CALIFORNIA STATE UNIVERSITY
LONG BEACH
Educational Leadership

College of Education Vision:
Equity & Excellence in Education
College of Education Mission: *The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.*

EDAD 636: Applied Research for School Leaders

Fall 2021

Department of Educational Leadership
Educational Administration Program

Course Information

Instructor: Dr. Devery Rodgers	Email: Devery.Rodgers@csulb.edu
Virtual Office Hours Days/Times: Mondays, 5:00-6:00 (or) by appointment	**Office Hours Zoom Link:** https://csulb.zoom.us/j/81260769898
Class Days/Times: Asynchronous	**Class Location:** online
Note: This class normally meets every Thursday, 5:45-8:30pm, but is fully online asynchronous Fall 2021 due to COVID.	

Catalog Course Description
The course introduces students to educational research with an emphasis on practical problems of practice in school settings. Basic quantitative and qualitative data analysis skills are introduced to develop students' competencies in using educational data for equitable school improvement, including program evaluation. Prerequisite: Admission to the Educational Administration program or consent of instructor. Letter grade only A-F.

Course Student Learning Outcomes and Goals
The following student learning outcomes are derived from the California Administrator Performance Expectations (CAPEs). By the end of this course, students will be able to:
1. Identify and analyze multiple sources of data in educational contexts to determine institutional effectiveness (CAPE 1A.2, 1C.3)
2. Locate, understand, critique, and use educational research literature
3. Demonstrate understanding of basic research designs, with emphasis on action research and program

evaluation
4. Identify problems of practice in education and articulate related research questions
5. Develop simple surveys and conduct basic interviews to collect stakeholder feedback related to institutional effectiveness
6. Identify equity gaps from careful examination of multiple sources of qualitative and quantitative data, including student assessment data and other data sources commonly accessed by school leaders (CAPE 2B.4)
7. Create an evaluation plan for conducting a program evaluation

Required Texts/Course Materials
Mertler, C. A. (2016). Action research: Improving schools and empowering educators (5th ed.). Thousand Oaks, CA: Sage. *(This will also serve as the text in EDAD 695.)*

Supplementary readings posted on BeachBoard.

Suggested Course Texts

American Psychological Association (2009). Publication manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association.

About This Course/Teaching Philosophy/What to Expect

Based on CalAPA expectations, this course emphasizes informed and effective *use* of data to a greater degree than data *collection*. Effective educational leaders must be able to understand and utilize data to move their institutions forward. While this course includes analysis of both quantitative and qualitative data, Cycle 1 of the CalAPA emphasizes use of quantitative data to raise questions and then the use of qualitative data in a secondary role to provide deeper insights into the questions. This course is intended to provide you with the practical tools and knowledge to plan, evaluate, assess, lead and influence your learning organization, in order to improve student achievement.

You may be thinking, "I am not a leader of an institution--yet… how will this course impact my day-to-day work?" The intent of this course is to demonstrate ways in which leadership in your current position, and future positions, can apply research for institutional effectiveness. You are a practitioner-researcher, who uses data to make decisions.

All of you have a wealth of experience and knowledge that we'll tap into. Learning from each other will be as important as learning from your instructors; I also hope to learn from you. I'm excited to be your professor for this course, and I look forward to taking this learning journey with you!

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using only asynchronous learning. Students will access the course material and activities on BeachBoard and are required to participate in synchronous class meetings via Zoom. All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on BeachBoard and Zoom, students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to BeachBoard with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first install the latest version of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the Technology Help Desk. The university provides a variety of technology resources to students.

Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's Zoom Etiquette for Students @ the Beach.

Course Evaluation Components and Grading

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

All grades are posted under the Grades tab on Beachboard, please check it regularly to ensure you are receiving proper credit for your work.

Assignment Components and Weight

Evaluation Component	SLO	Weight	Due Date
Assignment 1: Data Analysis Activity Students will be asked to examine data from their own school to identify a potential topic for research.	1, 4, 6	14%	9/28/21
Assignment 2: Evaluating Research –Article Critique Students will read and critique two journal articles about their selected topic. One article will outline a study conducted using quantitative methodology, and the other using qualitative methodology. For each article, students should submit a write up with a summary/critique of the study's: • Theoretical/conceptual framework • Research design • Methodology • Instruments • Data Analysis • Findings • Implications for educational leadership	2, 4	14%	10/12/21
Assignment 3: Program Evaluation Proposal (Signature Assignment) Students will create a proposed evaluation plan that could be used to evaluate the effectiveness of a program at their school site or in their district. (Students will be creating an evaluation plan only and will not actually be collecting data/carrying out the evaluation plan.)	3, 4, 7	14%	10/19/21
Assignment 4: Instrument Development Based on the research topic and preliminary data collection, students will create a short survey and an interview protocol that they might use to gather information in the program evaluation.	3, 5	14%	11/2/21
Assignment 5: Identifying Equity Gaps Students will identify equity gaps from the data they have collected. Students will use the following questions as a framework for their work: • What does the data say? • What are some processes, practices, and policies to be examined? • What are some social justice-oriented concerns about these patterns?	1, 4, 6	14%	12/7/21
Quizzes Students will complete weekly quizzes, in accordance with their readings.	1-7	10%	ongoing
Course Activities Students will be assigned additional activities in class, to ensure breadth and depth of content.	1-7	10%	ongoing
Discussions Students will participate in the Discussion Board via BeachBoard.	1-7	10%	ongoing

Specific details regarding how to complete each assignment will be given on Beachboard. *Assignment Rubrics are available via Beachboard.*

Course Policies & Requirements

Attendance and Participation

This course is asynchronous, therefore you may work on it at any time during a module window. Your attendance is based on your completion of the modules, and you are expected to log into the course on a weekly basis. You should be prepared to engage in discussion and activities. You are encouraged to ask questions and contribute to the content of the course.

Modules will only open a week in advance, so you cannot work too far ahead. This allows time for feedback on your work and application of feedback before moving on. Assignments are expected to be turned in on time. Even though your instructor will be proactive for attendance, it is your responsibility to inform the instructor if you will have an extended time away from the class. The CSULB Attendance Policy can be found here: Policy Statement 17-17

Norms for Course Discussion Board

The Discussion Board is an integral component of this course, and your active participation is critical to the learning environment and our collective success. We are equally responsible to contribute to the pool of knowledge. Your discussion posts and responses will be evaluated based on the responsiveness to the prompt, communication of ideas, critical thinking and analyses, and meaningful interactions with peers. As educational leaders, we will communicate with each other in a professional manner. Respectful discourse is always expected.

Please note the following guidelines when posting on the Discussion Board:
- Please post a concise response to the Discussion Board topic. Clear examples or meaningful (brief) anecdotes are valuable when they relate to the topic and provide a learning outcome.
- Please respond to at least two other postings from your classmates. What resonated with you? What did you learn? What suggestions can you make?
- Think about key takeaways when posting and reading, both to share (with your peers) and gain (from your peers)
- Please refer to course content (readings, videos, slidedeck presentations) when applicable
- When possible, be creative and have appropriate fun!

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the CSULB-CED Student Professional Conduct Policy, CED students are expected to:
1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.

2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations, and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Professionalism

We see professionalism, among faculty *and* students, as foundational to creating a robust learning environment. While consistent attendance is one aspect of this professionalism, there are others that we expect to see displayed during this course as well:

- **Preparation and Engagement**: We expect everyone to come to class having read the assigned readings, given thought to questions or issues raised in the readings, and completed the assignments due for that session. We expect each student to engage with the material in a critical way and to participate in whole class and small group discussions.
- **Respect**: We expect all students to demonstrate respect for their colleagues, instructors, and themselves. This means seeking to listen and understand before responding and critiquing, offering critiques in a constructive and thoughtful way, and drawing out and engaging one another even as you participate yourself.
- **Focus**: Professionalism means being present not just physically, but mentally. Please silence cell phones and be sure to use technology to support class goals during meetings (i.e., no "surfing", no texting).

Late Work/Make-up Policy

Assignments are due on the date and time stated in the syllabus (including online discussions). Any item submitted after the specified time will be considered late unless you have made arrangements with me in advance. Therefore, if you have any concerns about your ability to meet a deadline, please speak with me well in advance of that date. Late assignments will be penalized one full letter grade (e.g., from 90% to 80%) for each day it's late.

Requirements for Written Assignments

All written assignments must be typed, professionally written, spell-checked, double-spaced with a standard 12-point font, 1" margins, and are due at the start of class on the due date. When references are used, they must be properly cited using a standard and consistent format. American Psychological Association (APA) format (7th Edition) is required.

The Writing Process

The ability to communicate clearly and thoroughly in writing is an essential skill for all students and for all leaders; this is especially true in the case of your dissertation. Therefore, we put a great deal of emphasis on this skill in this course. While we recognize that your thinking related to your dissertation will continue to evolve, careful writing is an important driver of that evolution. Therefore, we expect all submitted work to reflect careful editing as well as your best thinking (at that time), organization, and writing. Grammar, spelling, coherence and format (not just content) matter and will be considered in grading.

Writing is a process. No one produces a final draft in one sitting. Therefore, we strongly encourage you to begin writing all assignments early and allow yourself plenty of time to get any additional support you may need (e.g., the Writing Center, peers, instructors) and go through the revision process. As you review and revise your work, ask yourself these questions in order:

☐ Does my paper contain all required elements? Is all the content there and is it clear, easy to understand?
☐ Is my paper coherent? Does it flow, with connections and transitions between paragraphs and sections? (Does it "hang together"?)
☐ How are the mechanics, spelling and grammar in the paper? Have I proofread for typos, extra spaces, misspelled words, etc.?

Plagiarism/Academic Integrity Policy

The University Catalog defines plagiarism as: "…the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source." The concept of academic honesty includes receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per university policy.

Self-Plagiarism

The following policy has been adopted by the EDD program faculty to guide student practice regarding the repeated use of previously submitted student work (often referred to as "self-plagiarism"). It acknowledges that doctoral study is a developmental process, where students can and should develop their work over time across multiple courses. This often means that students have the opportunity to draw on work submitted for prior courses in completing new assignments and projects, or in completing their dissertations. It recognizes that the research and writing processes are iterative, cumulative and dynamic. This policy does not supersede the University Policy on Cheating and Plagiarism, found here:

- If students wish to use any portion of prior work in an assignment, they should consult with the instructor(s) in advance so that the instructor can approve the plan and can give proper guidance on developing the work *and* meeting the expectations of the assignment.
- Any work submitted which draws upon or uses prior coursework (at any level) or culminating experiences (e.g., thesis) should:
    - be used in a way that clearly revises, extends, or develops the original work:
    - be acknowledged (either through a citation or a footnote) appropriately, whether the work has been published (including thesis) or done as a class assignment (this includes group work, so credit is given to all authors);
    - fulfill the requirements of the assignment for a course.
- Instructors will use TurnItIn (or other related software) for course assignments.
- Any allegations of plagiarism or cheating will be resolved through the normal University protocols.

To ensure academic integrity, we will use **Turnitin** to compare your work with multiple sources. The software will report a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, we make that judgment. We encourage you to use it yourself, as a means of checking your work and preventing plagiarism. Avoid plagiarism by:

- Reviewing the University policy
- Learning about the principles of paraphrasing

Resources

The following may be useful resources as you go through the semester:

- Academic Technology Services Resources for Students (including links to BeachBoard Help and Software Depot)
- ITS Help Desk on Learning Remotely
- Graduate Student Resource Center

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades). Application for withdrawal from CSULB or from a class must be filed by the student online, whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on Dropping and Withdrawal for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in

the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at https://www.csulb.edu/equity-diversity/title-ix or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs has prepared a helpful guide, Student Resources During COVID-19. A full list of student support services is also available on the Programs and Services website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the Basic Needs Program. Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Support for Basic Needs

If you are having trouble affording enough food to eat, don't have a safe and reliable place to sleep, and/or experiencing an emergency or crisis we are here to help. We are the Basic Needs Program, and we have emergency services and resources to assist you. To learn more about our programs and services you can visit our website at csulb.edu/basicneeds. To apply for our emergency services such as the meal assistance program, emergency grant, or emergency housing you can fill out our application at this link: https://cm.maxient.com/reportingform.php?CSULongBeach&layout_id=2 We know that not having your basic needs met can affect your performance in the classroom and we want to be here to support you and help ensure you get to your graduation day. We look forward to being of service to you.

Course Calendar

Date	Topics & Activities	Readings Due	Assignments Due (Sunday by 11:59 p.m.)
8/24/21	Course Overview		
8/31/21	The Action Research Process	AR Chapter 1	
9/7/21	Data Sources in Education		
9/14/21	More Data Sources in Education		
9/21/21	Identifying a Topic for Research	AR Chapter 2 & 3(p. 51-59)	
9/28/21	Finding Research Literature	AR Chapter 3 (p. 61-84)	Assignment 1
10/5/21	Finding Research Literature		
10/12/21	Reviewing Literature		Assignment 2
10/19/21	Research Plan	AR Chapter 4	Assignment 3
10/26/21	Instrument Development: Quantitative	AR Chapter 5	
11/2/21	Instrument Development: Qualitative		Assignment 4
11/9/21	Quantitative Analysis	AR Chapter 6	
11/16/21	Qualitative Analysis		
	No Class = Happy Thanksgiving!		
11/30/21	Qualitative Analysis		
12/7/21	Equity Gaps - Presenting Findings	AR Chapter 7	Assignment 5

Syllabus and Course Calendar Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations arise that necessitate doing so.

Selected Bibliography

Abrams, L.M., & Mohn, R.S. (2007). Understanding research student activities for Slavin: Educational research in an age of accountability. Boston, MA: Pearson Education, Inc.

Bogdan, R. C., & Biklen, S. K. (2011). *Qualitative research for education: An introduction to theories and methods* (5th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Bordens, K.S. & Abbott, B.B. (2014) *Research design and methods: A process approach* (9th ed.). New York, NY: McGraw-Hill Education.

Boudett, K.P., City, E.A., Murnane, R.J. (Eds.) (2013). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Education Press.

Brinkmann, S., & Kvale, S. (2014). *InterViews: Learning the craft of qualitative research interviewing* (3rd ed.). Thousand Oaks, CA: Sage.

Burke, P.J. (2009). *The elements of inquiry: A guide for consumers and producers of research.* Los Angeles: Pyrczak Publishing.

Carter, D.F., & Hurtado, S. (2007). Bridging key research dilemmas: Quantitive researching using a critical eye. In F.K. Stage (Ed.), *New Directions for Institutional Research Series: No. 133 Using quantitative data to answer critical questions* (pp. 25-35). San Francisco, CA: Wiley.

Check, J., & Schutt, R. K. (2012). *Research methods in education*. Thousand Oaks, CA: Sage.

Coghlan, D. & Brannick, R. (2014). *Doing action research in your own organization* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.

Creswell, J. W. (2014). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (5th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Creswell, J. W. (2014) *Research design: Qualitative, quantitative, and mixed approaches.* (4th ed.). Thousand Oaks, CA: Sage Publications.

Dunsworth, M, and Billings, D. (2012). *Effective program evaluation: Solutions of principals* (2nd ed.). Bloomington, IN: Solution Tree Press.

Fergus, E. (2017). *Solving disproportionality and achieving equity: A leader's guide to using data to change hearts and minds.* Thousand Oaks, CA: Corwin.

Hora, M. T., Bouwman-Gearhart, J. & Park, H. J. (2017). Data driven decision-making in the era of accountability: Fostering faculty data cultures for learning. *The Review of Higher Education, 40*(3), 391-426.

Johnson, A. (2011). *A short guide to action research* (4th ed.). Boston, MA: Pearson.

Jones, W.P., and Kottler, J.A. (2006). *Understanding research: Becoming a competent and critical consumer.* Upper Saddle River, NJ: Pearson Education, Inc.

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Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage.

Machi, L. A., & McEvoy, B. T. (2016). *The literature review: Six steps to success* (3rd ed.). Thousand Oaks, CA: Corwin.

McMillan, J.H. (2016). *Fundamentals of educational research: Enhanced Pearson etext with loose-leaf version-access card package* (7th ed.). New York: Pearson.

McNiff, J., & Whitehead, J. (2011). *All you need to know about action research* (2nd ed.). Thousand Oaks, CA: Sage.

Park, V.P., Daly, A.J., & Guerra, A.W. (2012). Strategic framing: How leaders craft the meaning of data use for equity and learning. *Educational Policy, 27(4),* 645-675. doi 10.1177/0895904811429295

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Saldana, J. (2015). *The coding manual for qualitative researchers* (3rd ed.). Thousand Oaks, CA: Sage.

Sanders, J.R., & Sullins, C.D. (Eds.) (2006). *Evaluating school programs*. Thousand Oaks, CA: Corwin Press.

Spaulding, D.T. (2014). *Program evaluation in practice: Core concepts and examples for discussion and analysis* (2nd ed.). New York: John Wiley & Sons.

Stake, R.E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Stringer, E.T. (2014). *Action research* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.

Vanover, C. (2015). Analyzing data and asking questions at Shell School, Sea County Florida. *Journal of Cases in Educational Leadership, 18(4),* 350-364. doi 10.11777/1555458915609095

Yin, R.K. (2013). *Qualitative research from start to finish* (2nd ed.). New York: The Guilford Press.

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Program Learning Outcome:

Outcome 4: Use multiple sources of quantitative and qualitative data to make decisions that improve learning outcomes for all students.

Student Learning Outcome(s) Assessed:

The following student learning outcomes are derived from the California Administrator Performance Expectations (CAPEs). By the end of this course, students will be able to:

1. Demonstrate understanding of basic research designs, with emphasis on action research and program evaluation
2. Create an evaluation plan for conducting a program evaluation

Description of the Signature Assignment

Students will create a proposed evaluation plan that could be used to evaluate effectiveness of a program at their school site or in their district. *(Students will be creating an evaluation plan only and will not actually be collecting data/carrying out the evaluation plan.)* Students will write the plan as though they were preparing it for district office personnel. Directions for Students

Scoring Rubric:

Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets some expectations	1= Does not meet expectations	0 = Unable to score; incomplete or missing work
Identifying Area for Focus	Candidate selected an area of interest related to student learning and/or well-being equity issue that would engage him/her in challenging or provocative research.	Candidate selected an area of interest related to student learning and/or well-being equity issue.	Candidate selected an area of interest related to student learning and/or well-being.	Candidate did not select a clear area for focus.	Candidate did not complete this component of the assignment
Review of Relevant Research	Candidate gathered information from a variety of quality	Candidate gathered information from a variety of relevant sources-	Candidate gathered information from a limited range of sources	Candidate gathered information that lacked relevance,	Candidate did not complete this component of the assignment.

Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets some expectations	1= Does not meet expectations	0 = Unable to score; incomplete or missing work
	electronic and print sources. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate).	-print and electronic.	and displayed minimal effort in selecting quality resources.	quality, depth and balance.	
Relevant Quantitative Data	Candidate identifies two or more sets of qualitative data from various sources relating directly to the area of focus and covering a minimum of 3 years.	Candidate identifies two sets of qualitative data relating directly to the area of focus and covering a minimum of 3 years.	Candidate identifies two sets of qualitative data relating directly to the area of focus.	Candidate identifies one set of qualitative data relating directly to the area of focus.	Candidate did not complete this component of the assignment.
Relevant Qualitative Data	Candidate determines two or more high quality sources of qualitative data that further develops his or her understanding of the focus area.	Candidate determines two sources of qualitative data that further develops his or her understanding of the focus area.	Candidate determines one sources of qualitative data that further develops his or her understanding of the focus area.	Candidate fails to identify an appropriate qualitative data source.	Candidate did not complete this component of the assignment.
Data Collection Process	Candidate carefully addressed each step in the data collection process in detail including descriptions of site and sample, procedures, data collection techniques and instrumentation.	Candidate addressed each step in the data collection process including descriptions of site and sample, procedures, data collection techniques and instrumentation.	Candidate addressed each step in the data collection process with limited detail.	Candidate does not address all steps; data collection methods are not adequate to address equity issue.	Candidate did not complete this component of the assignment.