

George Mason University
College of Education and Human Development
Teaching Culturally, Linguistically, Diverse & Exceptional Learners Program
EDCI 777.DL1 - Research to Practice
3 Credits, Fall 2022
August 22-December 14 Asynchronous via Blackboard

Faculty

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Prerequisites/Corequisites

Recommended Corequisite: EDCI 776

Required Prerequisite: All other program courses or permission of instructor

University Catalog Course Description

Provides culminating experience that synthesizes and applies essential elements of teaching culturally & linguistically diverse and exceptional learners in international contexts. Emphasizes teacher as change agent through critical inquiry into practice. Promotes collaboration among teachers and school professionals to advance achievement of diverse learners. Offered by School of Education. May not be repeated for credit.

Course Overview

Teachers are often encouraged to implement research-based practices, required to attend workshops where research findings are presented, provided with lists of books that synthesize research, and asked to suggest changes in practice based on the implications of research.

Although these practices have their usefulness, the assumption implicit in much of the discourse surrounding educational research is that teachers are consumers and/or objects of research, rather than *producers* of research. The past decade has seen a growing movement to upend those assumptions through an emphasis on the importance of *teacher research*. Thus, the research and theory we will read about and the methodologies with which we will engage are those associated with *teacher research*, also called *action research* (i.e., research conducted by teachers for professional purposes). Central to teacher research is developing or deepening an inquiry stance. Teacher research positions teachers as *producers of knowledge*—professionals who can learn about and improve their practice by studying important questions that emerge from their own experiences and observations.

This course, and the framework of teacher action research, offers a way to systematize your examination of your own teaching practices and your own efforts to become better learners and better teachers. By making our questions more visible to ourselves and to our colleagues, being more rigorous in our gathering of data about a line of inquiry, and being intentional in our quest to find out how our interventions/solutions are working, we become students of teaching and thus learners in the company of our students.

This class is designed to support you in using and building on the ideas and content you have encountered in your previous coursework. Most importantly, the course assists you as you consider ways to better support your current and future students, who are at the center of our work. Toward these ends, this course requires you to conceptualize and design an original action research project which you will then implement in your school/classroom.

Although the work required to achieve these goals is intensive, the course is designed to provide you with much support. You will need to hit the ground running, starting your research project early, and working on it steadily. Through our readings, we will explore research methodologies, analyses of the history and impact of teacher action research, and the efforts of other teacher researchers. Our readings and discussions will help you develop your own rationale and “road map” for your inquiry project. We will dig into readings together, write often and share our writing with one another, and support one another in our research goals.

Course Delivery Method

This course will be delivered fully online using an **asynchronous** format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on or before *Sunday, August 21, 2022, 8:00am*.

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.

This online course is **not self-paced. You will be expected to follow the course syllabus schedule and due dates to complete course Modules.** Completing a course Module includes reading, participating in Discussion Board, and completing all assignments and/or activities within that Module. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

You are expected to be active participants in the class to help create a unique online classroom experience for everyone involved. Various tools (e.g., video presentations, discussion board postings, collaborative wikis, journals, brief lectures/notes, Google Slides and/or PowerPoint presentations) help to structure the course. Students will be actively involved through online discussions, cooperative learning strategies, collaborative learning, and student presentations in an online environment. Students are expected to communicate with the instructor and each other through reflective writing and Blackboard discussions.

Technical Requirements

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

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- 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: Because asynchronous courses do not have a “fixed” meeting day, our week will start on **Friday** and finish on **Thursday**.
- 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 3 times per week**. In addition, students must log-in for any 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 **Course Schedule**. 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 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:

1. identify the basic elements of teacher research, including methods (quantitative and qualitative), design, data collection and analysis, validity and reliability;
2. formulate an inquiry/action research question that is relevant to their work setting;
3. design with plans to implement an inquiry/action research study;
4. use inquiry/action research as a foundation for professional growth, improvement of instruction, and advocacy;
5. identify strategies for sharing results of inquiry/action research

Professional Standards

Upon completion of this course, students will have met the following professional standards:

Mason Dispositions for a Career Educator I, II, and III

- o Commitment to the Profession
- o Commitment to Honoring Professional Ethical Standards
- o Commitment to Key Elements of Professional Knowledge

Teachers College Columbia Teacher Expectations I and II

- o Lifelong Learners
- o Learner-Centered Educators

NBPTS Propositions 2, 3, and 4

- o Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students
- o Teachers are Responsible for Managing and Monitoring Student Learning
- o Teachers Think Systematically about Their Practice and Learn from Experience

Required Texts

Sagor, R. D. & Williams, C. (2017). *The action research guidebook: A process for pursuing equity and excellence in education (3rd ed.)*. Corwin. ISBN: 978-1-5063-5015-8

In addition, PowerPoints, articles, and/or chapters from other readings will be posted on Blackboard to supplement the readings.

Course Announcements

Course Announcements will be posted approximately twice per week to convey important information about the course as well as the content for each module. At the beginning of each module (Friday), be sure to read the Module Announcement; before the initial discussion board post is been made, be sure to view the Module Check-In (Monday). These announcements will help you understand what to expect from the week, issues to look out for, as well as ensure you have a solid understanding of the content for the module. *These announcements are considered “Course Materials;” it is expected you will view them, and you will be held responsible for information contained in them.*

Recommended Books:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Teacher Research Websites

http://gse.gmu.edu/research/tr/tr_action/ (GMU teacher research site)

<http://www.accessexcellence.org/LC/TL/AR/> (teacher research site)

<http://www.standards.dfes.gov.uk/ntrp/> (UK teacher research site)

<http://www.teacherresearch.net/> (international teacher research site)

Course Performance Evaluation

Candidates are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard). Assignment details and expectations outlined below. Sample assignments and Rubrics may be found on Blackboard.

Assignments and/or Examinations

Assignment	Due Date	Percentage
Discussion Board	Weekly	30%
Action Plan Outline	September 29	15%
Annotated Bibliography	October 6	15%
Data Collection Plan & Research Timeline	October 13	10%
Action Research Project	December 14	30%
TOTAL		100%

Detailed Descriptions of Assignments/Course Performance Evaluation

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. The submission deadline for assignments is 11:59 pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, and double-spaced. All writing assignments should be submitted a word processor-based format. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, except for in extraordinary circumstances.

Discussion Board (30%)

Each week, you will have an online group discussion with your peers around the readings and/or learning activities/thinking exercises within each module. You are expected to participate in this discussion in a substantive way (by both responding directly to the prompt and by responding to others' comments). Discussion Board (DB) is particularly important in a class such as this as it provides a forum for in-depth discussion of the topics we will be exploring and an open space to work through your thoughts and ideas.

Discussion Board Criteria (see Rubric at the end of the Syllabus)

1. Responses to the prompts for earlier modules should be between one and two fully developed paragraphs (~300 words).
2. **Each module begins on a Friday.** For most Discussion Boards, you should **begin posting by Monday evening** (at the latest). This will ensure that there is time to engage in discussion over the remainder of the module. **Complete discussion by Thursday night 11:59pm.**

3. Address the question(s) as much as possible (don't let the discussion stray).
4. Include citations in parenthesis within your posts as needed. If you use a direct quote, include page number with source citation).
5. Draw on and share relevant prior knowledge if/when you can (work experience, prior coursework, readings, etc.). This greatly adds to the richness of the conversation.
6. Upload any additional learning activities (e.g., priority pie, etc.) as indicated within each module.
7. This is a master's capstone course, so it is important that while the DB is meant to be an open and safe space for discussion and exchanges, you should aim to maintain appropriate adherence to academic style and graduate writing expectations.
8. **As always, it is imperative to be respectful and encouraging of one another's ideas!** In this course, it will also be important to "gently nudge" each other's thinking. Sharing positive, constructive responses and feedback will be very useful in supporting the development of one another's approach to, design of, and implementation of the inquiry-based action research projects!

Each discussion board is worth 10 points following the Rubric at the end of the Syllabus.

Action Plan Outline (15%)

The requirements for this outline are available on Blackboard under Assignments (and at the end of this syllabus). This outline will convey a clear plan for Stages 1, 2, and 3 of your Action Research Project. The Outline should be submitted via the Bb Assessment Link.

Annotated Bibliography (15%)

This assignment is intended to engage you in a thoughtful process that will help you do a bit of reconnaissance for your action research paper and continue your development as critical consumers of education literature. **Each candidate will submit an annotated bibliography with at least 12 relevant, scholarly sources (textbooks, books, and peer-reviewed journal articles).** An annotated bibliography is a reference list that includes a brief summary, evaluation, and potential application of each source. The annotation (i.e. summary, evaluation, and application of a source) is placed directly below the reference entry of the source. Candidates will **read and critique** literature from the field that is relevant to/informs their topic of inquiry and which is most relevant for providing a foundation for (informing) the action research project (e.g., research that is relevant to the question of focus, the teaching context/learners, the planned intervention/response, etc.).

You must approach this work thoughtfully in order to select readings that are highly relevant for your action research project. You will use the Mason Library Education databases to search for relevant research and are also welcome to use salient articles/book chapters from previous coursework. An evaluation checklist for the annotated bibliography is available on Bb under Assignments (and at the end of this syllabus). The Bibliography should be submitted via the Bb Assessment Link.

Data Collection Plan & Action Research Timeline (10%)

A template for this plan is posted on Blackboard under Assignments (and at the end of this syllabus). Your data collection plan will be driven by your research question(s) and the type of intervention/proposed solution or process that you will implement. You will also outline a timeline for implementation and data collection. You will use the template and post this assignment in the DB as well as via the Bb Assessment Link.

Action Research Project Plan (30%)

You will design an inquiry/action research project that is relevant to your present or future teaching positions. You will prepare your annotated bibliography, design your action research, collect and analyze data, write results of the project, and share with the instructor and your peers. Each candidate will write a final action research project with all required sections. A Final Action Research Project Rubric is located in Bb under Assignments (and at the end of this syllabus). The final action research paper must be uploaded via the Blackboard Assessment Link.

Both pre- and in-service teachers must complete this action research project plan. **It is possible to partner with another student for the purpose of sharing data and researching different aspects of a common topic.** However, each candidate must submit an original, stand-alone final project. Please note that projects or papers submitted for credit in another course *cannot* also be used for a grade in this course.

Grading

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
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*	<70	0.00	

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Online Participation/Attendance Policy

Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.** If, due to an emergency/extraordinary extenuating circumstances, you will not be able to participate during a given week of class, please contact me as soon as possible via email.

Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

Incomplete (IN)

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

Human Subjects in Research

Any research or action research that will be disseminated publicly must have prior approval of the GMU Research Development, Integrity, and Assurance (RDIA) office or the Institutional Review Board (IRB). Human Subjects Training must be completed prior to seeking RDIA/IRB approval. **Inquiry/action research that is used solely for the purpose of studying pedagogical aspects may be conducted without additional permission but cannot be disseminated.** Detailed information on what is involved in submitting a proposal to the RDIA/IRB is available from the following web sites: <http://oria.gmu.edu/research-with-humans-or-animals/institutional-review-board/human-subjects-training/> and <http://oria.gmu.edu/research-with-humans-or-animals/institutional-review-board/>. I am happy to provide you with examples of approved RDIA/IRB applications.

Honor Code & Integrity of Work

- **Integrity of Work:** TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/> <http://oai.gmu.edu/the-mason-honor-code/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>

Course Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Module 1	<i>Introduction to Action Research and Ethics</i>
Dates	August 26-September 1
Readings	Chapters 1-2, Sagor & Williams Mills (online) A.R. video (online)
Assignments	1. Read syllabus and course schedule 2. Post self-introduction 3. Participate in Discussion Board 1
Module 2	<i>Finding & Refining a Focus</i>
Dates	September 2-8
Readings	Chapter 3, Sagor & Williams Stribling (online)
Assignments	1. Complete On Your Own Activities (Figures 3.1, 3.4) 2. Review Annotated Bibliography information 3. Participate in Discussion Board 2
Module 3	<i>Articulating and Drawing Your Theory of Action</i>
Dates	September 9-15
Readings	Chapters 4 & 5
Assignments	1. Complete On Your Own Activities (Priority Pie, Graphic Recon.) 2. Participate in Discussion Boards 3a and 3b. 3. Work on your Annotated Bibliography
Module 4	<i>Determining the Research Questions</i>
Dates	September 16-22
Readings	Chapter 6 Causation & Correlation video (online)
Assignments	1. Participate in Discussion Board 4. 2. Work on your Annotated Bibliography 3. Complete the M4 Check Up
Module 5	<i>Building a Data Collection Plan</i>
Dates	September 23-29
Readings	Chapter 7 Freeman (1998)
Assignments	1. Participate in Discussion Board 5. 2. Work on your Annotated Bibliography. 3. Submit your Action Plan Outline.
Module 6	<i>Building a Data Collection Plan (continued)</i>
Dates	September 30-October 6
Readings	Sagor (2000)
Assignments	1. Participate in Discussion Board 6. 2. Begin work on your Data Collection Plan & Research Timeline. 3. Submit your Annotated Bibliography.

Module 7	<i>Data Collection Plan & Action Research Timeline</i>
Dates	October 7-13
Readings	n/a
Assignments	1. Develop data collection tools. 2. Participate in Discussion Board 7 (by Monday). 3. Submit your Data Collection Plan & Research Timeline.
Module 8	<i>Collect Data</i>
Dates	October 14-20
Readings	Swales & Feak (2012)
Assignments	1. Participate in Discussion Board 8. 2. Conduct Action Research.
Module 9	<i>Literature Review</i>
Dates	October 21-27
Readings	Swales & Feak (2012)
Assignments	1. Conduct Action Research. 2. Write Introduction.
Module 10	<i>Literature Review (continued)</i>
Dates	October 28-November 3
Readings	Resource B: Characteristics 1-2
Assignments	1. Post introduction/literature review in Discussion Board 10 (by Sunday). 2. Provide useful feedback in Discussion Board 10. 3. Conduct Action Research.
Module 11	<i>Data Analysis</i>
Dates	November 4-10
Readings	Chapter 8 Swales & Freak Resource B: Characteristic 4
Assignments	1. Participate in Discussion Board 11. 2. Conduct Action Research.
Module 12	<i>Turning Findings into Action Plans</i>
Dates	November 11-17
Readings	Chapter 9 Swales & Feak Resource B: Characteristic 5
Assignments	1. Participate in Discussion Board 12. 2. Finish Action Research.
Thanksgiving Break November 18-24	
Module 13	<i>Reporting & Sharing Action Research</i>
Dates	November 25-December 1
Readings	Chapter 10

Assignments	1. Writing week: use feedback from discussion board, edit drafts, fill-in missing details from research. 2. Complete the End of Course Evaluation.
Module 14	<i>Celebrating & Sharing Success!</i>
Dates	December 2-8
Readings	Chapter 11
Assignments	1. Participate in Discussion Board 14. 2. Continue working on final draft of project.
Module 15	<i>Finalizing Action Research Project</i>
Dates	December 9-14
Readings	None
Assignments	Submit Final Action Research Project.

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.

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 777
Module Discussion Board Rubric

Criteria	Excellent (3 points)	Average (2 points)	Needs Improvement (1 point)
Content quality: Responsive to discussion and demonstration of knowledge and understanding gained from assigned reading	It is very clear that readings/content were deeply understood and incorporated strongly in responses.	The readings/content appear to be satisfactorily understood and there is adequate incorporation into responses.	It is not evident that readings/content were sufficiently understood and/or were not incorporated sufficiently into discussion.
Writing quality: Responses are professionally crafted and sources are cited	Writing is professionally crafted, and any sources are properly cited.	Writing is generally clear. Sources are not properly cited.	Writing is unclear and/or with errors. Sources are not cited properly.
Timeliness: Posts are well distributed throughout the module	Postings are well distributed throughout the module. (Posts span three or more time periods). Initial posting is on time.	Postings minimally distributed. (Responses are posted from two time periods). Initial posting is on time.	Postings are not distributed throughout the week (responses are posted at one time) and/or initial posting is late.
	Met (1 point)		Not Met (0 points)
Responsiveness: At least posts from two others have been responded to during the module	At least posts from two others have been responded to during the module in clearly thoughtful way.		One or no others have been responded to during the module and/or responses lack thoughtfulness.

EDCI 777
Module 5
Action Plan Outline (20 points)

Name – **INSERT YOUR NAME HERE!**

	Action Item	Specific questions
STAGE 1	Determining your Focus (see chapter 2) (2 points)	Briefly share (list) the specific strategy/strategies that you used to identify a high-priority, meaningful topic:
	Literature Review (see chapter 3) (5 points)	List at least 6 of the scholarly sources you have located and are planning to foreground in your literature review (use APA-7):
	(3 points)	Briefly explain the way that your own experience and/or learning from knowledgeable others combines with your scholarly sources:
STAGE 2	Theory of Action (see chapters 4 & 5) (7 points)	Based on your Graphic Reconstruction, articulate your Theory of Action here:
STAGE 3	Research Questions (see chapter 6) (3 points)	Type your Research Question(s) (RQs) here:

EDCI 777
Module 6
CHECKLIST for ANNOTATED BIBLIOGRAPHY

CRITERIA	POINTS EARNED	COMMENTS AS NEEDED
Bibliography includes at least 12 <i>highly relevant, scholarly</i> research sources that serve as foundation for the Research Question(s).	/10	
Bibliography includes summary, evaluation, <i>and</i> potential application of each source.	/10	
Each source reflects clear connection to candidate's teaching context and reveals candidate's analysis/in-depth understanding of relevant concepts in the literature.	/5	
Bibliography is written in professional language. It is concise and straightforward and does not exceed 6-7 double spaced pages using 1" margins and Times New Roman 12-point font. All citations are in APA-7 style.	/5	
TOTAL	/30	

EDCI 777

Module 7

Data Collection Plan and Action Research Implementation Timeline (20 Points)

Name: INSERT YOUR NAME HERE

Restate your RQ(s) here (2 points):

*In one paragraph, describe the way that (1) your RQ(s), (2) your methodology (descriptive, quasi-experimental), and your (3) data collection tools **are in alignment** (3 points):*

*What are the specific data sources that you have decided to use to collect evidence to suggest an answer to your RQ(s)? Please make a detailed list with a one-sentence rationale for why each data source makes sense for your A.R. project. **IF you prefer, you can insert a three-column table here that includes each data source, its associated RQ(s), and its rationale for inclusion (See Figure 7.1-7.3) (4 points).***

In one brief paragraph, describe the reliability and validity of your data sources. In other words, what makes your data trustworthy for answering your RQ(s)? (3 points):

Please briefly share these participant details.

*Participants (be specific regarding numbers, grade level(s), content area, and any other relevant info about your participants. For example, **IF** English learner(s), it may be helpful to note L1s, current levels of English language proficiency; **IF** world language learner(s), same type of info regarding current levels of proficiency; **IF** student(s) with IEP, indicate that, etc.) (2 points):*

At what point do you plan to begin to implement your A.R. project? How long do you think data collection will ensue? (4 points)

Bulleted list of detailed steps that you think you will need to follow to carry out your A.R. project (e.g., Develop instructional intervention? Conduct case study? Gather district data? etc.):

How will you inform parent(s)/guardian(s) and administrators about your A.R. project? (2 points)

EDCI 777 Final Action Research Project Rubric

	Exceeds Standards	Meets Standards	Approaches Standards	Does Not Meet Standards
Introduction	6	4	2	0
	Makes a strong case for the improvement; Provides a clear understanding of the uniqueness of the context	Explains benefits for the researcher's teaching or the student's learning; Addresses the relevant characteristics of the context	Demonstrates awareness of possible benefits for teaching and learning; Provides accurate but incomplete report on context	Does not discuss hope for change and involvement; Does not report on context
Literature Review	12	10	8	6
	Provides a thorough review of the findings of previous research; Provides a clear connection between previous research and current research question(s)	Discusses previous research; Discusses connection between previous findings and current research question(s)	Shows a basic understanding of some previous research but may not directly connect previous and current research	Does not discuss previous research; and/or a connection to current research question(s)
Methods	12	10	8	6
	Clearly and expressly states the research question(s); Clearly and thoroughly describes the population, materials, and procedures	States the research question(s); Describes the population, materials, and procedures	Includes research queries without explicit statements; Provides some details of population, materials, and procedures, though gaps are present	Does not provide research question(s); One or more of the following are missing: population, materials, procedures
Results	12	10	8	6
	Clearly displays and provides location statements of results; Highlights key findings from the data; Discusses implications, problems, exceptions, and/or other interesting aspects of data	Provides location statements of results; Discusses key findings from the data; May discuss implications, problems, exceptions, and/or other interesting aspects of data	Results are provided but not discussed or are not discussed appropriately.	No results are included.
Discussion	12	10	8	6
	Conclusions (claims, explanations, comparisons, explanations) are supported by results; Recommendations are a direct and logical extension of the findings and conclusions	Most conclusions (claims, explanations, comparisons, explanations) are supported by results; Recommendations are consistent with the findings and conclusions	Some conclusions (claims, explanations, comparisons, explanations) may not be supported by results or may not be made at all; Recommendations have reasonable face validity	Conclusions (claims, explanations, comparisons, explanations) are not made or supported by results; Recommendations are not consistent with findings or conclusions
Overall Writing Quality	6	4	2	0
	Utilizes correct APA formatting; Clear and concise prose; any errors/typos that exists are minimal and do not distract the reader.	Clear and concise prose predominate; Minor APA, formatting, or grammatical errors may cause some distraction.	Multiple distracting typos or errors in APA; Prose lacks clarity or cohesion.	Multiple APA errors and/or draft quality prose.