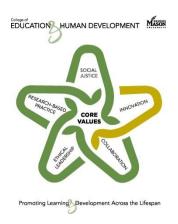George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners Program

EDCI 777 - Section DL1 - Research to Practice

3 Credits, Fall 2024
Thursdays/4:30 - 7:10 pm, Online - Live - Synchronous
Aug. 29 – Dec. 18, 2024

Faculty
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Prerequisites/Corequisites:

Required Prerequisite: Completion of all other program requirements, including internship courses EDCI 792, 793 or 794 for licensure candidates
Recommended Corequisite: EDCI 776

University Catalog Course Description
Provides culminating experience that synthesizes and applies essential elements of teaching culturally and 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.

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. While these practices have their usefulness, the assumption 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 alter these 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 known as **action research** (i.e., research conducted by teachers for professional purposes). Teacher research places teachers at the beginning of the action 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 is designed to provide teachers with support for conducting observations of their own teaching, trying out instructional innovations and tools, and helping them reflect on what works to help improve student learning. Teachers will conceptualize, design, and implement an **original action research project** with a relatively novel teaching approach, called a *teaching intervention*. Course readings, discussions and resources, and instructor feedback are all designed to support each individual in their professional development as a teacher researcher.

Please note: Each teacher needs to begin the action research project as soon as possible and continue to work on each part of it each week.

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous format via Mason's Learning Management System (LMS). You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on Aug. 22.
- To access your course in Blackboard Learn: https://mymasonportal.gmu.edu/

Under no circumstances may students participate in online class sessions while operating motor vehicles.

Learning Outcomes

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

1. Formulate an action research question that is relevant to their work setting;
2. Review research and prepare a literature review in support of the research question;
3. Design and conduct an action research project;
4. Analyze assessment and other data results;
5. Draw conclusions from data results;
6. Use action research for professional development, improvement of instruction, and advocacy for students; and
7. Identify approaches for sharing the results of action research.

Professional Standards

This course addresses the following professional standards:

Mason Dispositions for a Career Educator I, II, and III
- Commitment to the Profession
- Commitment to Honoring Professional Ethical Standards
- Commitment to Key Elements of Professional Knowledge

NBPTS Propositions 2, 3, and 4
- Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students
- Teachers are Responsible for Managing and Monitoring Student Learning
- Teachers Think Systematically about Their Practice and Learn from Experience

Required Text

Putman, S. M. & Rock, T. (2018). *Action research: Using strategic inquiry to improve teaching and learning.* Los Angeles, CA: SAGE.

Recommended Reading

Brookhart, S. M. (2013). *How to create and use rubrics for formative assessment and grading.* Alexandria, VA: Association for Supervision & Curriculum Development (ASCD).

Grahn, L. and D. McAlpine. (2017). *The keys to strategies for language instruction*. Alexandria, VA: American Council on the Teaching of Foreign Languages (ACTFL).

McTighe, J., Doubet, K. J., & Carbaugh, E.M. (2020). *Designing authentic performance tasks and projects*. Alexandria, VA: Association for Supervision & Curriculum Development (ASCD).

Short, D., H. Becker, N. Cloud, A.B. Hellman, L. N. Levine. (2018). *The 6 principles for exemplary teaching of English learners, grades K – 12.* Alexandria, VA: TESOL International Assn.

More Action Research Resources

Each starred (*) textbook below contains at least 2 sample Action Research reports.

Alber, S.M. (2011). *A toolkit for action research*. Lanham, MD: Rowan & Littlefield. *(contains lots of sample data collection tools & data analysis display formats)*

*Bradbury-Huang, H. (2015). The *SAGE handbook of action research: Participative inquiry & practice*. London: Sage Ltd.

Dana, N. F. & D. Yendol-Hoppey. (2014). *The reflective educator's guide to classroom research, 3rd ed.* Thousand Oaks, CA: Corwin Press.

*Hendricks, C. (2016). 4th ed. *Improving schools through action research.* Columbus, OH: Pearson.

McNiff, J. (2017). *Action research*. London: Sage Ltd.

*Mertler, C. A. (2019). *Action research: Improving schools and empowering educators. 6th Ed*. Los Angeles: Sage.

*Mills, G. E. (2017). 6th ed. *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Pearson.

Teacher Research Websites

https://teacheractionresearch.com/index.php/JTAR   (Journal of Teacher Action Research)
https://newprairiepress.org/networks/ (online journal for teacher research)
https://www.drawntoscience.org/educators/action-research/ (examples in science, ESL)
http://teachersnetwork.org/tnli/research/ (teacher research)
http://carn.org.uk/?from=carnnew/ (international teacher research)

Sample Papers

Examples of action research projects are presented in our course textbook, on teacher research web sites, and in the books listed on Page 5 of this syllabus.

In addition, the course instructor will make available on Blackboard sample projects written by previous students in this course.

Technical Requirements

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

- High-speed internet access with updated browsers.
  - Blackboard Learn supported browsers:
    https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support

- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.

- Note that 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.

Expectations
- Course Week:
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- Log in Frequency:
  Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials *at least twice a 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.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

Assignments

Assignment	Due Date	Percentage of Grade
Action Research Plan	**Wk 3: Sept. 12**	15%
Data Collection Plan	**Wk 7: Oct. 10**	20%
Literature Review	**Wk 10: Oct. 31**	20%
Action Research Presentation	**Wk. 15: Dec. 5**	20%
Data Analysis & Action Plan	**Wk 16: Dec. 12**	25%

Other Requirements

Announcements/Email: Be sure to look for weekly announcements on Blackboard (also sent by email) with updates on the course schedule, a preview of the coming week, and plans for upcoming deadlines.

Online Participation/Attendance Policy: Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected as an absence. **Students with more than two absences will not receive credit for the course**. In case of an emergency or situation that interferes with your participation**,** please send the instructor an email as soon as possible.

Submission Requirements

Written assignments will be submitted to Blackboard by the specified deadline. Each assignment will be uploaded by 11:59 pm EST on the date due. Only Word documents will be accepted for work generated by each candidate. These should be typed in 12-point font, double-spaced with one-inch margins. No cell phone or other photo images of required documents will be accepted.

Resubmission Policy: Course requirements (summative assessments) that have been graded and returned to you with the instructor's feedback will not be considered for re-submission for a higher grade. The Dean for Student & Academic Affairs strongly discourages this practice.

How to Name your Electronic Files: When sending or submitting any draft files or other materials electronically (e.g., email or Blackboard), please ensure that the filename includes *your last name and first initial, the topic or title of the file being submitted in an abbreviated form,* and *the date submitted* to the instructor or Blackboard as follows:
> **Martinez L_ARPlan_Sept.19.2024**

LAPTOP/CELL PHONE POLICY

Laptop use in online courses is to be expected, but please limit their use to accessing live class sessions and Blackboard or Zoom. Please refrain from using laptops and cell phones to engage in non-class related tasks (such as checking email) during class discussions, lectures, interactive tasks, and guest or peer presentations – all of which require your full attention. Similarly, cell phone use is not allowed during instructor, guest, or peer presentations, and cell phones should be turned off or silenced (rather than on *Vibrate*) during live class sessions (unless they are being used for accessing the class session). Ask the instructor if you have an emergency request.

Late Work Policy

All work is expected to be of high quality (produced electronically as a Word document) and submitted on the dates due. *Work submitted late may be reduced one letter grade for every day of delay.* When you face circumstances (e.g., illness) 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 at the discretion of each instructor to approve late/makeup work.*

Course Withdrawal with Dean Approval

Withdrawal from a course after the last day for dropping that course requires approval by the student's academic dean and is permitted only for nonacademic reasons that prevent course completion (see Mason catalog). *Students must contact an academic advisor* to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

Incomplete (IN) Grade

This grade may be given to students who are in good standing but who are 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 for 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.

Student Evaluations of Teaching (SET) - End of Semester

Student Evaluation of Teaching surveys will come online and be made available to you by email approximately 1 - 2 weeks before the end of the semester.

Please **complete this online survey as soon as possible.** Your responses are completely anonymous.

Your responses to this survey are used for at least 2 purposes:

(1) **for me to use to improve the course the next time I teach it and**

(2) **for my annual faculty evaluation report (to determine salary and promotion).**

Therefore, it is a **high-stakes evaluation for my job and for students taking this course after you.**

Course - specific questions - I will add 2 - 3 questions at the very end of the survey that will help determine how I teach this course in the future. **Your responses to these questions are very important.** Please let me hear from you by taking a few minutes to respond to the questions on this survey.

You'll receive an email from the Office of Institutional Effectiveness & Planning (OIEP) through an online survey program called BLUE.

Here's information on the SET form and a preview of the actual questions on the form (these are the general questions sent to students in all courses - course-specific questions will appear only on the survey for this course once it is released):

Link to the SET survey on BLUE: https://gmu.bluera.com/gmu/

[Student Evals of Tchg Information](#)

[SET-Questions .pdf](#)

GRADING

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 4-pt. Rubric	Grading 100-pt. Scale	Conversion to Mason Grade Points	Interpretation
A+	4.0	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	3.85	94-99	4.00	
A-	3.7	90-93	3.67	
B+	3.5	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	3.0	80-84	3.00	
C*	2.0	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<2.0	<69	0.00	

Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the School of Education.

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

Additional Note on Grading: Each instructor's grading policy is based on (a) a professional philosophy that reflects his/her training on assessment and evaluation and (b) prior experience teaching each course. Therefore, instructors should not be expected to assign grades in the same way.

Use of Generative AI
Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)
Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See https://cehd.gmu.edu/current-students/cehd-student-guide.

Class Schedule of Readings & Assignments

Please **read and answer questions on the materials listed by each meeting date**. *OPT* indicates optional readings and tasks. We'll be **meeting live every Thursday** on the Zoom link listed below and on Bbd. Class Zoom link:
https://gmu.zoom.us/j/9844129549

Module & Week #	Topics/Due Dates	Readings/Assignments
Each week you'll be responsible for the assigned readings and Discussion Board assignments, as well as viewing materials and completing assignments in weekly modules on Blackboard. You'll also need to meet weekly deadlines for participation as described in this syllabus.		
1 **Thurs.** **Aug. 29** First class meeting	What is action research? Steps in the action research process. Professional improvement goals. Role of the research log. Course requirements. Introductions.	*Bbd - **Directions AR Plan**, Syllabus, Zoom tips, Starter Qs, Video tutorials, Peer fdbk*
2 **Sept. 5**	Identifying and narrowing down a research topic. Describing the learning challenge (problem statement). Developing a research question. **Work on *Action Research Plan.***	*Putman & Rock, Chs. 1 & 2 & Ch. 3 (pp. 49 - 57)* *Bbd - **Directions Data Collection Plan,** Sample AR Projects, Effective searches, Choosing topic, Setting targets, Identifying research sources, RQ format, APA format, video tutorials*
3 **Sept. 12**	Quantitative, qualitative, and mixed methods research. Types of data sources. Triangulation matrix. Ethical considerations. **Work on *Action Research Plan* & *Data Collection Plan*.** **Due today: *Action Research Plan.***	*P & R, Ch. 4* *Bbd - **Directions Lit. Review**, Finding relevant sources, Triangulation matrix, Video tutorials*
4 **Sept. 19**	Describing teaching intervention. Triangulation matrix. Creating a timeline. Possible data sources. Developing rubrics. Sample speaking assmt: Fresh Start Interview. *Individual conferences as needed.*	*P & R, Ch. 5* *Bbd - **Directions Data Analysis Paper,** Teaching intervention details, timeline, Data sources, Triang. matrix, Dev. rubrics, Sample rubrics, Video tutorial, FS Interview*
5 **Sept. 26**	**Draft your *Data Collection Plan*.** Determining data collection sources - qualitative and quantitative. Data sources - validity & reliability of results. Intra - vs. inter-rater reliability. **Work on *Data Collection Plan*.**	*P & R, Ch. 5* *Bbd - **Directions AR Presentation,** Types of Validity, Triang. matrix, Sample AR papers, Video tutorials*
6 **Oct. 3**	Research-based vs. practitioner-focused articles – finding a balance. Identifying and synthesizing sources into a literature review - from broad to narrow (primary sources only). Using abstracts to create your annotated bibliography. **Work on *Data Collection Plan & Lit Review.***	*P & R, Ch. 3 (pp. 46 - 60, 66 - 68)* *Bbd - Annot. bib., Sample Annot. bib., Narrowing down searches, APA format, Video tutorials*
7 **Oct. 10**	Do's & Don'ts for writing a literature review. *Individual conferences as needed.* **Work on *annotated bibliography (optional) & Literature Review*.** **Due today: *Data Collection Plan***	*P & R, Ch. 3 (pp. 60 - 65)* *Bbd - APA format, Video tutorials*

8 **Oct. 17**	***Work on*** *Literature Review.* *(begin implementing teaching intervention and collecting data after your Data Collection Plan is approved).*	*Continue working on Lit. Review.* *Bbd - Types of data, chklists., anecd. notes, Vocab. assmt., Analyzing results, Video tutorials*
9 **Oct. 24**	Analyzing the data. Looking for patterns in the data - codes or themes in qualitative data. Descriptive statistics in quantitative analysis. *If not yet started, begin your teaching intervention and data collection no later than this week. Make sure to* <u>collect samples of student work</u> *from pre- and post-testing.* **Work on** *Literature Review.*	*P & R, Ch. 6* *Bbd - Analyzing data, Sample data analysis papers, Video tutorials*
10 **Oct. 31**	Reporting and sharing action research. *Individual conferences as needed.* **Conduct your teaching intervention this week.** *Work on data analysis.* ***Due today:*** *Literature Review.*	*P & R, Chs. 6 & 8* *Bbd - Analyzing qualitative data, Reporting research, Video tutorials*
11 **Nov. 7**	Reflecting on results and creating an action plan. Generating new questions. Organizing your data - data tables, charts, graphs. Interpreting the results. Using your triangulation matrix. *Work on data analysis & research presentation.*	*P & R, Ch. 7* *Bbd - Creating action plan, Sample Data Analysis tables/graphs*
12 **Nov. 14**	Writing an Action Research report/making a presentation. Writing an abstract. **Conduct your teaching intervention this week.** *Begin drafting Data Analysis paper.*	*P & R, Ch. 8* *Bbd - Directions for abstracts. Prepare Action Research Presentation.*
13 **Nov. 21**	**Conduct your teaching intervention this week.** *Work on Data Analysis paper & presentation.*	*Bbd - Preview data analysis resources*
14 **Nov. 28**	**Thanksgiving Holiday - No Class**	*Catching up week* *Bbd - Resources Data Analysis, video tutorials*
15 **Dec. 5** LAST CLASS	*Action Research Mini-Conference.* **Conduct your teaching intervention this week.** *Finalize Data Analysis & Action Plan Paper this week.* *(collect student samples from post-testing)* ***Due today: Action Research Presentations***	Student Evaluation of Tchg. Survey
16 **Dec. 12**	***Due today: Data Analysis & Action Plan Paper***	
	For formative feedback on drafts of papers (or for questions on any course requirement), please schedule a Zoom meeting with the instructor at least one week before a paper or presentation is due.	

Note: *Faculty reserve the right to alter the schedule as necessary, with notification to students.*
Discussion Board & Assignments may be added or removed as the semester progresses – see Blackboard for updates.

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: https://cehd.gmu.edu/about/culture/

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards (see https://catalog.gmu.edu/policies/academic-standards/)

- 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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- Questions or concerns regarding use of your LMS should be directed to:
    - Blackboard Learn: 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
    - TimelyCare: https://caps.gmu.edu/timelycare-services/
    - Writing Center: https://writingcenter.gmu.edu/

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

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Assignment Descriptions

Action Research Project - Overview

Teachers will design an *action research project* that is relevant to your current or future teaching position. You will identify an area of professional growth and *a teaching intervention* (an evidence-based teaching approach) that has a high likelihood of improving your students' learning. You will conduct a search of online databases and write a literature review of research on your selected teaching intervention, draft an implementation plan for this project, identify data sources to determine how the teaching intervention is working, then collect and analyze the data to determine the relationship between your teaching intervention and student learning. You will make a brief presentation on your research and describe how you plan to share the results of your study with other teachers.

Both pre- and in-service teachers can complete this project. <u>Teachers not currently teaching students need to make arrangements to get access to a class of students as soon as possible, preferably by Week 2.</u> It is possible <u>to partner with another teacher in this class for the purpose of accessing students, sharing data and getting feedback on a common topic</u>. However, <u>each teacher must write and/or present his/her own assignments</u>.* The data you collect will depend on your research question, the teaching intervention, and your student population. Data sources for this project may include a combination of the following:

1) quantitative analyses – rubrics and other assessment scores, survey results
2) qualitative analysis – non-numeric data such as interviews and teacher observation notes
3) student work samples - writing samples, audio or video samples
4) visual representations – PowerPoint or Google slides, web pages, images or photos of the classroom

To make this project manageable, each stage of the research process will be submitted for a separate score. This type of scaffolding supports formative assessment and allows the instructor to provide you with actionable feedback to improve your understanding of each stage. However, <u>you do need to</u> <u>submit each part of the project by its due date</u>; otherwise, you'll fall behind and may not be able to complete it. Samples of student work that you provide will be used as evidence that you have actually conducted this research project. <u>Data analyses submitted without samples of student work will not be graded; instead, they will need to be resubmitted with the student work samples attached</u>.

*Papers or presentations submitted for credit in another course cannot also be submitted for a grade in this course.

1) Action Research Plan

You'll need to begin by making a plan. Describe the problem or priority achievement targets and your professional learning goal, the level of language proficiency of the language learners involved in your research and their priority learning needs, and the data to be collected. Indicate your role as current or future teacher and total contact hours per week with students. List preliminary sources for your literature review. Use a specific formula to draft a research question. Identify at least one teaching skill that you would like to improve in order to become a more effective teacher and promote student learning.

2) Data Collection Plan

Describe how you plan to implement your research plan. Provide a timeline for implementation of your research, describing how you will implement your teaching intervention week by week. Identify at least three data sources and formulate a data collection plan, including assessments of student learning.

3) Literature Review

Write a review of research that justifies the selection of your teaching intervention or research topic. Once you identify your research question, use search engines such as Mason Library and Google Scholar to do an Internet search for at least 10 sources on your topic, a combination of peer reviewed journal articles, book chapters, books, and online blogs and articles on professional educator web sites (e.g., *Reading Rockets*). You'll submit about a 10-page review (double-spaced in 12-point font) synthesizing the main points of each source that support your research topic. You'll write an integrated review based on common themes across all sources rather than writing a paragraph describing each source separately (see Bbd for examples of how to write an integrated literature review).

4) Action Research Presentation

You will make a short presentation using a multi-media approach (slides, videos, documents, photos) to share your research design, data sources, and results with classmates. As part of this presentation, you'll have the option of simulating your teaching intervention using us as your students.

5) Data Analysis & Action Plan - Final Report

After collecting your pre- and post-test data, you will analyze the results of your three data sources and determine how well your teaching intervention has worked. Do you plan to use your teaching approach again in the future? Do you need to adjust its implementation? What is your action plan for moving forward with this teaching intervention? Describe how you plan to share your research with teachers in your school or program.

Data Analysis & Action Plan – Final Report - Fall 2024

Name: **Date:**   **Score:**

SCORE	1	2	3	4
Data Results	Includes major inaccuracies in reporting results and/or patterns of change or does not report changes and does not provide a description of revisions made to post-testing tools based on pre-testing results.	Includes major inaccuracies in reporting results and/or patterns of change and/or does not report changes or may not provide a description of revisions made to post-testing tools based on pre-testing results.	Includes minor inaccuracies in reporting results and/or patterns of change, may not report changes for each data source, or may not provide a complete description of revisions made to post-testing tools based on pre-testing results.	Accurately reports results and patterns of change for each data source and includes a complete description of revisions made to post-testing data sources based on pre-testing results.
Data Interpretation	Does not interpret the data.	Makes few or inaccurate interpretations and unsupported inferences from the data and/or does not compare results to the literature review.	May not interpret results for each data source, makes inaccurate or unsupported inferences from the data, or does not consistently and effectively compare results to those found in the literature review. May include some description rather than interpretation.	Thoroughly interprets results for each data source, making accurate and complete inferences from the data, consistently and effectively comparing results to those found in the literature review.
Data Representation	Provides few or no data tables or graphs and student samples.	Data tables and/or graphs show results for only some data sources and contain inaccuracies. Includes few student work samples.	Data tables and graphs show results of each data source but may contain inaccuracies. Includes incomplete student work samples.	Provides data tables and graphs that clearly and accurately show results of each data source or scoring tool. Includes student work samples* for each data source.

Validity & Reliability	Does not address validity and reliability for each data source.	Contains numerous inaccuracies, unsubstantiated claims, and/or omissions in descriptions of validity and reliability.	Provides justification for how each data source ensures validity and reliability but may contain inaccuracies, unsubstantiated claims, or omissions.	Provides an accurate and complete justification for how each data source ensures the validity and reliability of inferences.
Action Plan	Does not make connections between data results and proposed action plan and does not reflect on effectiveness of teaching intervention.	Makes incomplete and/or inaccurate connections between data results and proposed action plan and reflects only briefly on effectiveness of teaching intervention.	Makes incomplete connections between data results and proposed action plan and/or may reflect incompletely on effectiveness of teaching intervention.	Makes clear connections between data results and proposed action plan and thoroughly reflects on effectiveness of teaching intervention used.

*Reports submitted without evidence of student work or performance will not be scored until those samples are submitted.

All 4s = total score of 4.0 or A. Every box below a 4 reduces score by .20 points (e.g., 3.8, 3.6).