

Assessment VI: Clinical Projects
ELCC Standards 2.3, 5.2, 5.3, 6.1, 6.2, 6.3
Collaborative Action Research Project: EDLP 608, Fall Year II

(The element(s) highlighted in yellow are used to assess diversity outcomes)

Element (E)	Target = 3	Acceptable = 2	Unacceptable = 1
<p>E 1 Introduction (CARP Chapter 1)</p> <p>Candidates understand the larger educational context.</p> <p>ELCC 6.1</p>	<p>Provides all appropriate historical and current background information about the school and district.</p> <p>Provides a clear Focus Statement with compelling evidence that the identified problem is significant, requiring continuous improvement.</p> <p>Includes a well-developed reflective statement about how the research fits in the larger context of education and society. The introduction clearly addresses most if not all of the following issues reflecting an understanding that educational leaders:</p> <ul style="list-style-type: none"> • Act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. • Demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school. • Demonstrate the ability to analyze the complex causes of poverty and other disadvantages 	<p>Provides most appropriate historical and current background information about the school and district.</p> <p>Provides a clear Focus Statement with some evidence that the identified problem is significant or requires continuous feedback.</p> <p>Includes a reflective statement about how the research fits in the larger context of education or society; but the discussion is either too general or inadequately developed. The introduction adequately addresses many of the following issues reflecting an understanding that educational leaders:</p> <ul style="list-style-type: none"> • Act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. • Demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school. • Demonstrate the ability to analyze the complex causes of 	<p>Provides insufficient background information to adequately set the study and its import in context.</p> <p>Focus Statement is unclear or problem identified is insignificant in terms of its potential impact on teaching and learning.</p> <p>Includes little, if any, discussion of how the research fits in the larger educational and/or societal context. The introduction fails to adequately address most of the following issues reflecting an understanding that educational leaders:</p> <ul style="list-style-type: none"> • Act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. • Demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school. • Demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families,

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	<p>and their effects on families, communities, children, and learning.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. • Demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. • Demonstrate the ability to analyze and describe the cultural diversity in a school community. • Describe community norms and values and how they relate to the role of the school in promoting social justice. • Demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities. <p>Clearly defines all key terms.</p>	<p>poverty and other disadvantages and their effects on families, communities, children, and learning.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. • Demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. • Demonstrate the ability to analyze and describe the cultural diversity in a school community. • Describe community norms and values and how they relate to the role of the school in promoting social justice. • Demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities. <p>Defines most key terms clearly.</p>	<p>communities, children, and learning.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. • Demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. • Demonstrate the ability to analyze and describe the cultural diversity in a school community. • Describe community norms and values and how they relate to the role of the school in promoting social justice. • Demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities. <p>Defines few or inadequately defines key terms.</p>
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<p>E 2 Literature Review (CARP Chapter 2)</p> <p>Candidates respond to the larger educational context</p> <p>ELCC 6.2</p>	<p>Anchors the study in at least two relevant fields of research; and the discussion clearly establishes the connection between the original and extant research.</p> <p>Evidences a thorough understanding of key developments in each related field of research, including contrasting viewpoints.</p> <p>Is explicitly related to the AR focus and supporting questions.</p> <p>Is coherent and logically organized and addresses the importance of the candidates' ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.</p>	<p>Anchors the study in two fields of research; however, though the connection between the study and the extant research is referenced it is not thoroughly established.</p> <p>Evidences a basic understanding of key developments in each related field of research, but considers few contrasting viewpoints.</p> <p>References the AR focus and supporting questions, but does not sufficiently detail and discuss the connection between these and the related fields of research.</p> <p>Is logically organized, but lacks strong overall coherence, because some ideas are not sufficiently developed or clearly connected to one another it fails to demonstrate the candidates' ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups..</p>	<p>Anchors the study in only one field of research and/or the connection between the study and the extant research is not explicitly established.</p> <p>Evidences a poor understanding of key developments in the related fields of research, including any existing contrasting viewpoints.</p> <p>Does not reference the AR focus and supporting questions.</p> <p>Lacks a clear, logical organizing structure; in addition, the section lacks overall coherence due to poorly developed or poorly connected ideas. It fails to address the importance of the candidates' ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.</p>

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<p>E 3 Problem Statement (CARP Chapter 3)</p> <p>Candidates respond to the larger educational context</p> <p>ELCC 6.2</p>	<p>Provides the context for the problem statement by restating the focus of the study and 5 or 6 of the questions leading to the statement of the problem.</p> <p>Presents a concise, clearly focused statement of the problem to be researched. Includes a discussion of 2 or 3 closely related supporting questions the study seeks to answer.</p> <p>Provides two graphic representations of some aspect of the problem statement and introduces each in the body of this chapter, making the connection to the PS and the purpose of each explicit.</p> <p>Is coherent and logically organized and addresses the importance of the candidates' ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.</p>	<p>Provides sufficient context for the problem statement by restating the focus of the study, but includes only four of the six questions leading to the statement of the problem.</p> <p>Presents a reasonably clear focus statement, but clarity is weakened in part by imprecise or redundant language. Includes a discussion of 2 questions that the study seeks to answer.</p> <p>Provides two graphic representations of some aspect of the problem statement, but only references, rather than explains each in the body of this chapter.</p> <p>Is logically organized, but lacks strong overall coherence, because some ideas are not sufficiently developed or clearly connected to one another it fails to demonstrate the candidates' ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an on-going dialogue with representatives of diverse community groups..</p>	<p>Does not provide adequate context for the problem statement, due to failure either to restate the focus of the study or to include at least 4 of the questions leading to the statement of the problem.</p> <p>The study is not clearly focused due to insufficient or extraneous details and information, imprecise language or redundancy. Includes a reference to 2 questions that the study seeks to answer but does not provide sufficient discussion to make their significance to the study explicit.</p> <p>Provides only one graphic representation of some aspect of the problem statement and briefly explains it in the body of this chapter; or provides two graphic representations but does not reference or explain either in the body of the chapter.</p> <p>Lacks a clear, logical organizing structure; in addition, the section lacks overall coherence due to poorly developed or poorly connected ideas. It fails to address the importance of the candidates' ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an on-going dialogue with</p>

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			representatives of diverse community groups.
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<p>E 4 Design and Methods (CARP Chapter 4)</p> <p style="background-color: #ffff00;">Candidates apply best practice to student learning and they act in a ethical and fair manner.</p> <p>ELCC 2.3, 5.2, 5.3</p>	<p>Provides a context-setting recap of the problem and related questions and uses this to launch the discussion of the design and methods.</p> <p>Identifies and provides a rationale for the research design, which includes both qualitative and quantitative methods, and evidences a strong understanding of and use of triangulation.</p> <p>Provides a thorough, detailed description of the methodology (including participants, materials, and all procedures), so as to allow replication.</p> <p>Candidates clearly demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.</p> <p>Provides compelling evidence that all procedures are rigorous, ethical, and fair.</p>	<p>Provides a context-setting recap of the problem and related questions but does not explicitly connect it to the discussion of the design and methods.</p> <p>Details but does not provide a rationale for the research design, which includes qualitative and quantitative methods and evidences a basic understanding of and use of triangulation.</p> <p>Provides a description of the methodology, though some aspects are less detailed than necessary to allow ease of replication.</p> <p>Candidates adequately demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.</p> <p>Provides some evidence that procedures are rigorous, ethical and fair.</p>	<p>Does not provide a context for this chapter by recapping the problem; or restates the problem but does not include the related questions or connect this to the discussion of design and methods.</p> <p>Details but does not offer a rationale for the research design; includes either qualitative or quantitative methods. Evidences little understanding of and use of triangulation.</p> <p>Provides only a general description of the methodology or is missing a description of key aspects of the methodology, so that replication would not be possible.</p> <p>Candidates insufficiently demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.</p> <p>Provides little evidence that procedures are rigorous, ethical and fair; or presents evidence that procedures are ethical and fair, but they lack rigor.</p>

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<p>E 5 Conclusions, Recommendations, Implications (CARP Chapter 5)</p> <p>Candidates apply their understanding to influence the larger educational context.</p> <p>ELCC 6.3</p>	<p>Conclusions are clearly related to the original research question(s) and all are well supported, defensible and justifiable.</p> <p>Recommendations for future action are provided and thoroughly discussed.</p> <p>Specific implications are provided and are: tightly connected to the findings of the research questions, clearly applicable to the intended audience, and thoroughly explain how learning may be improved as a result.</p> <p>Candidates clearly demonstrate their ability to apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</p>	<p>Conclusions are clearly related to the original research question(s) and most are well supported, defensible and justifiable.</p> <p>Recommendations for future action are provided but the discussion lacks adequate development.</p> <p>Specific implications are provided but are more generally connected to the findings of the research questions and the intended audience. The implications address to a limited degree, how learning may be improved as a result.</p> <p>Candidates adequately demonstrate their ability to apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</p>	<p>Conclusions are related to the original research but are poorly supported and/or are not defensible or justifiable.</p> <p>Some recommendations for future action are provided with little or no discussion.</p> <p>Some general implications are provided but are only loosely connected to the findings of the research questions and the intended audience. Little, if any discussion is provided regarding how learning may be improved as a result.</p> <p>Candidates are unable to demonstrate their ability to apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</p>

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<p>E 6 Additional Criteria: Conventions, Grammar, Style ELCC - NA</p>	<p>The entire research paper evidences:</p> <p>Organization that is consistently purposeful and highly effective, resulting in a coherent, logical expression of ideas throughout.</p> <p>Reliance on the writer’s own words with a skillful weaving together of personal and professional voice informed by scholarship.</p> <p>Consistently precise, memorable word choice, characterized by the objective stance of a researcher.</p> <p>Meticulous attention to the conventions, grammar, and usage of standard English and of APA (5th ed.) style.</p> <p>Strict adherence to the 15-20-page length requirement (excluding references).</p>	<p>The entire research paper evidences:</p> <p>Organization that is purposeful and generally effective, though with occasional lapses in coherence or logic, due to some ideas that are underdeveloped or not clearly connected.</p> <p>Reliance on the writer’s own words. Occasionally, diction is stilted or awkward, as the writer struggles to maintain a balance between personal and professional voice, as informed by scholarship.</p> <p>Word choice that is usually precise, reflecting the objective stance of a researcher, though there are occasional lapses into less formal, more subjective language.</p> <p>With only a few exceptions, a careful attention to the conventions, grammar, and usage of standard English. Exceptions do not seriously detract from the overall coherence or appearance of the paper.</p> <p>With one or two minor exceptions, a clear understanding of the requirements of APA (5th ed.) style. Close attention to the 15-20 page length requirement (excluding</p>	<p>The entire research paper evidences:</p> <p>Weak organization throughout, resulting in a discussion in which the purpose lacks clarity and the exhibits an overall lack of coherence and logic.</p> <p>The likely use of many quotations of other authors but without citations or that personal/professional knowledge is relied on to the exclusion of other established research. Writer’s voice is not distinguishable or consistent.</p> <p>Word choice that is very subjective and informal, suggesting a lack of understanding of the objective stance required of a researcher.</p> <p>Writing that is consistently flawed by lack of attention to the conventions, grammar and usage of standard English. Mistakes seriously weaken overall coherence and appearance of the paper.</p> <p>Little understanding of the requirements of APA (5th ed.) style.</p> <p>Inadequate attention to the 15-20 page requirement (excluding references), as</p>

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		references), as the paper is no less than 15 and no more than 21 pages.	the paper is either fewer than 15 or more than 21 pages.
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E 7 Additional Criteria: Process of Revision ELCC - NA	<p>Paper required very few, minor one-time corrections by advisor of diction, style, format, grammar and mechanics.</p> <p>Candidate adhered strictly to all due dates.</p> <p>All instruments were submitted for approval in advance and properly field-tested.</p> <p>The resulting Action affected the teaching and learning of an entire grade level, department, or school.</p>	<p>Paper required a few significant, one-time corrections by advisor of diction, style, format, grammar and mechanics.</p> <p>With one or two brief exceptions, candidate adhered to established due dates.</p> <p>All instruments were submitted for approval in advance and were properly field-tested.</p> <p>The resulting Action affected the teaching and learning of an entire grade level, department or school.</p>	<p>Paper required multiple and continuous corrections by advisor of diction, style, format, grammar and mechanics.</p> <p>Candidate was consistently late in turning in required research-related work.</p> <p>One or more instruments were not submitted for approval in advance and/or one or more were not appropriately field tested.</p> <p>The resulting Action affected only the researcher's own classroom or several (rather than all classrooms) at a grade level.</p>