SAINT MARY'S COLLEGE *of California*
KALMANOVITZ SCHOOL OF EDUCATION

Master of Arts in Educational Administration

Student Handbook
& Action Research Guidebook

2016-2017

SAINT MARY'S COLLEGE *of California*
KALMANOVITZ SCHOOL OF EDUCATION

MASTER OF ARTS IN EDUCATIONAL ADMINISTRATION

PROGRAM OF STUDY

Summer 2016

EDUC 575-02 Introduction to Action Research (3)

Fall 2016
EDUC 576-02 Research Framework & Design (3)
EDUC 577-02 Data Collection and Analysis (3)

Spring 2017
EDUC 579-01 Synthesis for Administrative Leadership (2)

TOTAL UNITS: 11

Course Descriptions

EDUC 575: Introduction to Action Research
This intensive course is required for pursuing the Masters in Educational Administration (EDAD) degree. In this course students will explore their personal beliefs that guide their practice, and will expand their development as reflective practitioners. It introduces students to the concept and the value of practitioner-as-researcher, to different types of action research, and to library and on-line resources. In this course, students will develop their own action research question, complete an IRB application for their study, begin to support their ideas with relevant literature and complete a strong rough draft of Chapter I and an outline of Chapter 3.

EDUC 576: Research Framework and Design
This course follows Introduction to Action Research as a requirement for students
pursuing the Master's of Educational Administration degree. It is designed to further candidates' knowledge of, and experience with, action research. While learning the components of action research, candidates proceed with their own Action Research Inquiry Projects: formulate a research question and a research design, locate and review relevant literature, and collect data. This course will challenge candidates to integrate the core program concepts and vision into their classrooms through their action research learning. Candidates reflect upon action research in the contexts of contributing to knowledge about education and to their own professional development.

EDUC 577: Data Collection and Analysis
This course follows EDUC 576 Research Framework and Design as a requirement for students pursuing the Master's of Educational Administration degree. It is designed to further candidates' knowledge of, and experience with, action research. This course will define and develop an educator's capacity to analyze and use data to inform instruction. Candidates will deepen their understanding of using protocols to build learning communities. Candidates will develop and implement methods and procedures as they continue their Action Research Projects. Candidates' continued inquiry and involvement with the action research process will provide opportunities for making schools more effective.

EDUC 579: Synthesis for Educational Administration
The intent of this course is for learners to carry out their action research independently and collaboratively and to document their inquiry investigation (Action Research Project). Candidates will present their research to their colleagues, advisors and faculty at a culminating event. Candidates will present their action research findings at the action research conference and prepare the finished written document of the Action Research Project. Learners will continue to apply, document and demonstrate their professional growth to complete requirements with their research and faculty advisor.

ASSIGNMENT OVERVIEW

Overview of the Action Research Process and Products

PROCESS	Timeline
IDENTIFY ACTION RESEARCH QUESTION	SUMMER 2016
REVIEW LITERATURE	SUMMER ~ FALL 2016
SYNTHESIZE PLAN OF ACTION WITH LITERATURE REVIEW	by DECEMBER 2016
DEVELOP AND IMPLEMENT PLAN OF ACTION	by JANUARY 2017
COLLECT DATA	WINTER-SPRING 2017
ANALYZE DATA & FORM CONCLUSIONS	SPRING 2017

PRODUCTS	Due Date
ACTION RESEARCH DOCUMENT (A typical project is at least 50 pages excluding references.)	FINAL DRAFT TO RA: **APRIL 7** FINAL DRAFT TO FA: **APRIL 21** SUBMIT TO PROQUEST: **MAY 22**
AR Conference PRESENTATION	MAY 13

Overview of the Action Research Cycle

SUMMER		
Begin Library Research	Identify Preliminary Action Research Question Explore Theoretical Rationale	Begin Literature Review Develop Action Plan

EARLY FALL		
Finalize Action Research Question(s)	Finalize Theoretical Rationale Continue Literature Review	Collect Baseline Data

FALL / WINTER			
Finalize Literature Review	Implement Action Plan	Collect Data	Collect Data

EARLY SPRING		
Continue to Collect Data	Complete Action Research Project	Analyze Data and Form Conclusions

LATE SPRING			
Complete Personal Plan for Teacher Leadership (PPTL)	Create and Present Portfolio	Present Action Research at Colloquium	Submit Final Action Research Document

ROLES AND RESPONSIBILITIES

Candidate Roles and Responsibilities

Candidates will take ownership of their Action Research Project and follow the guidelines listed in the Guidebook.

- Candidates will schedule a three-way meeting with their Research Advisor and Faculty Advisor (Advisors) early in the fall semester to establish agreements about how the group will manage the workflow of document revision among the members.

- Candidates will establish a relationship of respectful collaboration with their Advisors and be prompt with appointments and due dates.

- Candidates will respond in a timely manner to their Advisors' contact *(within 3 days)*.

- Candidates will collaborate with their Advisors to determine the most effective means of communication and delivery of written materials: e-mail, phone, and/or face-to-face meetings.

- Candidates will collaborate with their Advisors to backwards plan benchmark dates for completion of their Action Research Projects.

- Candidates will bring copies of current drafts to each face-to-face meeting. Between face-to-face meetings, documents can be e-mailed or snail mailed.

- Candidates will be proactive and ask their Advisors for specific help or information when needed.

- Candidates will present their portfolio to their Research Advisors for feedback and provide the rationale for certain elements.

- Candidates will submit the final draft of their Action Research Document to their Advisors for approval at least four weeks prior to the end of the spring semester.

Research Advisor Roles and Responsibilities

The **Action Research Advisor** supports and guides the candidate throughout the entire action research process, but particularly during the final stages of collecting and analyzing data, forming conclusions, writing, revising and producing the final document. Advisors will be matched with candidates early in the fall, and they will work with their candidate(s) as an independent study throughout the year.

The Research Advisor will participate in a three-way meeting with their Candidate and the Candidate's Faculty Advisor early in the fall semester to establish agreements about how the group will manage the workflow of document revision among the members.

Research Advisors will communicate with each candidate regarding progress of the action research project (action research document, personal plan for teacher leadership *if applicable*, and colloquium presentation). *This may include e-mails, phone conferences and/or face-to-face meetings*.
- Research Advisors will make initial contact by end of September.
- Research Advisors will collaborate with each candidate to establish (and calendar) the most effective mode of communication (e-mail, phone and/or face-to-face meetings) and set a timeline for completion of the action research project.
- Research Advisors will respond promptly to candidates' e-mails and phone calls (*within 3 days*).

Research Advisors will keep a record of communication with each candidate.
In addition, Research Advisors will:
- Review and sign candidate's Action Research Project Information Sheet.
- **Complete CITI Training to ensure compliance with ethical standards for research with human subjects.**
- Be familiar with the 6th Edition *APA Manual* guidelines and with the places where the St. Mary's guidelines differ *(Guidebook takes precedence over APA Manual)*.
- Review chapter drafts and approve final draft of candidate's action research document and sign signature page (see ARP Rubric, this document).
- Attend and facilitate candidate's session(s) at the Leadership Colloquium.
- Submit spring semester grades for EDUC 579: *Synthesis for Educational Administration*. The grade for this course will be a synthesis of the presentation of the final action research project at the Colloquium and the ARP document itself (see Colloquium Rubric and ARP Rubric, this document).
- **Attend at least two (2) Faculty/RA meetings to receive information on the content and process of the ARP and to collaborate with other advisors on pertinent issues. *Attendance at these two meetings is mandatory.***

Faculty Advisor Roles and Responsibilities

The **Faculty Advisor** supports and guides candidates through the process of getting approval for their action research project from the Saint Mary's College Institutional Review Board. Advisors will be assigned to candidates at the beginning of the fall. It is important to note that the IRB process is a student-led process. The faculty advisor is not responsible for *getting the candidate approved*. The faculty advisor consults and advises, but the candidate must take initiative to draft documents and make revisions as directed by both the advisor and the IRB committee.

The Faculty Advisor will participant in a three-way meeting with their Candidate and the Candidate's Research Advisor early in the fall semester to establish agreements about how the group will manage the workflow of document revision among the members.

Faculty Advisors will communicate with each candidate regarding the candidate's expected timeline for IRB submission and the progress of the IRB application. *This may include e-mails, phone conferences and/or face-to-face meetings.*

- Faculty Advisors will make initial contact by early September.
- Faculty Advisors will collaborate with each candidate to establish (and calendar) the most effective mode of communication (e-mail, phone and/or face-to-face meetings) and set a timeline for submission of the IRB application that ensures the candidate can implement his/her project in a timely manner.
- Faculty Advisors will respond promptly to candidates' e-mails and phone calls (*within 3 days*).

Faculty Advisors will keep a record of communication with each candidate.
In addition, Faculty Advisors will:

- Review and sign candidate's Action Research Project Information Sheet.
- **Maintain current CITI Certification to ensure compliance with ethical standards for research with human subjects.**
- Consult, review and submit the candidate's Application and Appendices to the Institutional Review Board.
- Be familiar with the 6th Edition *APA Manual* guidelines and with the places where the St. Mary's guidelines differ *(Guidebook takes precedence over APA Manual).*
- Review drafts and approve the final draft of candidate's action research document and sign signature page (see ARP Rubric, this document).
- **Attend at least two (2) Faculty/RA meetings to receive information on the content and process of the ARP and to collaborate with other advisors on pertinent issues. *Attendance at these two meetings is mandatory.***

Academic Policies

Attendance Policy

Students are expected to be punctual and attend all sessions of courses in which they are enrolled. Tardiness or absences may affect the final grade for the course. At their discretion, instructors may assign additional coursework to compensate for tardiness or absence.

Grading Policy

The grading policy of the School of Education is designed to provide students with feedback on the quality of their work. Symbols A, B, C, D, F, and I are used and are defined below:

A   distinguished, clearly superior work showing high quality of insight, depth of knowledge, and no fundamental deficiencies.

B   fully acceptable acquisition of basic subject and/or skill mastery.

C   adequate work, but lacking in graduate level mastery of the full range of knowledge and skills.

D   inadequate work, or the absence of work.

F   seriously inadequate work, or the absence of work.

I   course requirements were incomplete when the course ended.

Faculty report final grades to the Registrar's Office. Candidates' final grades are available online, and **it is the candidate's responsibility to check for their grades online**. Candidates must maintain a 3.0 cumulative grade average in order to matriculate for the MA degree.

Continuous Enrollment and Incompletes

The research sequence of the Masters of Arts in Educational Administration is a **one-year, 11-unit program of intensive advanced coursework, which includes the completion of an action research project**. During this year of advanced coursework, candidates belong to a cohort that begins coursework in June and graduate in May of the following year. Candidates are expected to maintain continuous enrollment for this period.

However, sometimes a candidate may experience unforeseen personal or professional hardships that prevent him or her from completion within the expected time frame. In this case, a leave of absence from the Program may be granted. Candidates who wish to leave the Program temporarily must request an official Leave of Absence from the College.

A candidate may apply for a one-year leave of absence. There is a College procedure for a leave of absence. The first step is to submit a request for a leave of absence in writing to the Program Director. If granted a leave of absence, the candidate will step out of the program for one year, until the next course in the candidate's program of study begins again the following year.

A candidate who leaves the Program without having obtained approval for a leave of absence or who does not return after his or her leave has expired will be considered to have withdrawn from the Program. To re-enter the Program, the candidate must re-apply for admission. Readmission is not automatic, nor is it guaranteed.

Filing for Your Degree

To order to participate in the May Graduate Commencement exercises, you must file a **Graduate Commencement Registration** form with the School of Education **by March 15**. The Commencement form is available in the School of Education (KSOE) Lobby or electronically on the KSOE website. The Commencement Registration form includes instructions on how to complete the form and the current commencement fee. (You need to file the commencement registration and pay the fee even if you do not plan to participate in the graduation ceremony.) The completed form and a check for the current fee should be submitted to the Front Desk at the KSOE.

Once you have completed your final term in the program, you must file a **Degree Verification Petition** in order to initiate the process to have your degree posted to your transcript. At the end of the semester, use GaelXpress to verify that all grades have posted to your account. You should verify that you have no grades below a B- and that you have no incomplete grades. If you have any incompletes or unrecorded grades, your degree will not be posted until those issues have been resolved. Print and submit an unofficial transcript of your grades from GaelXpress, along with a copy of the completed signature page from your Action Research document to the KSOE. Your paperwork will then be processed so that your degree can be posted. Please note **your degree will not be posted until the KSOE has received these documents verifying that you have met all the requirements of the Program**.

Should you have questions about this process, please contact the Program Director or Program Assistant. Once the Program Director and the Dean have endorsed it, the petition will be forwarded to the Registrar's Office for action.

Diplomas are printed by the Registrar's Office and are usually available about six weeks after the degree is posted. You can check to see if your degree has been posted by using GaelXpress, which reflects the current status of your College record. Contact the Registrar at (925) 631-4214 for any questions concerning your diploma.

THE ACTION RESEARCH PROCESS
& THE ACTION RESEARCH DOCUMENT

Framework for the Action Research Process

Action research provides a framework for reflective teaching. The following elements must be a part of the inquiry plan and action research process. **Please note that these elements do not translate per se into chapters for the document. An example outline for chapters of the Action Research document is included in the *Action Research Style Guide*.** A successful plan will reflect all stages of the action research process:

- Problem identification or problem posing
- Review of professional literature related to the action research subject
- Plan of action
- Data collection
- Data analysis/Findings
- Conclusions and next steps

1. **Identification of Action Research Problem:**
   Teacher-researchers identify an inquiry topic and pose an **actionable question(s)**. This question, or these questions, will initially guide the inquiry process.

   - With the(se) guiding question(s) in mind, teacher-researchers will read a considerable body of research on the identified topic
   - The research reading will inform, shape, and (if needed) redirect the conceptualization of the action research plan
   - The research reading will inform, shape, and (if needed) redirect the action research plan throughout the stages of its implementation.

2. **Review of Literature:**
   The **Review of Literature** serves the following purposes in the action research process:

   - Document the main ideas, patterns, and themes identified in the research
   - Analyze and synthesize the literature
   - Provide speculations and predictions about how the body of research will inform the teacher-researcher's teaching and learning context
   - Demonstrate how the plan is supported by the existing topic-related research.

3. **Plan of Action**
   Teacher-researchers develop **a plan** to implement their action research with their teaching. A successful plan articulates

   - The steps to, or stages of, implementing the plan
   - The desired learning objectives for both the teacher-researcher and the target audience
   - The timeline for the implementation of the plan, including a start date and projected completion date
   - A plan for assessing the stated learning objectives.

4. **Data Collection**

   During the **Data Collection** stage of the action research plan, teacher-researchers collect evidence of the results of the implementation of their action research from a variety of sources. Both teacher-researchers and research participants contribute to the data collection process. The data collection process will help the teacher-researcher describe

   - The school/classroom context and culture specific to the action research
   - The participants from whom the data was collected, and why they were asked to participate in the action research project
   - The types of instruments, and their uses in collecting data
   - A timeline describing when various types of data were collected.

5. **Data Analysis/Findings**

   During the **Data Analysis or Findings** stage of the Action Research process, teacher-researchers examine and make meaning of their data. During data analysis, teacher-researchers will

   - Organize data for analysis
   - Identify patterns in the data.

6. **Conclusions**

   At the **Conclusions** stage of the process, teacher-researchers form conclusions based on the patterns that emerged from the data. In these conclusions, the teacher-researcher will

   - Reflect on what <u>these</u> findings mean in relation to their action research question
   - Reflect on what <u>these</u> findings mean in relation to their <u>current</u> practice
   - Reflect on the insights that the action research process has given them about their teacher identity, or their values and beliefs about teaching.

Action Research Document Checklist

I.   <u>**General APA Guidelines**</u>
- ☐ Double-spaced on standard-sized paper (8.5" x 11")
- ☐ 1" margins on all sides
- ☐ 12 pt. Times New Roman font
- ☐ Page numbers are centered in footer (below bottom margin)
- ☐ Do not use running heads anywhere in the document

II.   <u>**Correct Order of Major Front Matter Sections**</u>
- ☐ 1. Title Page (not numbered but counted; i)
- ☐ 2. Copyright Page (not numbered but counted; ii)
- ☐ 3. Signature Page (not numbered but counted; iii)
- ☐ 4. Abstract (not numbered but counted; iv)
- ☐ 5. Dedication (optional; not numbered but counted; v)
- ☐ 6. Acknowledgements (optional; not numbered but counted; vi)
- ☐ 7. Table of Contents (first page in front matter with a page number; vii)
- ☐ 8. List of Figures (if any figures are used; number at bottom of page)
- ☐ 9. List of Tables (if any tables are used; number at bottom of page)

III.   <u>**Title Page**</u>
- ☐ 1. Title is centered on the page
- ☐ 2. Title is in Title Case format (not bolded, underlined, italicized, or in caps).
- ☐ 3. College name is listed and written as "Saint Mary's College of California"
- ☐ 4. Degree Name is listed
- ☐ 5. Author's name is listed
- ☐ 6. Date of degree is the term and year of completion of degree requirements (e.g., Spring 2015)
- ☐ 7. Title page counted but is not numbered

IV.   <u>**Copyright Page**</u>
- ☐ 1. Copyright page is counted but not numbered
- ☐ 2. Information below is centered and located approximately three-fourths of the distance down the page:

<div align="center">

Copyright © 2015 by John Doe
All Rights Reserved

</div>

V. Signature Page
- ☐ 1. Signature page is counted but not numbered
- ☐ 2. Page includes blanks for the following names, in this order:
  Candidate, Research Advisor, Faculty Advisor, Program Coordinator, Dean
- ☐ 3. Names and titles are typed underneath each blank
- ☐ 4. Highest degree for each committee member/administrator is included after the name
- ☐ 5. Signatures are NOT included

VI. Abstract
- ☐ 1. Abstract page is counted but not numbered
- ☐ 2. Abstract is typed as a left-justified double-spaced block paragraph (no indentation)
- ☐ 3. Abstract page begins with the title **Abstract** centered and bolded at the top
- ☐ 4. As shown below, after **Abstract** type the additional information about the thesis or dissertation (centered, not bolded)

<div align="center">

Abstract
Complete Title of Thesis, Project, or Dissertation
by
John Doe
Degree Name in Specialization
Saint Mary's College of California, 2015
Jane Doe, Research Advisor

</div>

- ☐ 5. The Abstract is limited to 150 words for MA theses and projects. The Abstract is limited to 250 words for dissertations.

VII. Dedication and/or Acknowledgements
- ☐ 1. Dedication and/or Acknowledgements pages are optional
- ☐ 2. If used, Dedication page goes after the Abstract and begins with title **Dedication** centered and bolded at the top
- ☐ 3. If used, Acknowledgement page goes after the Dedication (or after the Abstract, if there is no Dedication) and begins with the title **Acknowledgements** centered and bolded at the top
- ☐ 4. If used, Dedication and/or Acknowledgements pages counted but not numbered.

VIII. **Table of Contents**
- ☐ 1. Table of Contents page begins with title **Table of Contents** centered and bolded at the top
- ☐ 2. Table of Contents page is printed with lowercase Roman numeral in the footer (bottom center), following in sequence from the Abstract and Dedication and/or Acknowledgements (if used)
- ☐ 3. Formatted in the following manner:
  - ☐ After the title **Table of Contents** list the remaining Front Matter sections in the following order:
    - ☐ List of Figures, List of Tables
  - ☐ Front Matter section titles are Title Case at left margin, with the appropriate page number, in lowercase Roman numerals, right-justified (at right margin)
  - ☐ Next, list the Main Text sections in the following order:
    - ☐ Chapter, References, Appendix or Appendices (if any)
  - ☐ Chapter headings are capitalized at left margin, with no page number listed on the right margin
  - ☐ Chapter titles begin with uppercase Roman numerals indented 5 spaces from the left margin, followed by chapter name in Title Case (eg, "II. Literature Review")
  - ☐ Level 2 subheadings within chapters are in Title Case, indented an additional 5 spaces, with no Roman numerals. Level 3 or more subheadings are not shown in the Table of Contents
  - ☐ All Main Text sections, chapters, and subheadings are shown with the appropriate page number, as an Arabic numeral, right-justified (at right margin)

IX. **List of Figures**
- ☐ 1. Page begins with the title "List of Figures" centered and bolded at the top.
- ☐ 2. Page is printed with lowercase Roman numeral in the footer (bottom center), following in sequence from the Table of Contents
- ☐ 3. Formatted in the following manner:
  - ☐ After the title "List of Figures," begin with the word "Figure" at the left margin
  - ☐ For each figure, indent 5 spaces and give the number of the figure, followed by the caption of the figure in Title Case, followed by appropriate Arabic page numbers right-justified at the right margin

X.   **List of Tables**
☐ 1. Page begins with the title "List of Tables" centered and bolded at the top.
☐ 2. Page is printed with lowercase Roman numeral in the footer (bottom center), following in sequence from the Table of Contents and Table of Figures (if any)
☐ 3. Formatted in the following manner:
   ☐ After the title "List of Tables," begin with the word "Table" at the left margin
   ☐ For each table, indent 5 spaces and give the number of the figure, followed by the title of the table in Title Case, followed by appropriate Arabic page numbers right-justified at the right margin

XI.   **Rest of the Document**
☐ First page of the document begins with an Arabic numeral 1
☐ References and Appendices have page numbers that are numbered sequentially with the text
☐ Citations within the References are single-spaced with a double space between each citation
☐ Each Appendix must have a title

Submission of the Action Research Document

Final Draft: The final draft, which is the next-to-last version of the action research document, must be submitted to your advisors for approval by <mark>April 21</mark>. Your advisors may still suggest formatting and editing changes on this final draft before the final copy is submitted for signatures.

Final Copy: Once your advisors have approved your final draft, you can produce the <u>final copy</u> as a single PDF. The final copy is the finished version of the action research document, ready for submission to the Saint Mary's College Kalmanovitz School of Education. This is the copy that will be stored in the College archives in the library at Saint Mary's College.

Submitting the Final Copy: Once your RA has approved the final copy, you will upload the final document to ProQuest. **The final document must be uploaded by <mark>May 22</mark>, or you will not able to participate in the Graduate Commencement ceremony.** Your advisors <u>must approve</u> the entire document before you upload it. You should plan to give your final revised draft to your RA at least 7 days before the submission deadline so s/he can read it through, verify revisions, and approve for publishing through Moodle. The document you submit to ProQuest will be reviewed for compliance with APA and Program formatting guidelines. The document will be returned to you for revision until it meets formatting standards.

Evaluation of the Final Document: Your RA will evaluate your final copy of the ARP document using the Action Research Project Rubric that is in the Rubrics section of this document. If your final document is not at least *Satisfactory* in all categories, your advisors cannot approve it for publication to ProQuest. Your advisors should not be expected to approve the document just so you meet the deadline for commencement. The PDF of the final document should be something that you, your advisors, and the Program are proud of.

The Signature Page: The PDF of the final document will have a blank copy of the signature page. You do not need to collect signatures prior to submitting the copy to ProQuest. However, you do need to submit a signed copy of the signature page as evidence that your RA has approved the document that you submitted. Print out the signature page, sign it, and secure the signature for any advisors who don't have regular offices at the KSOE before you submit it. The staff at the KSOE will circulate the document for the remaining signatures. At that point, the staff will scan the signature page, email you a copy and put the original copy of your signature in your student file.

Incomplete Projects: Please be assured that if you are not able to submit your final document by May 22, you can still complete your degree. If you are not able to complete your document, please contact the Program Director to discuss your options for extensions.

Template for Front Pages (Front Matter)

The following pages are models for how the front pages of the action research document should appear. A Word template for these pages is located on the MATL Moodle, which has already been formatted to comply with these formatting requirements. We strongly suggest that you use the template.

Type your Title in Title Case Here: No More than 80 Characters, Including Spaces[*]

An Action Research Project

Presented to

The Faculty of the Kalmanovitz School of Education

Saint Mary's College of California

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Educational Administration

By

Your Name

Spring 2017

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[*] In your AR document, no page number appears on this page; page is counted (i)

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[*] In your AR document, no page number appears on this page; page is counted (ii)

This action research project, written under the direction of the candidate's master's project advisory committee and approved by members of the committee, has been presented to and accepted by the faculty of the Kalmanovitz School of Education, in partial fulfillment of the requirements for the Master of Arts in Educational Administration degree[*].

_____   _____
Candidate: Your Name Here   Date

Master's Action Research Project Advisory Committee:

_____   _____
Research Advisor: Name, Highest Degree   Date

_____   _____
Faculty Advisor: Name, Highest Degree   Date

_____   _____
Program Director: Désirée Braganza, Ed.D.   Date

_____   _____
Dean: Christopher Sindt, Ph.D.   Date

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[*] In your AR document, no page number appears on this page; page is counted (iii)

Abstract[*]

Complete Title of Action Research Project
By
John Doe
Degree Name in Specialization
Saint Mary's College of California, 2017
Jane Doe, Research Advisor

Your abstract will be here. It should be typed as a left-justified double-spaced block paragraph

with no indentation. It should be no more than 150 words.

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[*] In your AR document, no page number appears on this page; page is counted (iv)

Dedication[*]

Write a dedication in indented paragraphs. Double spaced. No minimum or maximum characters or words. This page is optional. There is no page number on this page, although the page is counted in the front matter.

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[*] In your AR document, no page number appears on this page; page is counted (v)

Acknowledgements[*]

Write acknowledgements in indented paragraphs. Double spaced. No minimum or maximum characters or words. This page is optional. There is no page number on this page, although the page is counted in the front matter.

Table of Contents[*]

[*] In your AR document, the ToC will be the first page in the front matter with a page number in lower case Roman numerals; the page number will include all the pages that have appeared before the ToC in the count, (vii)

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[*] In your AR document, continue lower case Roman numbering

List of Figures[*]

Figure

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[*] In your AR document, continue lower case Roman numbering

List of Tables[*]

Table

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[*] In your AR document, continue lower case Roman numbering

<p style="text-align:center;">**Chapter I**[*]</p>

<p style="text-align:center;">**Introduction**</p>

The introduction of the paper begins here. Double-space throughout the paper, including the title page, abstract, and the body of the document; some items, such as indented quotations and references, can be single-spaced. Examples of these are included later in these guidelines. The body of each chapter begins on a new page. Subsections of the body of the paper do not begin on a new page. Headings are used to organize the document and reflect the relative importance of sections.

Level 2 Heading: Text Citations

Source material must be documented in the body of the paper by citing the author(s) and date(s) of the sources. This is to give proper credit to the ideas and words of others. When in doubt, cite more often. The reader can obtain the full source citation from the list of references that follows the body of the paper. When the names of the authors of a source are part of the formal structure of the sentence, the year of the publication appears in parenthesis following the identification of the authors—for example, Eby and Mitchell (2001). When the authors of a source are not part of the formal structure of the sentence, both the authors and years of publication appear in parentheses, in alphabetical order, separated by semicolons (Eby & Mitchell, 2001; Passerallo, Pearson, & Brock, 2000). When a source that has three, four, or five authors is cited, all authors are included the first time the source is cited. When that source is cited again, the first author's surname and "et al.," are used as follows (Passerallo et al., 2000).

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[*] In your AR document, the first page of your chapters will begin with Arabic numeral, 1; all pages after will continue with page numbers in Arabic numerals.

Level 3 heading. When a source that has two authors is cited, both authors are cited every time. If there are six or more authors to be cited, use the first author's surname and "et al." the first and each subsequent time it is cited. Although direct quotations are rarely used in an academic paper, when a direct quotation is used, always include the author(s), year, and page number as part of the citation. A quotation of fewer than 40 words should be enclosed in double quotation marks and should be incorporated into the formal structure of the sentence. A longer quote of 40 or more words should appear (without quotes) in block format, single spaced, with each line indented five spaces from the left margin.

Level 4 heading. The References section begins on a new page. The heading is a Level 1 heading: Centered, Boldface, Uppercase and Lowercase Heading. The references (with hanging indent) begin on the line following the references heading. Single space within each reference, and double space between references. Entries are organized alphabetically by surnames of first authors. Most reference entries have three components: author(s), year of publication, and source reference. *Authors* are listed in the same order as specified in the source, using surnames and initials. Commas separate all authors, even for an entry with two authors. If no author is identified, the title of the document begins the reference. *Year of publication* is in parenthesis following authors, with a period following the closing parenthesis. If no publication date is identified, use "n.d." in parenthesis following the authors. For journal articles, the *source references* include the title of article, journal, volume, and page numbers. For books, *source references* include the title of the book, city and state of publication, and publisher. Titles of books and journal articles are only capitalized for the first letter of the first word, the

first letter of the first word after a colon, and any proper nouns (see References, below, for examples).

Level 5 heading. Is italicized and not bolded.

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Appendices

Appendix A

Title

THE ACTION RESEARCH CONFERENCE PRESENTATION

General Information on the Action Research Conference

Description:
Each session will be 60 minutes in length. Forty-five minutes will be for the presentation, 10 minutes will be question-and-answer group discussion and 5 minutes will be for participants to reflect and complete the session feedback form, including the questions posed by the Presenter and Participants.

Pre-Conference Roles and Responsibilities for the Conference

FACILITATOR	PRESENTER	PARTICIPANT
• Be prepared to interject questions and input during the session if needed to support dialogue and discussion. • Provide the Presentation Feedback Forms and allow allotted time for discussion and reflection and writing.	• Submit session description and request for equipment by specified date. • Prepare handouts and make 25 copies (includes copies required for program). • Prepare a 45-minute presentation of his/her action research project, which will include research, data collection, analysis, conclusions. • **Prepare at least 2 questions to be used to foster reflection and discussion by the learners/participants, especially about connecting the presentation to their classroom practice.** • Dress professionally. • Lead the session at the Conference.	• Be prepared to pose questions related to the action research process and findings. • Come to session prepared to actively participate through both listening and dialogue.

Conference Session Roles and Responsibilities

FACILITATOR	PRESENTER	PARTICIPANT
• Introduce self and Presenter. • Monitor time; the 45 minutes for the presentation, 10 minutes for question and answer, 5 minutes for reflection and feedback. • Assist the Presenter in keeping the question and answer session moving, if necessary. • Interject questions and input, if needed, to support on-going dialogue and discussions during the session. • Assist the Presenter as needed. • Distribute the Presentation Feedback Forms and allow time for their completion.	• Have Presenter's email address available at the session. • Open by introducing the Participants to the importance of the topic area. • Within the 45-minute presentation time, talk about the research question; implementation process; findings; and any questions for further investigation. • Invite Participants' questions about information that has been presented. • Allow 5 minutes for Participants to reflect and complete the Presentation Feedback forms.	• Actively listen to the information presented. • Ask questions as the session format permits. • Actively listen to questions and responses. • Reflect and thoughtfully complete the Presentation Feedback Form.

Tentative Agenda for the Action Research Conference

Each MAEA Candidate will prepare a 60-minute presentation based on his or her action research project for the conference.

Your Research Advisor will facilitate your session.

The tentative scheduled is as follows:

08:00—08:30	Registration, Continental Breakfast
08:30—08:45	Welcome and Overview
09:00—10:00	Session 1
10:15—11:15	Session 2
11:30—12:30	Session 3
12:30—01:30	Celebration Luncheon
01:30	Closing

This Action Research Conference is a required component for graduation for all of the candidates.

FORMS AND RUBRICS

Action Research Project Information Sheet
(to be completed during the initial 3-way meeting with your Advisors)

NAME: _____
          print name

My action research question is:_____

_____

My Advisors have approved my question.

_____
Print Research Advisor's Name

_____   _____
Research Advisor's Signature   *Advisor's E-mail*

_____
Print Faculty Advisor's Name

_____   _____
Faculty Advisor's Signature   *Advisor's E-mail*

___ I agree to communicate with my advisor about my progress with my action research project.

___ I will attend the portfolio review and colloquium preparation celebration.

Program Director approval: _____ Date: _____

Student signature: _____ Date: _____

Your instructors in EDUC 576 will collect this form in the fall semester.