



Leadership for Diverse Communities

*Our candidates are Ethical, Reflective, Critical Thinkers,
Valuing Diversity and Life-Long Learning*

*The faculty of the Kremen School of Education and Human Development foster the
development of the following candidate dispositions.
Candidates will increasingly reflect these dispositions
in their work with students, families, and communities*

LEE 299 Masters Degree ECE Program Thesis

Dr. Pamela Lane-Garon

<http://www.csufresno.edu/mediatormentors/>

<http://www.csufresno.edu/bonnercenter/>

Semester, YR

Office ED 365

Campus Phone 278-0320

e-mail pamelalg@csufresno.edu

Office Hours: M 3:00-4:00 PM; TH 3:30-4:00 PM;

and also by appointment.

Class taken concurrently with LEE 241 Fieldwork and Seminars

Course Description

The LEE 299 thesis represents a culminating experience for the Masters in Education candidate with an emphasis in Early Childhood Education. The policies and procedures manual for project or thesis are provided to students enrolled in ERF 220. This document can also be obtained from the Graduate Admissions technician. Examples of previous project/thesis abstracts are available for students in the faculty offices (Project) or the University Library (Thesis).

A thesis is a written product of the study of a specific or well-defined question or issue which merits being investigated. It is a document resulting from original research and includes the following elements: statement of the problem, review of relevant theoretical and empirical literature, methodology, results and implications. The thesis format can take two forms, empirical or theoretical. For more information, consult the "Policies and Procedures Manual for 299/Thesis." Students become eligible to register for LEE 299-Thesis once the research topic has been formulated, a thesis committee has been established and a substantial amount of the initial writing has been completed. Students are encouraged to initiate this process at least one semester prior to enrolling in 299/Thesis. Procedures for completing a thesis include the following: 1. Develop a thesis prospectus which includes the description of the problem justification and statement of purpose. Also obtain a thesis formatted disk from the Graduate Studies office.

2. Submit the prospectus to one's selected faculty members. Usually, at least two of the faculty members are selected from the candidate's department and have specific content expertise while the third faculty member typically has expertise in methodology. This group will be known as the Thesis Proposal Committee and will include three members. 3. The thesis prospectus is expanded and developed into the thesis proposal which consists of the following first three chapters:

Chapter 1 Introduction
Chapter 2 Review of Literature
Chapter 3 Methodology

4. The student will meet with the Thesis Proposal Committee who will examine and assess the thesis proposal. The committee either approves the thesis proposal or recommends further development. After approval of the thesis proposal, the committee will then be known as the Thesis Committee. 5. The final stages of the thesis development include the collection of research data and completion of the written report. In addition to the first three chapters, the completed thesis should also include:

Chapter 4 - Results
Chapter 5 - Conclusions

6.. The student will then complete a final oral review of his/her thesis with the Thesis Committee. 7. The student will submit an "Approved for Final Submission" form with the completed thesis to the Division of Graduate Studies office, TA 132. H. The thesis will be reviewed and returned to the student by an official from the University Graduate Studies Office. Once received, the student will make the necessary corrections and then submit the final publication copy back to the Graduate Studies Office.

Purchase:

Required Text #1: Glatthorn, A. and Joyner, R. (latest edition). *Writing the Winning Thesis or Dissertation: A Step-by-Step Guide*.

Required Text #2: American Psychological Association (latest edition). *Publication Manual of the American Psychological Association*.

Expectations & Grading

It is expected that the candidate will negotiate distal and proximal goals with the thesis chair. As per their agreement, deadlines will be met and written work will be deemed acceptable, acceptable with revisions required or unacceptable. A final letter grade will be given to the completed thesis.

*** Subject to Change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class or seminar it is your responsibility to check on announcements made while you were absent.**

University Policies

Special Needs:

Upon identifying themselves to the instructor, students with disabilities will receive reasonable accommodations. For more info, contact services in Madden Library 1049 at 278-2811.

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." For more details, please check out APM-236 for the complete text of the Honor Code. (<http://www.csufresno.edu/aps/documents/apm/236.pdf>)

"Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration),
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading,
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cell Phones. Out of respect for everyone's learning experience, **cell phones are to be turned off** during class except when an emergency call is expected.

Confidentiality. The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child, the recommended language is "for the purpose of this study, I will refer to the observed student as *Child A*."

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page. Digital Campus course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the

original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Make Up Policy for Planned and Unplanned Absences: In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate. You are expected to be present at all scheduled thesis seminars as scheduled. These dates will be collaboratively determined by candidate and advisor.

- **Computers:** "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources." **Every student is required to have a personal computer or access to a university computer.**

- **Disruptive Classroom Behavior:** "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class." **Student behavior which disrupts the learning process shall not be tolerated.**

Anticipated Learning Outcomes: Some of the major NCATE/CTC/NAEYC Standards for Advanced Students that LEE 299 Addresses are listed below. Additionally, this project represents a required Advanced Program Assessment:

Content Knowledge: Thesis and Presentation (MA only)

NAEYC Standards 5: Essential Tools 4 & 6

CTC Standard 2.1

- ✓ **Advanced candidates collect and interpret research, translate research findings into practice, demonstrate personal research skills, and implement applied research.**

- ✓ **Advanced candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning to**

create environments that are healthy, respectful, supportive, and challenging for all children (NAEYC Standard 1).

- ✓ **Advanced candidates know about understand and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and involve all families in their children’s development and learning (NAEYC Standard 2).**
- ✓ **Advanced candidates apply theoretical and research knowledge to practice in appropriate settings—in the context of field study projects, action research, curriculum projects, or observed clinical practice.**
- ✓ **Advanced candidates know about and understand the goals, benefits and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning (NAEYC Standard 3)**
- ✓ **Advanced candidates are reflective professionals capable of taking leadership roles in schools or programs, mentoring novice teachers, and acting as advocates for children at local, state, and national levels (NAEYC Standard 5).**
- ✓ **Advanced candidates integrate their knowledge of academic disciplines to design, implement and evaluate experiences that promote positive development and learning for all children (NAEYC Standard 4).**
- ✓ **Advanced candidates identify and conduct themselves as members of their profession. They know and use ethical guidelines and other professional standards related to their professional practice (NAEYC Standard 5).**

<p style="text-align: center;">ASSESSMENT 5:</p> <p style="text-align: center;">Masters Degree ECE Summative Assessment Project, Thesis or Paper</p> <p style="text-align: center;">This Assignment Addresses These Specific Program Standards Affecting the Development of Both the Early Childhood Teacher Leader and The Early Childhood Practitioner</p> <p style="text-align: center;">NAEYC Standard 5; Essential Tools 4 & 6</p>

The ECE Graduate Program offers students three options for final Summative Assessment:

- 1a. Master’s Final Project
- 1b. Master’s Thesis

1c. Research Paper (ECE Specialist Credential, no MA)

1a. Master's Final Project

The final project represents a culminating experience for the Masters in Education candidate with an emphasis in Early Childhood Education. The policies and procedures manual for project or thesis are provided to students enrolled in ERF 220. This document can also be obtained from the Graduate Admissions technician. Examples of previous project/thesis abstracts are available for students in the faculty offices (Project) or the University Library (Thesis).

A project consists of a significant scholarly undertaking that is relevant to the field of Early Childhood Education. It must demonstrate originality, independent thinking, effective organization, and writing proficiency descriptive of graduate level work. The completed project includes a comprehensive literature review and a creative project component. Procedures for completing the requirements for project are as follows:

- 1) Attain advancement to candidacy and completed a minimum of 24 semester units with a B or better including ERF 220.
- 2) Identify a faculty member who will supervise the project.
- 3) Develop a project proposal. An example of this proposal is given in the "Policies and Procedures Manual" for 298/Project.
- 4) Obtain a schedule number from the Admissions Technician or Program Coordinator for 298/Project and register for the course.
- 5) Complete all work on 298/Project in consultation with the faculty advisor.
6. Meet with advisor and receive final editing guidance and endorsement.
- 7) Complete final typing and get the project bound, including the abstract.
- 8) Submit the final project to the project advisor, which will include the project report and two copies of the abstract.
- 9) The final grade for project is awarded by the faculty project advisor.

Expectations & Grading

It is expected that the candidate will negotiate distal and proximal goals with the project advisor. As per their agreement, deadlines will be met and written work will be deemed acceptable, acceptable with revisions required or unacceptable. A final letter grade and rubric rating will be used to assess the completed project based on the NCATE/NAEYC Standards.

1b. Master's Thesis

The Masters Degree ECE Program Thesis represents a culminating experience for the Masters in Education candidate with an emphasis in Early Childhood Education. The policies and procedures manual for project or thesis are provided to students enrolled in ERF 220. This document can also be obtained from the Graduate Admissions technician. Examples of previous project/thesis abstracts are available for students in the faculty offices (Project) or the University Library (Thesis).

A thesis is a written product of the study of a specific or well-defined question or issue, which merits being investigated. It is a document resulting from original research and includes the following elements: statement of the problem, review of relevant theoretical and empirical literature, methodology, results and implications. The thesis format can take two forms, empirical or theoretical. For more information, consult the "Policies and Procedures Manual for 299/Thesis." Students become eligible to register for LEE 299-Thesis once the research topic has been formulated, a thesis committee has been

established and a substantial amount of the initial writing has been completed. Students are encouraged to initiate this process at least one semester prior to enrolling in 299/Thesis. Procedures for completing a thesis include the following:

1. Develop a thesis prospectus, which includes the description of the problem justification and statement of purpose. Also obtain a thesis-formatted disk from the Graduate Studies office.

2. Submit the prospectus to one's selected faculty members. Usually, at least two of the faculty members are selected from the candidate's department and have specific content expertise while the third faculty member typically has expertise in methodology. This group will be known as the Thesis Proposal Committee and will include three members.

3. The thesis prospectus is expanded and developed into the thesis proposal which consists of the following first three chapters:

Chapter 1 Introduction

Chapter 2 Review of Literature

Chapter 3 Methodology

4. The student will meet with the Thesis Proposal Committee who will examine and assess the thesis proposal. The committee either approves the thesis proposal or recommends further development. After approval of the thesis proposal, the committee will then be known as the Thesis Committee.

5. The final stages of the thesis development include the collection of research data and completion of the written report. In addition to the first three chapters, the completed thesis should also include:

Chapter 4 - Results

Chapter 5 - Conclusions

6. The student will then complete a final oral review of his/her thesis with the Thesis Committee.

7. The student will submit an "Approved for Final Submission" form with the completed thesis to the Division of Graduate Studies office, TA 132. H. The thesis will be reviewed and returned to the student by an official from the University Graduate Studies Office. Once received, the student will make the necessary corrections and then submit the final publication copy back to the Graduate Studies Office.

Expectations & Grading

It is expected that the candidate will negotiate distal and proximal goals with the thesis chair. As per their agreement, deadlines will be met and written work will be deemed acceptable, acceptable with revisions required or unacceptable. A final letter grade and rating based on the Masters Degree Early Childhood Education Thesis Rubric will be used to assess to the completed thesis based on the NCATE/NAEYC Standards.

1c. Research Paper

Students pursuing the Specialist Credential in Early Childhood Education (no MA) will be required to prepare a 10-page research paper in LEE 235 to be publicly presented. The topic of the paper is to be related to the content of LEE 235 and can focus on topics or questions such as:

- New understandings of the relation between brain research, early experiences and the development of infant cognitive understandings. That is, are young children highly vulnerable, highly resilient, or both?
- Can intelligence be boosted by specialized and focused interventions focusing on the development of reasoning or learning?
- Is children’s academic achievement in the preschool years related to federal requirements under the “Good Start, Grow Smart” initiative (requiring every child in Head Start to be tested on literacy, math and language skills at the beginning and end of each program year). Can Head Start testing enhance academic achievement?
- Can research in information processing and other fields assist our understanding of children’s cognitive or moral development? How has new research modified older understandings?
- How are young children’s academic attainments—including vocabulary, language proficiency, understanding number concepts, familiarity with letter-sound associations-- susceptible to the negative influence of poverty in the early years? Can early school interventions reverse these early effects?

The paper will respond to a real question of current importance in such a way that it can begin to provide data-based evidence on an important question for the field. Six to 10 references will normally be included to substantiate adequate coverage of the topic.

**#1 Summative Assessment: Project, Thesis or Research Paper
Rubrics and Scoring Procedures
NAEYC Standards 5; Essential Tools 4, 6**

1a: Master's Project Rubric

PROJECT ELEMENT	EXPECTATIONS NOT YET MET	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	SCORE
<p>Standard 5 Growing as a Professional</p> <p>Candidates identify and conduct themselves as members of the ECE profession, use ethical guidelines and professional standards and are powerful advocates for sound practices</p>	<p>The project is not related to the candidate's work or professional goals. Although the project examines an aspect of ECE, it does not provide research or direction for improving the field. The candidate shows little interest in topic and lack of commitment to using project professionally.</p>	<p>The project is valuable to the candidate's work or professional goals. It provides research, resources, curriculum or other materials for improving the field. The candidate has a clear plan for using the project as a basis for advocating for sound ECE practices and improving the lives of children and families in the real world.</p>	<p>The project represents the candidate's deep commitment to examining central questions or issues related to the candidate's work or professional goals. The candidate has a clear plan for using the project and making it available to other professionals, families or programs.</p>	
<p>Tool 4 Mastery of Relevant Theory and Research</p> <p>Demonstrate in-depth, critical knowledge of theory and research</p>	<p>Fails to demonstrate thoroughness and competence in mastering the theory and research essential to the project's content. Analysis of the scholarly/ professional literature is inadequate. Fails to summarize the scope, findings and meaning of research and how it relates to the project.</p>	<p>Demonstrates mastery of relevant theory and research for conducting project. Thoughtful, well-organized and systematic review of the literature includes the main theories, demographic information and important research studies as well as technical reports and descriptive articles on models in the field. The research methodology used and findings from studies included in the review are clearly explained. The candidate generally describes the relationship of the body of research to the current study.</p>	<p>The candidate demonstrates mastery and insight concerning theory, demographic information and research including the latest research or similar projects currently underway. The research methodology used and findings from studies included in the review are clearly explained and shortcomings or flaws in the methodologies are described. The review of the literature not only builds on existing research and theory, but also shows potential of impacting practice and/or scholarly research in the discipline. The relationship of the research literature and problems or questions in this area of study are</p>	

			explicitly linked to candidate's project.	
Tool 6 Inquiry Skills and Knowledge of Research Methods Demonstrate inquiry skills, showing their ability to investigate questions relevant to ECE	Fails to use standard methods for inquiry and research in designing project, reviewing literature and implementing the project. Does not use research as the basis for the project and or fails to investigate questions and collect data necessary to implement the project.	Inquiry skills and research are used to examine a significant problem in ECE. The project provides evidence of knowledge concerning the significant research representing both historical and current studies. Previous research is summarized and its relationship to the current study is described.	Inquiry skills and research are utilized to present a "rich" picture of the nature and significance of the project and its educational context. Research and information are synthesized and summarized concisely. The candidate displays sophisticated analytical skills through his/her ability to discriminate, organize, synthesize, and summarize the literature. The relationship of each unit of information is explicitly linked to the current study.	
				TOTAL

Analytic Scoring: Does Not Yet Meets Expectations = 1; Meets Expectations = 2; Exceeds Expectations = 3
Holistic Scoring: Does Not Yet Meet Expectations = 3; Meets Expectations = 6, Exceeds Expectations = 9

1b: Master's Thesis Rubric

THESIS ELEMENT	EXPECTATIONS NOT YET MET	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	SCORE
Standard 5 Growing as a Professional Candidates identify and conduct themselves as members of the ECE profession, use ethical guidelines and professional standards and are powerful advocates for sound practices	The thesis is not related to the candidate's work or professional goals. Although the thesis examines an aspect of ECE, it does not provide research or direction for improving the field. The candidate shows little interest in topic and lack of commitment to using thesis professionally.	The thesis is valuable to the candidate's work or professional goals. It provides research, resources, curriculum or other materials for improving the field. The candidate has a clear plan for using the thesis as a basis for advocating for sound ECE practices and improving the lives of children and families in the real world.	The thesis represents the candidate's deep commitment to examining central questions or issues related to the candidate's work or professional goals. The candidate has a clear plan for using the thesis and making it available to other professionals, families or programs.	
Tool 4 Mastery of Relevant	Fails to demonstrate thoroughness and competence in	Demonstrates mastery of relevant theory and research for	The candidate demonstrates mastery and insight concerning theory,	

<p>Theory and Research</p> <p>Demonstrate indepth, critical knowledge of theory and research</p>	<p>mastering the theory and research essential to the thesis's content. Analysis of the scholarly/ professional literature is inadequate. Fails to summarize the scope, findings and meaning of research and how it relates to the thesis.</p>	<p>conducting thesis. Thoughtful, well-organized and systematic review of the literature includes the main theories, demographic information and important research studies as well as technical reports and descriptive articles on models in the field. The research methodology used and findings from studies included in the review are clearly explained. The candidate generally describes the relationship of the body of research to the current study.</p>	<p>demographic information and research including the latest research or similar thesis currently underway. The research methodology used and findings from studies included in the review are clearly explained and shortcomings or flaws in the methodologies are described. The review of the literature not only builds on existing research and theory, but also shows potential of impacting practice and/or scholarly research in the discipline. The relationship of the research literature and problems or questions in this area of study are explicitly linked to candidate's thesis.</p>	
<p>Tool 6 Inquiry Skills and Knowledge of Research Methods Demonstrate inquiry skills, showing their ability to investigate questions relevant to ECE</p> <p>For scoring thesis, this section includes 2 more sections: Methods, Results and Discussion</p>	<p>Fails to use standard methods for inquiry and research in designing thesis, reviewing literature and implementing the thesis. Does not use research as the basis for the thesis and or fails to investigate questions and collect data necessary to implement the thesis.</p>	<p>Inquiry skills and research are used to examine a significant problem in ECE. The thesis provides evidence of knowledge concerning the significant research representing both historical and current studies. Previous research is summarized and its relationship to the current study is described.</p>	<p>Inquiry skills and research are utilized to present a "rich" picture of the nature and significance of the thesis and its educational context. Research and information are synthesized and summarized concisely. The candidate displays sophisticated analytical skills through his/her ability to discriminate, organize, synthesize, and summarize the literature. The relationship of each unit of information is explicitly linked to the current study.</p>	

<p>Additional Section for Tool 6: Method</p>	<p>Method is not described adequately: research context, subjects, instruments and materials used, procedures followed. The data analyses made are inappropriate or are incompletely described. Little attention to logic or clarity. Method may not be appropriate to addressing research question (s) posed.</p>	<p>Setting, participants, protocol, and procedures are clearly described. Observations are detailed and thorough. Accurate and complete notes were taken during or recorded immediately. Research approach, type, method, and instrumentation are generally appropriate for the research being conducted. The research context, subjects, instruments and materials used, procedures followed, or the data analyses made are generally appropriate for the study and fully described.</p>	<p>Parsimonious, logical presentation of setting participants, protocol and procedures are clearly described with attention to possible study replication. When tables and figures used they are necessary to the unfolding of the method. Systematic approaches and attention to meticulous documentation are demonstrated. The most appropriate research method and instrumentation are selected. The criteria for their selection are clearly documented. The research context, subjects, instruments and materials used, procedures followed or the data analyses made provide assurances of validity and reliability; Any necessary pilot studies have been conducted. If human subjects are involved, ethical safeguards are described.</p>	
<p>Additional Section for Tool 6: Results and Discussion</p>	<p>Results are vague, sketchy, fragmented, and incomplete. Facts confused with opinion and conjecture. No supporting examples. Excessive details and trivial facts obscure more important general patterns. Reporting is unclear, incomplete or does not speak specifically to the thesis question. There is a lack of objectivity in the reporting.</p> <p>Discussion does not include interpretations. Explanations and interpretations are vague and not well developed.</p>	<p>Results present raw data to substantiate the descriptive findings presented. Results are reported professionally—with attention to low inference presentation of data. When Tables and figures are presented, they are generally well organized and mostly adhere to APA style with few errors. Results are organized in terms of how the problem statement was posed.</p> <p>Discussion offers mostly plausible interpretations and explanations are</p>	<p>Results provide extensive and relevant observations are described clearly and supported with examples, quotations, and details. A “rich” picture is presented and information is synthesized and summarized concisely. Data substantiate results claimed. Low inference reporting is maintained in this section. Consistent attention to APA style table and figure presentation is evident. Clarity is enhanced through the use of appropriate tables and figures. Raw data as well as other appropriate materials are included in the appendix.</p>	

	Interpretations are not supported by logical reasons and evidence. Observations are described, but not analyzed or explained.	offered to tie the observations or activities into an organized and coherent pattern. Interpretations and explanations are mostly supported by logic and evidence.	The results are expertly explained by the discussion. Underlying behavior or performance patterns are noted. Knowledge-base concepts are used to interpret observations made. Interpretations reveal insight into subject/participant perspective. Literature review content is used for interpreting findings.	
				TOTAL

Analytic Scoring: Does Not Yet Meets Expectations = 1; Meets Expectations = 2; Exceeds Expectations = 3

Holistic Scoring: Does Not Yet Meet Expectations = 1-4; Meets Expectations = 5-9; Exceeds Expectations = 10-15

1c: Research Paper Rubric (ECE Specialist Only)

	CHARACTERISTICS OF WRITING NEEDING IMPROVEMENT	CHARACTERISTICS OF WRITING MEETING EXPECTATIONS	CHARACTERISTICS OF WRITING EXCEEDING EXPECTATIONS	SCORE
<p>Standard 5: Growing as a Professional</p> <p>Evidence of professional involvement, upholding ethical standards, engaging in continuous collaborative learning and informed advocacy.</p>	<p>Paper does not address follow-up activities to implement strategies derived from implications.</p>	<p>Paper documents follow-up activities where implications of the paper have been shared with colleagues for their input, feedback, or action, resulting in a professional exchange of ideas.</p>	<p>In addition to previous column, paper documents revisions based on professional interactions and feedback and continued professional interactions.</p>	
<p>Tool 6 Inquiry Skills</p>	<p>Results are vague, sketchy, fragmented, and incomplete. Facts confused with opinion and conjecture. No supporting examples. Excessive details and trivial facts obscure more important general patterns. Reporting is unclear, incomplete or does not speak specifically to the thesis question. There is a lack of objectivity in the reporting.</p> <p>Discussion does not include interpretations. Explanations and interpretations are vague and not well developed. Interpretations are not supported by logical reasons and evidence. Observations are described, but not analyzed or explained.</p>	<p>Results present raw data to substantiate the descriptive findings presented. Results are reported professionally—with attention to low inference presentation of data. When Tables and figures are presented, they are generally well organized and mostly adhere to APA style with few errors. Results are organized in terms of how the problem statement was posed.</p> <p>Discussion offers mostly plausible interpretations and explanations are offered to tie the observations or activities into an organized and coherent pattern. Interpretations and explanations are mostly supported by logic and evidence.</p>	<p>Results provide extensive and relevant observations are described clearly and supported with examples, quotations, and details. A “rich” picture is presented and information is synthesized and summarized concisely. Data substantiate results claimed. Low inference reporting is maintained in this section. Consistent attention to APA style table and figure presentation is evident. Clarity is enhanced through the use of appropriate tables and figures. Raw data as well as other appropriate materials are included in the appendix.</p> <p>The results are expertly explained by the discussion. Underlying behavior or performance patterns are noted. Knowledge-base</p>	

			concepts are used to interpret observations made. Interpretations reveal insight into subject/participant perspective. Literature review content is used for interpreting findings.	
				TOTAL

Analytic Scoring: Does Not Yet Meets Expectations = 1; Meets Expectations = 2; Exceeds Expectations = 3

Holistic Scoring: Does Not Yet Meet Expectations = 1-2; Meets Expectations = 3-4; Exceeds Expectations = 5-6