EDUC 670
Action Research
Spring 2016

Course Section: A0, K0A, K0B, K0C, M2, P0
Meeting Time and Place: Cedar Bluff, Chattanooga, Harrogate, Kingsport
Course Credit Hours: 3 Credit Hours

Faculty Contact Information:

Dr. Margie Carico (KOB)  
2802 Wildwood Road  
Maryville, TN 38804  
865-983-1712  
margie.carico@lmunet.edu

Dr. David Burrell (KOA & KOC)  
210 Sanders Street  
Blountville, TN 37617  
423-360-3894  
david.burrell@lmunet.edu

Dr. Theresa McCormick (M2)  
1311 Owens Road  
Auburn, AL 36830  
theresia.mccormick@lmunet.edu

Dr. Merry Boggs (AO)  
801 Chattanooga Ave., Apt A 108  
Dalton, GA 30720  
706-244-3223  
merry.boggs@lmunet.edu

Dr. Pat Murphree (PO)  
644 Church Lane  
Churchill, TN 37642  
423-357-7347  
patricia.murphree@lmunet.edu

INSTRUCTOR INFORMATION – Faculty will be available by appointment before class, during the lunch period, at breaks, and after class for advisement sessions with students.

Graduate Education Office Webpage: www.lmunet.edu/education

I. Course Description: This course explores the action research model, the vital role of professional literature in action research, and culminates in a scholarly team project designed to improve educational practice and empower educators. Prerequisites: EDUC
Clinical Experiences – This is a clinical experience course closely related to IL 611, IL 612, and EL 612 requiring candidates to complete an action research project in a PLC group to empower educators and improve educational practice in K-12 settings.

II. Course Objectives: The candidates will:
1. Collaborate with stakeholders to communicate a clear, compelling vision for professional learning and growth. (TILS C)
2. Implement and monitor a rigorous evaluation system using an approved Tennessee evaluation model. (TILS C)
3. Use educator evaluation data to inform, assess, and adjust professional learning goals and plans. (TILS C)
4. Engage faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning. (TILS C)
5. Collaborate with others to induct, support, retain and/or promote effective educators based on evidence of student and educator outcomes. (TILS C)
6. Identify and support potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards. (TILS C)
7. Improve self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection. (TILS C)

Standards/Outcomes:

CI Outcome 4: The candidate designs and/or engages professional learning experiences to improve practice, enhance ethical decision making and seek leadership roles in the school community.

II. Candidate Outcome 3: Professional Learning and Growth
Candidates who complete the program who are ethical leaders who competently evaluate teacher effectiveness utilizing multiple data sources, develop collaboratively professional learning and growth opportunities, and through modeling instill the philosophy of lifelong learning among all staff members.

InTASC Standard 9:
The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on other (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

TILS Standard C: Professional Learning and Growth: An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

ELCC Standard 2: Candidates who complete the program are educational leaders who
have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

III. Texts/Materials for the Course:

Required Texts:

Suggested Text:


ADDITIONAL MATERIALS

Link for Turnitin

http://www.turnitin.com/static/index.php

IV. Course Requirements, Assessment and Evaluation Methods:

Due Second Class

- **Collaborative Institution Training Initiative (CITI) Training Module** (Completion Report)

  1. Follow the link to create a log in and password [https://www.citiprogram.org/Default.asp](https://www.citiprogram.org/Default.asp) under New Users - Register Here tab.

  2. For question number 1 - select the pull down menu for participating institutions only – Lincoln Memorial University will be a choice.

  3. Fill out the other questions (2-7) with your own information; for number 6 you do not have to choose CEU credits for this course.

  4. Fill out LMU Requested Information.

  5. You will then be taken to the Select Curriculum Page. For number 1, Human Subjects Research, you will select Social & Behavioral Research Investigators.

  6. For number 2, you will select no to GCP.

  7. For number 3, you will select not at this time.

  8. For number 4, select nothing and hit the submit button at the bottom.

  9. You will likely not need to affiliate with another institution, if you are unsure of this please talk to your instructor or the ORGSP at LMU.

  10. You will then be taken to the Main Menu for your account.

  11. Under your courses it should list Social & Behavioral Research - Basic/Refresher,
Basic Course and under your status it will say not started with an underlined enter link.

12. You will then be able to click enter and see the required modules. Optional modules are at the bottom and not required.

Requirements (see Section X for Course Outline and Assignment Requirements)

KA#1: Action Research Paper
PLC Group Project
Due Fifth Class Spring Semester:

- Preliminary Pages:
  - Title Page; Abstract; Table of Contents; Appendices and Lists of Tables or Figures (if appropriate)
- Chapter I
  - Background of the Study
  - Statement of the Problem
  - Purpose of the Study
  - Justification for the Study (Answers the “So What?” question)
  - Research Questions
  - Definitions of Terms (if needed)
- Chapter II-Review of Literature
  - Introduction
  - Organized by headings and subheadings as needed to guide the reader
  - Five to ten resources
- Chapter III-Methodology
  - Describe procedures
  - Include databases
- Chapter IV-Summary of Findings
  - Summarize findings
- Chapter V-Conclusions and Recommendations for Further Study
  - Discussion
  - Findings
  - Recommendations
- References
- Appendices
  - Certificate of Authorship
  - CITI Certificate

Assessment and Evaluation: The PLC Action Research Project will be assessed using the Action Research Rubric (see page 16). The University official Graduate Education grading system will be utilized.

Attendance Policy: Cooperative and group learning is the essence of the EdS program. When class absences occur, candidates can make up for the knowledge and skills missed from the instructor, but they are not able to make up for the knowledge
and skills their participation in class would have provided to their fellow candidates’
learning. Therefore, even with successful completion of make-up assignments,
class absences will cause a reduction in the final course grade. One
(1) absence will result in a reduction of one letter grade from whatever grade
would have been earned. Two absences will result in a grade of “C” or lower.
More than two absences will result in the grade of “F” for the course.

If a class is cancelled by LMU due to weather or other unforeseen circumstances, a make-
up date may be scheduled.

V. Methods of Instruction:
Instructional methods will include lecture, class discussion, reflection, collaborative
assignments, group presentations, problem solving, and written assignments.

Clinical Experiences: In courses with Clinical Experiences, candidates will receive
regular coaching and feedback from mentors. The coaching process must be documented,
for example, through an Activity/Time Log or Formal Evaluations.

VI. Information Literacy/Technological Resources:
Technology
Incoming students must be computer literate and be able to use software for e-mail, word
processing, web browsing, and information retrieval. Students must have access to the
Internet for communicating with instructors and accessing learning resources. Computer
access must be available on a personal computer.

Turnitin
Candidates will be required to be submitting some assignments to Turnitin, the computer
program designed for checking literature duplication. Submitting additional course work
to Turnitin is at the instructor’s discretion. Instructions for using Turnitin can be found at

LiveText
Each student will be required to establish an account with the LiveText program by
the second class session. LiveText is a web-based application offering a comprehensive
suite of development, management, and assessment tools. This suite of tools provides
colleges and universities with the capability to assess student work online using
assessment instruments that have been developed and implemented by the individual
college faculty and/or departments. LiveText may be purchased online at
http://livetext.com or through the LMU Bookstore. LiveText Help is available on the
Graduate Office web page www.lmunet.edu/education.

Library Resources
The Carnegie-Vincent Library provides access to three outstanding databases in the
Education field: ERIC, the Educational Resource Information Center, the premier
database for education related journal articles and documents containing over one million
citations and links to more than 100,000 documents in full-text; Professional Collection,
a custom selection of more than 300 full text periodicals for educators covering the
subject areas of “health and fitness, school law, drug and alcohol abuse, learning
disabilities, sports, arts and humanities, social sciences, and psychology;” and ProQuest
**Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

**VII. University Policies:**

**Students With Disabilities Policy:** As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalogue. Any student seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the Director of Counseling and ADA, Dan Graves, with regard to required documentation and in order to make appropriate arrangements. Contact information: dan.graves@lmunet.edu and/or 423.869.6267 (800-325-0900 ext. 6267).

**Counseling:** LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401).

**Discrimination, Scholastic Dishonesty, Cheating, and Plagiarism Policies** can be found in the student handbook: [www.lmunet.edu/campuslife/handbooks.shtml](http://www.lmunet.edu/campuslife/handbooks.shtml).

**Course Evaluations:** In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

**Outcomes Assessment Testing:** Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology students must take the General Education Proficiency Profile examination.

**LMU’s Inclement Weather Policy** can be found at the following link to LMU’s website: [http://www.lmunet.edu/curstudents/weather.shtml](http://www.lmunet.edu/curstudents/weather.shtml). Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

**Professional Certification and Licensure DISCLAIMER** – Authorization for the University to provide a program for the preparation of teachers, counselors, or administrators, does not guarantee eligibility for certification, licensure, or benefits. It is the sole responsibility of the candidate to be knowledgeable about specific state certification/licensure/benefits requirements, qualify for certification, licensure, or benefits and apply for the same.

**Syllabi:**
The syllabus for each EdS Class is cooperatively developed by faculty who are currently teaching the course. These syllabi are found under the “Degrees and Programs” tab on the LMU School of Education website found at www.lmunet.edu/education/. Look under specific course numbers for Spring 2016 EdS syllabi and Class Materials. IT IS THE RESPONSIBILITY OF EACH STUDENT TO PRINT SYLLABI, FROM THE WEB PAGE, FOR EACH SEMESTER AND BRING THEM TO THE FIRST CLASS MEETING.

For Alabama Students - Alabama Commission on Higher Education Disclaimer Statement:
State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s). www.alsde.edu

Unit Commitment to Diversity– The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

IIX. mission statements:

Lincoln Memorial University Mission Statement can be found at the following link to LMU’s website: http://www.lmunet.edu/about/mission.shtml.

Carter & Moyers Graduate School of Education Mission Statement: http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf (page 11)

Curriculum and Instruction Mission Statement: http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf (Page 32)

EPP Vision And Mission: The Carter & Moyers School of Education prepares and mentors professional educators of distinction through Values, Education, and Service to be teachers, administrators, school leaders, or other school professionals whose practice will improve student learning.
IX. Course Outline/Assignment/units of Instruction or Clinic Schedule:
EDUC 670 Assignment and Assessment

Key Assignment #1:
Due 5th Class Spring Semester

EDUC 670 Action Research

Improving Inter-rater Reliability Using T.E.A.M Observation Rubric

This assignment provides candidates with the knowledge and skills necessary to understand the role of professional literature in action research and work in teams to design, conduct, analyze, and reflect on authentic problem-based action research studies to continuously improve educational practice and empower educators. This course explores the action research model and culminates in a scholarly project on an authentic school-based problem designed to improve educational practice. The Instructional Leadership (IL) faculty and Curriculum & Instruction (CI) faculty will work collaboratively to design and implement an action research project to improve or establish inter-rater reliability when conducting teacher evaluations using the TEAM Observation Rubric.

- **Authentic school-based problem:** Establishing or improving Inter-rater reliability for teacher evaluation using the TEAM Observation Rubric.
- **Research Model:** Action Research
- **Student Grouping Structure:** Professional Learning Community (PLC) group project with mixture of students.
- **Faculty roles:**
  - IL and CI faculty will collaborate to guide PLC student groups to produce an action research project to improve the teacher evaluation process
  - Curriculum & Instruction (CI) faculty member will supervise adherence to APA style writing for all sections of the research project
  - CI faculty will guide content and APA style on following sections:
    - Preliminary pages (title page, abstract, table of contents, etc.)
    - Section I – Collaborate with IL faculty on background and problem of the study
    - Section II - The literature review on the TEAM Model and establishing inter-rater reliability on teacher evaluations focusing on value-added student assessment models
    - References List
    - Appendices
  - IL faculty will guide content of the following sections:
    - Section III – Methodology
    - Section IV – Findings
    - Section V – Discussion and recommendations
  - IL and CI will collaboratively assess the action research projects based on faculty responsibility areas described above
• **Action Research Project Procedures:**
  
  o PLC Student groups will:
    
    ✓ Conduct a review of literature related to establishing inter-rater reliability of teacher evaluations using the value-added student assessment model
    
    ✓ Use the data collected on the IL 612 Mock Teacher Evaluation assignment where each member evaluated three teachers (one elementary, one middle, and one secondary) and scored their performance using the TEAM rubric to evaluate inter-rater reliability of the observations
    
    ✓ The PLC group will apply an appropriate statistical analysis to establish inter-rater reliability of the first observations
    
    ✓ The PLC group will then view the same three videos together. The group will then discuss and reflect on practices viewed in the videos and as a group determine teacher score for each video
    
    ✓ An appropriate statistical analysis will be applied to determine if there is significant difference between first and second scores
    
    ✓ Findings will be displayed using charts, graphs, tables, etc.
    
    ✓ Further examination may be conducted to examine other concerns or practices based on these mock teacher evaluations using the TEAM rubric
    
    ✓ Each PLC will present project results to entire class

**Assessment: Action Research Project Rubric (see page 16)**

The Professor will provide a course outline during the first class.

X. Each Instructor may insert miscellaneous course elements here, as desired numbered in sequence.

XI. **Student Community Engagement:** A cornerstone of the University’s mission is service to humanity. As part of the University’s Student Service Imitative, students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: [http://www.lmunet.edu/campuslife/initiative/index.shtml](http://www.lmunet.edu/campuslife/initiative/index.shtml) or contact the Associate Dean of Students.

**Plagiarism**

Plagiarism is the presentation of someone else’s words or ideas as one’s own (See APA Publication Manual, 6th ed., pp.15-16). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences of ideas in a paragraph with only one citation at the end of the paragraph, resulting in confusion between the cited content and the researcher’s own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author’s for and structure.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:

- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- Cite sources within the text in the format delineated in the APA Manual, pp. 174-179.

**Certification of Authorship.** I certify that I am the author of this paper titled ________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course. I understand that falsification of information will affect my status as a graduate student.

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Student’s Signature________________ Date ________________

(This statement must be included with all written assignments.)

XII. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.

LMU CI Candidate Outcomes:

CI Candidate Outcome 1: The candidate will design and implement research-based strategies to manage the learning environment and to motivate and actively engage diverse learners.

CI Candidate Outcome 2: The candidate engages learners in deep content knowledge that includes reflection on prior content knowledge and skills, links new concepts to familiar concepts, develops critical thinking skills and connects to real-world local and global issues.

CI Candidate Outcome 3: The candidate designs and uses multiple methods and appropriate types of assessment to identify student learning needs and collaborates with other professionals to design instruction that supports all students in meeting rigorous learning goals.

CI Candidate Outcome 4: The candidate designs and/or engages professional learning experiences to improve practice, enhance ethical decision making and seek leadership roles in the school community.

CI Candidate Outcome 5: The candidate demonstrates the dispositions of the profession.
InTASC Model Core Teaching Standards (2013)

The Learner and Learning

Standard #1: Learner Development
The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The candidate uses understanding of individual difference and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The candidate works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content

Standard #5: Application of Content
The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate’s and the learner’s decision making.

Standard #7: Planning for Instruction
The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

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Standard #9: Professional Learning and Ethical Practice
The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Notes:

- In each standard the term “teachers” has been replaced with the term “candidate” in compliance with CAEP requirements.
Tennessee Instructional Leadership Standards (TILS)

**Standard A: Instructional Leadership for Continuous Improvement**
An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

**Indicators:**
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.
2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards.
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
4. Leads educators to develop and execute interventions to address all students’ learning needs, grounded in multiple sources of data (academic, social, and/or emotional).
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.

**Standard B: Culture for Teaching and Learning**
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

**Indicators:**
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.
2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
3. Fosters a safe, respectful, and orderly environment for all.
4. Takes measures to actively involve families in the education of their children.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success.
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.

**Standard C: Professional Learning and Growth**
An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

**Indicators:**
1. Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
4. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.
5. Collaborates with others to induct, support, retain and/or promote effective educators based on evidence of student and educator outcomes.
6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.

**Standard D: Resource Management**
An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

**Indicators:**
1. Strategically utilizes community resources and partners to support the school’s mission, vision, and goals.
2. Includes a diverse set of educators and stakeholders in school improvement decisions.
3. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
4. Performs all budgetary and responsibilities with accuracy, transparency, and in the best interest of students and staff.

International Society for Technology Education (ISTE A) Standards for Administrators

1. Visionary Leadership - Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
   a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
   b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
   c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital Age Learning Culture - Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.
   a. Ensure instructional innovation focused on continuous improvement of digital-age learning
   b. Model and promote the frequent and effective use of technology for learning
   c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
   d. Ensure effective practice in the study of technology and its infusion across the curriculum
   e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. Excellence in Professional Practice - Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.
   a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
   b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology
   c. Promote and model effective communication and collaboration among stakeholders using digital age tools
   d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic Improvement - Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.
   a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
   b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
   c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
   d. Establish and leverage strategic partnerships to support systemic improvement
   e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital Citizenship - Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.
   a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
   b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
   c. Promote and model responsible social interactions related to the use of technology and information
   d. Model and facilitate the development of a shared cultural understanding and involvement in global issues

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through the use of contemporary communication and collaboration tools

Elcc Standards

1.0 Candidates who complete the program are educational leaders who have the knowledge and ability to provide the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning.
   1.1 Develop a Vision
   1.2 Articulate a Vision
   1.3 Implement a Vision
   1.4 Steward a Vision
   1.5 Promote Community Involvement in the Vision.

2.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
   2.1 Promote Positive School Culture
   2.2 Provide Effective Instructional Program
   2.3 Apply Best Practice to Student Learning
   2.4 Design Comprehensive Professional

3.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
   3.1 Manage the organization
   3.2 Manage Operations
   3.3 Manage Resources

4.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interest and needs, and mobilizing community resources.
   4.1 Collaborates With Community and Other Family Members
   4.2 Respond to Community Interests and Needs
   4.3 Mobilize Community Resources

5.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner.
   5.1 Acts with Integrity
   5.2 Acts Fairly
   5.3 Acts Ethically

6.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
   6.1 Understand the Larger Context
   6.2 Respond to the Larger Context
   6.3 Influence the Larger Context

7.0 Internship. The internship provides significant opportunities for candidates to synthesize and
apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

7.1 Substantial
7.2 Sustained

EDUC 670 Research Project Rubrics
Performance Assessment for use with candidate research proposal

<table>
<thead>
<tr>
<th></th>
<th>Capstone 4 (8-10) (4 pts)</th>
<th>Milestones 3 (5-7) (3 pts)</th>
<th>Milestones 2 (3-4) (2 pts)</th>
<th>Benchmark (1-2) (1 pt.)</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA Format, Typing, Spacing, Margins, Punctuation, Spelling, Headings, and Pagination, includes Preliminary Pages&gt;Title page, Abstract, Table of Contents, Appendixes, and Tables or Figures (if appropriate) (1, 10%) (10, 10%)</td>
<td>Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. The paper contains no spelling errors. APA format is followed throughout.</td>
<td>Demonstrates consistent use of important particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices. The paper contains minimal spelling errors. APA format is followed with few exceptions.</td>
<td>Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation. The paper contains spelling errors. Numerous APA format errors are present.</td>
<td>Attempts to use a consistent system for basic organization and presentation. The paper contains spelling errors. APA format is not followed.</td>
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<td>ELCC 2</td>
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<td>Statement of the Problem (1, 10%) (10, 10%)</td>
<td>Specific and clearly stated, interesting, relevant. Based on previous work through a review of the literature and current issues. Demonstrates an understanding of how theory can be used to explain practical phenomenon.</td>
<td>Specific, interesting, and relevant. Based on previous work. Describes how theory can be used to explain practical phenomenon.</td>
<td>Interesting, and relevant. Based on previous work.</td>
<td>Interesting, problem identified. Lacks basis in the literature and previous research.</td>
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| **Purpose of the Study**  
(1, 10%) (10, 10%) | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| **Justification of the Study** (1, 10%) (10, 10%) | Clearly identifies the significance of the study. Focuses on the benefit to the field of education. Answers the question, "So what?" | Speaks to the significance of the study. Generally discusses the benefit to the field of education. | Presents a general understanding of the significance of a study. | Broadly describes the usefulness of the study. |
| **Research Question(s)**  
(1, 10%) (10, 10%) | Based on previous work, the question opens the door to a new avenue of research. | Identifiable question that is built on a theoretical foundation. Marginally linked to a practical phenomenon. Question is of limited importance to the discipline. | Identifiable question that is built on a theoretical foundation. Marginally linked to a practical phenomenon. Question is of limited importance to the discipline. | Question is not identifiable. There is a noticeable lack of theory to substantiate the research question. Failure to link the research question to a practical phenomenon. Question is not interesting to the discipline. |
| **Review of Literature**  
(1, 10%) (10, 10%) | Utilized a variety of appropriate sources that clearly and convincingly link theory to practice. Able to synthesize material drawn from a multidisciplinary perspective presenting a Limited number of academic sources. Demonstrating a satisfactory comprehension of the theory providing a marginal justification for a testable hypothesis. Information | Limited number of academic sources. Demonstrating an adequate comprehension of the theory providing a marginal justification for a testable hypothesis. | Limited number of academic sources. Demonstrating an adequate comprehension of the theory providing a marginal justification for a testable hypothesis. | Review is not drawn from a multidisciplinary perspective. A minimal number of sources some or all of which are inappropriate. A testable hypothesis is not apparent from the review. Demonstrated an
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<tr>
<th><strong>Definitionsof Terms</strong> (1, 10%) (10, 10%)</th>
<th><strong>Methodology</strong> (1, 10%) (10, 10%)</th>
<th><strong>References</strong> (1, 10%) (10, 10%)</th>
<th><strong>Human Subjects</strong> (CITI Certificate) (1, 10%) (10, 10%)</th>
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<td>ELCC 2  CI 4</td>
<td>InTASC 9, 10  TILS 3</td>
<td>ELCC 2  CI 4</td>
<td>InTASC 9, 10  TILS 3</td>
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<td>Terms are clearly defined and relate to the research question and the purpose of the study. Definitions are written in complete sentences.</td>
<td>Explains and justifies the approach used to examine the research question. Research procedures are clearly identified. Specific databases used are included.</td>
<td>Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. APA format is followed.</td>
<td>Completed requisite CITI Training Modules and</td>
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<tr>
<td>Terms are defined and relate to the research question. Definitions are written in complete sentences.</td>
<td>Cursory explanation of the research methodology. Research procedures are discussed.</td>
<td>Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. APA format is followed.</td>
<td>Incomplete</td>
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<tr>
<td>Terms are defined. Definitions are incomplete.</td>
<td>Brief description of research methodology. Research procedures are clearly identified. Specific databases used are included.</td>
<td>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. Some APA issues.</td>
<td>Incomplete</td>
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<td>Terms are listed. Definitions are either missing or incomplete.</td>
<td>The research methodology is either not explained or is inappropriate given the research design.</td>
<td>Demonstrates an attempt to use sources to support ideas in the writing. APA format is not evident.</td>
<td>Missing Evidence</td>
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logical and creative argument. Interesting and sophisticated hypothesis is identified. drawn from a multidisciplinary perspective is moderately well organized applied in a relevant, informative and interesting manner. Information drawn from a limited perspective is moderately well organized applied in a relevant, informative and interesting manner. unsatisfactory comprehension of the theory and did not show the ability to apply it in a relevant, informative or interesting manner.
submitted the Certificate of Completion with the proposal

Citations

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