality, cognition, social behavior and cross-cultural issues in relation to high ability. Contents are not restricted to the study of manifest high level achievement, but include the identification and nurturance of unexercised potential. <http://www.tandfonline.com/toc/chas20/current>
- The ***Journal for the Education of the Gifted*** is the official publication of The Association for the Gifted. It reports the latest research findings on topics such as: the characteristics of gifted children, evaluating effective schools for gifted children, gifted children with learning disabilities, the history of gifted education, and building successful gifted and talented programs. <https://us.sagepub.com/en-us/nam/journal-for-the-education-of-the-gifted/journal202068>
- The ***Journal of Advanced Academics*** is a quarterly journal that focuses on research that supports and enhances advanced academic achievement for students of all ages. In particular, *JAA* publishes articles that feature strategies for increasing academic achievement, programs that promote high levels of academic achievement and engagement, and programs that prepare students to engage in high-level and rigorous academics. <https://us.sagepub.com/en-us/nam/journal-of-advanced-academics/journal202069>
- ***Parenting for High Potential*** is an award-winning quarterly magazine for parents with advice, resources, and tools to help them successfully navigate through the joys and struggles of raising their gifted children. *PHP* is published by the National Association for Gifted Children in September, December, March, and June. <http://www.nagc.org/parenting-high-potential-1>
- ***Roepers Review*** is an international, quarterly, refereed journal publishing scholarly

articles that pertain to practice, policy, applied research, and theory in all dimensions of gifted education. Diverse topics include: theories and philosophical analyses pertinent to giftedness, talent, and creativity; gender issues; curriculum studies; instructional strategies; educational psychology; elementary/early childhood/secondary education of the gifted; emotional, motivation, and affective dimensions of gifted individuals; differentiating instruction; teacher education; tests, measurement, and evaluation; and program development.

<http://www.tandfonline.com/toc/uror20/current>

- **Teaching for High Potential** is a quarterly magazine filled with practical guidance and classroom-based materials for educators striving to understand and challenge their high potential learners. *THP* is published by the National Association for Gifted Children in August, November, February, and May.

<http://www.nagc.org/resources-publications/nagc-publications/teaching-high-potential>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, VIA, hard copy).

Detailed assignment rubrics are included at the end of the syllabus.

Assignments and Assessments

Detailed assignment rubrics are included at the end of the syllabus.

| <i>Assignment</i> | <i>Percent of final grade</i> | <i>Outcomes addressed</i> | <i>Due date</i> |
|-------------------------------|-------------------------------|---------------------------|--|
| A. Action Research Paper | 40% | a, b, c, d | May 10 |
| B. Critical Reading Responses | 30% (10% per response) | a, b, c | Response #1: February 21 Response #2: March 21 Response #3: April 18 |
| C. Course Engagement | 30% | a, b, c, d | Weekly |

A. Performance-Based Assessment: Action Research Paper (40%)

Students will identify a school-based problem related to gifted education in their local school, then design and implement an action research study addressing the issue. The PBA will consist of a final Action Research Paper to be turned in at the end of the semester.

A complete description of this project is included at the end of the syllabus, along with the rubric on which it will be assessed. This project will be worth 40% of your final grade.

B. Critical Reading Responses (45%)

Each participant will write three critical reading responses (4-5 pp. each) addressing a prompt posted to the course Blackboard site. Responses should reflect the use of a critical lens to evaluate the topic and be supported with evidence from a broad representation of course

readings and additional literature from the field of gifted education. Additionally, responses should include a reflection that discusses how these course readings have helped to advance your thinking and that of the field, as well as how they apply to your professional context within gifted education. Responses should be written in APA-style (6th ed.) format.

A detailed rubric on how these responses will be assessed is included at the end of the syllabus. Each response will be worth 15% (for a total of 45%) of your final grade.

C. Course Engagement (15%)

EDCI 626 operates under the assumption that knowledge is socially constructed and the most meaningful learning opportunities include those where learners have the opportunity to offer and explore diverse perspectives with peers. To do this, it is expected that you will regularly contribute to and engage in discussion forums, as well as to genuinely ‘listen’ to peers as they do the same. While agreement is not mandatory, consideration and respect for others are. All students are expected to be prepared to actively engage in class activities, including logging on to the Blackboard discussion board at least three times per week to answer questions, raise additional issues, and engage at least two other colleagues in the group. It is expected that you continuously build upon your prior knowledge developed in previous coursework in the ASTL or Gifted Child Education concentration to connect, question, and extend the discussion with all new posts by citing readings and material in the weekly modules content, and augmenting these with your personal and educational experiences. Discussions will be assessed for timeliness, accuracy of information shared, critical reflection and connection to readings. Discussion responses that focus solely on personal/professional experiences are unsuitable for posting.

We will use Blackboard to communicate regularly in this class. You will be asked to post assignments and responses, read classmates’ postings, and actively participate in discussions. Blackboard serves as an important vehicle for discussing ongoing work on your major project with group members. *In addition to quality participation in discussion forums, each week will include tasks to be completed which are related to each week’s content. Attendance and active participation in all scheduled Collaborate sessions is also included in course engagement.* Detailed guidelines for course engagement are included at the end of this syllabus. Course engagement will represent 15% of your final grade.

****Please note:** As this is an online course, the majority of our class discussion will be in the form of the electronic discussion board. **Each module will begin on a Monday and run through the following Sunday.** To this end, initial postings for each discussion forum should be completed by **11:59 PM EST on Thursday** so that class members will have until **Sunday at 11:59 PM EST** to interact with the posted material and engage in “conversation.”

GRADING SCALE

Grading policies specific to this course follow the University-wide system for grading graduate courses, as follows:

| Grade | Grading | Grade Points | Interpretation |
|-------|---------|--------------|--|
| A | 94-100 | 4.00 | Represents mastery of the subject through effort beyond basic requirements |
| A- | 90-93 | 3.67 | |
| B+ | 85-89 | 3.33 | Reflects an understanding of and the ability to apply theories and principles at a basic level |
| B | 80-84 | 3.00 | |
| C* | 70-79 | 2.00 | Denotes an unacceptable level of understanding and application of the basic elements of the course |
| F* | <69 | 0.00 | |

Note: Final grades below a B do not count toward endorsement; “F” does not meet requirements of the Graduate School of Education

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

Kindly note: Faculty reserves the discretion to alter the schedule as necessary, with timely notification to students. This schedule of readings may be changed to better meet the context and needs of class members enrolled during the semester or to accommodate related professional opportunities that might arise. If changes are made, they will be announced via email, posted on the class Blackboard site, and well noted in advance. Readings that are not part of the required texts will be available on the class Blackboard site.

| Date | Topics | What to READ and What to DO This Week |
|-----------------------|--|--|
| Week 1 Jan 25 - 31 | <u>Introduction to the Course</u> <u>An Overview of Action Research</u> | Course syllabus ☺ Mills, G. E. (2018). <i>Action research: A guide for the teacher researcher</i> (6th ed.). New York, NY: Pearson. – Ch. 1 & Appendix A See additional readings on Blackboard |
| Week 2 Feb 1 - 7 | <u>Ethical Principles in Research</u> <u>Identifying an Area of Focus</u> | Mills, G. E. (2018). <i>Action research: A guide for the teacher researcher</i> (6th ed.). New York, NY: Pearson. – Ch. 2-3 See additional readings on Blackboard |
| Week 3 Feb 8 - 14 | <u>Situating Your Research in What is Already Known</u> | Mills, G. E. (2018). <i>Action research: A guide for the teacher researcher</i> (6th ed.). New York, NY: Pearson. – Ch. 4 |

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|---|---|--|
| | | Additional readings to be determined individually based on your chosen area of focus |
| Week 4 Feb 15 - 21 | <u>Writing a Review of the Literature</u> | Readings to be determined individually based on your chosen area of focus <i>Critical Reading Response #1</i> |
| Week 5 Feb 22 - 28 | <u>Techniques for Data Collection</u> <u>Validity, Reliability, and Generalizability</u> | Mills, G. E. (2018). <i>Action research: A guide for the teacher researcher</i> (6th ed.). New York, NY: Pearson. – Ch. 5-6 |
| Week 6 Mar 1 - 7 | <u>Committing to a Data Collection Plan</u> | See readings on Blackboard |
| Week 7 Mar 8 - 14 | <u>Collecting Data</u> | See readings on Blackboard |
| Week 8 Mar 15 - 21 | <u>Data Collection: Looking Back & Looking Forward</u> | See readings on Blackboard <i>Critical Reading Response #2</i> |
| Week 9 Mar 22 - 28 | <u>Analyzing & Interpreting Data</u> | Mills, G. E. (2018). <i>Action research: A guide for the teacher researcher</i> (6th ed.). New York, NY: Pearson. – Ch. 7 See additional readings on Blackboard |
| Week 10 Mar 28 – Apr 4 <i>School divisions spring break</i> | <u>Developing an Action Plan</u> | Mills, G. E. (2018). <i>Action research: A guide for the teacher researcher</i> (6th ed.). New York, NY: Pearson. – Ch. 8 |

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|---------------------------|---|---|
| | | See additional readings on Blackboard |
| Week 11 Apr 5 - 11 | <u><i>Writing Up Action Research</i></u> | Mills, G. E. (2018). <i>Action research: A guide for the teacher researcher</i> (6th ed.). New York, NY: Pearson. – Ch. 9 See additional readings on Blackboard |
| Week 12 Apr 12 - 18 | <u><i>Evaluating Your Study</i></u> | Mills, G. E. (2018). <i>Action research: A guide for the teacher researcher</i> (6th ed.). New York, NY: Pearson. – Ch. 10 See additional readings on Blackboard <i>Critical Reading Response #3</i> |
| Week 13 Apr 19 – 25 | <u><i>Pulling It All Together</i></u> | No additional readings <i>Virtual meeting with Critical Friends</i> |
| Week 14 Apr 26 – May 2 | <u><i>GMU Thanksgiving Break</i></u> | No additional readings <i>Draft of PBA due by the end of the week</i> |
| Week 15 May 3 - 7 | <u><i>Collaborating with Colleagues</i></u> | No additional readings <i>Provide feedback to Critical Friends</i> |
| | <u><i>Integrating & Applying</i></u> | No additional readings <i>Action Research Paper (PBA)</i> |

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit

our website <https://cehd.gmu.edu/students/>.

EDCI 626
Guidelines for the Performance-Based Assessment:
Action Research Paper

Students will identify a school-based problem related to gifted education in their local school, then design and implement an action research study addressing the issue. The PBA will consist of a final Action Research Paper to be turned in at the end of the semester.

The final Action Research Paper includes all of the components listed below:

- **Introduction** (see model on pp. 270-271)
 - Identified area of focus related to gifted education (the area-of-focus statement)
 - Description of the setting and participants (i.e., context)
 - List of research questions
- **Theoretical framework**
 - Review of the literature (see pp. 271-274)
 - Description of intervention or innovation, related to literature reviewed (see *Changes in My Teaching Practices* on pp. 274-275)
- **Data collection** (see pp. 245-246 and pp. 275-280)
 - Chart of data sources and connection to research questions (see Chart 1 on p. 276)
 - Data collection plan (what, when, where, how, why)
 - Ethical considerations
- **Data analysis** (see example on pp. 246-247)
- **Action plan** based on study findings, as a table or narrative (see Table 8-1 and 8-2 on pp. 216-218 for an example table; see pp. 247-248 for an example narrative)
- **Discussion** (see *Final Thoughts* on pp. 248-249 and *Discussion* on pp. 283-284 for examples)
- **References** section (in APA-style, 7th edition)

This presentation will be assessed based on the rubric included at the end of the syllabus, with the following criteria in mind:

- inclusion of all criteria listed above
- thoroughness, clarity, and accuracy of the content and its reflection of current knowledge in the field
- correct citation of references, to include in-text citations and a reference list, in APA-style (7th ed.)

EDCI 626
Performance-Based Assessment (PBA) Rubric:
Action Research Paper

| 40 points total | Does Not Meet Standard (Little or no evidence) | Approaches Standard (Some evidence) | Meets Standard (Clear evidence) | Exceeds Standard (Clear, convincing, and substantial evidence) |
|--|---|--|---|--|
| | 1 | 2 | 3 | 4 |
| Introduction <i>NAGC-CEC Stand. 1.1, 6.2, 6.3</i> (x2) Maximum Total: 8 pts | <ul style="list-style-type: none"> ● May not articulate an area of focus related to gifted and talented learners ● Based on research questions that do not seem to align with the area of focus ● May or may not include description of setting and participants (context) | <ul style="list-style-type: none"> ● Articulates an area of focus related to gifted and talented learners ● Based on research questions that align with the area of focus, but may be vague ● Includes incomplete description of setting and participants (context) | <ul style="list-style-type: none"> ● Clearly articulates an area of focus related to gifted and talented learners ● Based on research questions that align with the area of focus ● Includes complete description of setting and participants (context) | <ul style="list-style-type: none"> ● Thoroughly and clearly articulates an area of focus related to gifted and talented learners ● Based on research questions that clearly align with the area of focus ● Includes detailed description of setting and participants (context) |
| Theoretical Framework <i>NAGC-CEC Stand. 6.4, 7.2</i> (x2) Maximum Total: 8 pts | <ul style="list-style-type: none"> ● Connections to broader literature are not appropriate or are missing ● Cites fewer than 3 sources ● May or may not include description of intervention or innovation AND does not align with the reviewed literature | <ul style="list-style-type: none"> ● Includes appropriate connections to broader gifted education literature ● Cites 3-4 sources ● Includes incomplete description of intervention or innovation OR does not align with the reviewed literature | <ul style="list-style-type: none"> ● Includes thoughtful connections to broader gifted education literature ● Cites 5-6 sources (at least 1 of which is a research study) ● Includes complete description of intervention or innovation that aligns with the reviewed literature | <ul style="list-style-type: none"> ● Includes thoughtful and thorough connections to broader gifted education literature ● Clear, consistent, and convincing citation of 6 or more references (at least 2 of which are research studies) ● Irrelevant sources are not cited ● Includes detailed description of intervention or innovation that aligns with the reviewed literature |
| Data Collection <i>NAGC-CEC Stand. 1.1, 4.1, 6.2</i> (x2) Maximum Total: 8 pts | <ul style="list-style-type: none"> ● Does not include evidence that multiple data sources are used ● Does not match data sources to research questions ● Does not describe how ethical considerations were addressed | <ul style="list-style-type: none"> ● Includes evidence that multiple data sources are used, but an attempt to triangulate the data seems to be missing ● Attempts to match data sources to research questions ● Describes how ethical considerations were addressed | <ul style="list-style-type: none"> ● Includes evidence that multiple data sources are used and there is an attempt to triangulate the data ● Matches data sources to research questions ● Describes how ethical considerations were addressed | <ul style="list-style-type: none"> ● Includes evidence that multiple data sources are used in order to triangulate the data ● Explicitly matches data sources to research questions ● Clearly describes how ethical considerations were addressed |
| Data Analysis & Action Plan <i>NAGC-CEC Stand. 6.4, 6.5, 7.2, 7.3</i> (x2) Maximum Total: 8 pts | <ul style="list-style-type: none"> ● May or may not articulate findings for each research question ● May or may not include action plan | <ul style="list-style-type: none"> ● May or may not articulate findings for each research question ● Includes action plan that attempts to connect to the findings of the study | <ul style="list-style-type: none"> ● Articulates findings for each research question ● Includes action plan that is clearly connected to the findings of the study | <ul style="list-style-type: none"> ● Clearly articulates findings for each research question ● Includes detailed action plan that is clearly connected to the findings of the study |

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|--|--|---|---|--|
| <p>PBA Organization & Reflection</p> <p><i>NAGC-CEC Stand. 6.4, 7.2</i></p> <p><i>(x2)</i></p> <p>Maximum Total: 8 pts</p> | <ul style="list-style-type: none"> ● APA-style (7th ed.) is not used ● Lack of organization ● No evidence of reflection on the action research process | <ul style="list-style-type: none"> ● Generally follows APA-style (7th ed.) for headings, in-text citations, and the reference list, but with multiple and recurring errors ● Some evidence of organization ● Attempts to reflect on the action research process | <ul style="list-style-type: none"> ● Follows APA-style (7th ed.) for headings, in-text citations, and the reference list, with few minor errors ● Clearly organized ● Reflects on the action research process | <ul style="list-style-type: none"> ● Follows APA-style (7th ed.) for headings, in-text citations, and the reference list with few or no errors ● Clearly and thoughtfully organized ● Thoughtfully reflects on the action research process |
|--|--|---|---|--|

EDCI 626
Critical Reading Response Rubric

| 10 points total | Does not meet Standard (Little or no evidence) | Approaches Standard (Some evidence) | Meets Standard (Clear evidence) | Exceeds Standard (Clear, convincing, and substantial evidence) |
|---|--|---|---|---|
| | 1 | 2 | 3 | 4 |
| Discussion <i>(x1)</i> Maximum Total: 4 pts | <ul style="list-style-type: none"> Response to the prompt identifies two or fewer principle points and/or relies heavily on connections to personal/ educational contexts, rather than course readings or gifted education literature. May not use critical lens to understand, evaluate, and/or reflect upon information presented through course content | <ul style="list-style-type: none"> Response to the prompt identifies two to three principle points and includes connections to: course readings or literature in gifted education and personal/educational contexts. Attempts to use critical lens to understand, evaluate, and reflect upon information presented through course content | <ul style="list-style-type: none"> Response to the prompt identifies three to four principle points and includes connections to: course readings or literature in gifted education and personal/educational contexts. Uses critical lens to understand, evaluate, and reflect upon information presented through course content | <ul style="list-style-type: none"> Response to the prompt identifies three to four principle points and includes connections to: course readings, literature in gifted education and personal/educational contexts. Uses critical lens to understand, evaluate, and reflect upon information presented through course content |
| Reflection on the Readings <i>(x1)</i> Maximum Total: 4 pts | <ul style="list-style-type: none"> May not discuss how these readings apply to your professional context in gifted education May not address how these course readings advance thinking and/or the field | <ul style="list-style-type: none"> May discuss how these readings apply to your professional context in gifted education Explains how these course readings have served to either advance your thinking or the field | <ul style="list-style-type: none"> Discusses how these readings apply to your professional context in gifted education Explains how these course readings have served to advance your thinking and the field | <ul style="list-style-type: none"> Elaborates on how these readings apply to your professional context in gifted education Explains how these course readings have served to advance your thinking and the field |
| Connections to Course Content & the Broader Literature <i>(x1/2)</i> Maximum Total: 2 pts | <ul style="list-style-type: none"> Includes a representation of one or no references from EDCI 626 readings, as well as one or no readings outside the scope of the course References selected are weakly connected to reflection prompt APA-style (7th ed.) used inconsistently or not at all | <ul style="list-style-type: none"> Includes a representation of two references from EDCI 626 readings, as well as at least one reading outside the scope of the course References selected are mostly connected to reflection prompt APA-style (7th ed.) used inconsistently throughout | <ul style="list-style-type: none"> Includes a representation of three to four references from EDCI 626 readings, as well as at least two readings outside the scope of the course References selected are connected to reflection prompt APA-style (7th ed.) used consistently throughout | <ul style="list-style-type: none"> Includes a representation of at least five references from EDCI 626 readings, as well as at least three readings outside the scope of the course References selected are meaningful and explicitly connected to reflection prompt APA-style (7th ed.) used consistently throughout |

EDCI 626

Guidelines for Course Engagement

| 30 points total | Does not meet Standard (Little or no evidence) | Approaches Standard (Some evidence) | Meets Standard (Clear evidence) | Exceeds Standard (Clear, convincing, and substantial evidence) |
|--|---|--|--|---|
| | 1 | 2 | 3 | 4 |
| Overall Participation <i>(x3)</i> Maximum Total: 12 pts | <ul style="list-style-type: none"> ● Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content. ● Collaborate sessions may not have been attended. | <ul style="list-style-type: none"> ● Some tasks for the week are completed on time AND/OR demonstrate thoughtfulness. ● Collaborate sessions were attended and student was somewhat engaged with peers and instructor. | <ul style="list-style-type: none"> ● Most tasks for the week are completed on time and demonstrate thoughtfulness. ● Collaborate sessions were attended and student was often engaged with peers and instructor. | <ul style="list-style-type: none"> ● All weekly tasks are completed on time and demonstrate thoughtfulness. ● Collaborate sessions were attended and student was consistently and actively engaged with peers and instructor. |
| Discussion Quality <i>(x3)</i> Maximum Total: 12 pts | <ul style="list-style-type: none"> ● Discussion posts and many replies are limited. ● Few readings are integrated to support posts and reflections. ● APA-style (7th ed.) citations are rarely used in posts. ● Few posts and reflections utilize and demonstrate learners' prior and/or new knowledge. ● Few replies go beyond superficial responses. ● Few replies build on others' responses to create connected threads. | <ul style="list-style-type: none"> ● Discussion posts and most replies are 1-3 paragraphs. ● Some readings are integrated to support posts and reflections. ● APA-style (7th ed.) citations are occasionally used in posts. ● Some posts and reflections utilize and demonstrate learners' prior and/or new knowledge. ● Replies occasionally go beyond superficial responses. ● Some replies build on others' responses to create connected threads. | <ul style="list-style-type: none"> ● Discussion posts and most replies are 1-3 <i>heartly</i> paragraphs. ● Readings are often integrated to support posts and reflections. ● APA-style (7th ed.) citations are often used in posts. ● Most posts and reflections utilize and demonstrate learners' prior and/or new knowledge. ● Replies usually go beyond superficial responses. ● Most replies build on others' responses to create connected threads. | <ul style="list-style-type: none"> ● Discussion posts and all replies are 1-3 <i>heartly</i> paragraphs. ● Readings are consistently integrated to support thoughtful posts and reflections. ● APA-style (7th ed.) citations are consistently used in posts. ● Posts and reflections utilize and demonstrate learners' prior and new knowledge. ● All replies go beyond superficial responses. ● Replies build on others' responses to create connected threads. |
| Critical Friends Group Engagement <i>(x1.5)</i> Maximum Total: 6 pts | <ul style="list-style-type: none"> ● Rarely participates in critical friend(s) group work. ● Feedback may not be meaningful, detailed, and/or constructive. | <ul style="list-style-type: none"> ● Sometimes participates in critical friend(s) group work. ● Feedback is not always meaningful, detailed, and/or constructive. | <ul style="list-style-type: none"> ● Often participates in critical friend(s) group work and provides meaningful, detailed and constructive feedback; OR ● Consistently participates in critical friend(s) group, but feedback is not always meaningful, detailed, or constructive. | <ul style="list-style-type: none"> ● Consistently participates in critical friend(s) group work. ● Meaningful, timely, detailed, & constructive feedback provided to peer(s) in critical friend(s) group. |