Please attach completed cover sheet to course syllabus.

Course Name

Educational Research, Assessment, and Technology

Course Number	SCED 513
Term	Summer 2015
Department	Educational Leadership—School Counseling
Faculty Name	Danielle Torres, Ph.D.

Catalogue Description *(copy from current catalogue)*:

This course will address how educators gather and interpret information needed for effective decision making in research and assessment. Topics include the major use and components of classroom or school-based research processes, academic test interpretation and limitations. Also included will be: quantitative and qualitative methods, critique of research studies, assessment and evaluation, integration of assessment with instruction, comprehensive school counseling programs and what it means to be a practitioner-researcher. Participants examine cultural assumptions held by researchers and effects of these assumptions on research practices and results. Candidates will learn how to utilize technology in conducting research. Participants will develop their own research proposals including methods of data gathering and analysis.

GSEC Guiding Principles & TSPC School Counseling Standards Addressed in Course:
(please fill in which class meeting or assignment addresses each principle or standard)

[TSPC OAR 584-018-0305: CACREP SCED Std. G7] ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.
Class meeting(s) or assignment(s) addressing this standard: Days 3, 5; Assessment Instruments & Processes Assignment

[TSPC OAR 584-018-0305: CACREP SCED Std. G8] RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.
Class meeting(s) or assignment(s) addressing this standard: Days 1-6; Action Research Project Paper; Action Research Project Presentation

[TSPC OAR 584-018-0305 (3)] Diversity and Advocacy:(a) Knowledge.
Class meeting(s) or assignment(s) addressing this standard: Days 3-6; Action Research Project Paper; Action Research Project Presentation

[TSPC OAR 584-018-0305 (4)] Assessment: (a) Knowledge.
Class meeting(s) or assignment(s) addressing this standard: Days 1-3, 5; Assessment Instruments & Processes Assignment

[TSPC OAR 584-018-0305 (5)] Research and Evaluation: (a) Knowledge.
Class meeting(s) or assignment(s) addressing this standard:Days 1-6; Technology Assignments; Action Research Project Paper; Action Research Project Presentation

[TSPC OAR 584-018-0305 (5)] Research and Evaluation: (b) Skills and Practices.
Class meeting(s) or assignment(s) addressing this standard: Days 1-6; Technology Assignments; Action Research Project Paper; Action Research Project Presentation

[TSPC OAR 584-018-0305 (7)] Collaboration and Consultation: (a) Knowledge.
Class meeting(s) or assignment(s) addressing this standard: Days 3, 5, 6; Assessment Instruments & Processes Assignment; Action Research Project Paper; Action Research Project Presentation

[GSEC GP 2] Disciplinary Knowledge: Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.
Class meeting(s) or assignment(s) addressing this standard: Days 3-6; Action Research Project Paper; Action Research Project Presentation

[GSEC GP 6] Assessment: Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.
Class meeting(s) or assignment(s) addressing this standard: Days 3, 5, 6; Assessment Instruments & Processes Assignment; Action Research Project Paper

[GSEC GP 7] Research and Reflection: Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.
Class meeting(s) or assignment(s) addressing this standard: Days 3-6; Action Research Project Paper; Action Research Project Presentation

[GSEC GP 9] Professional Life: Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession[s].
Class meeting(s) or assignment(s) addressing this standard: Days 3-6; Action Research Project Paper; Action Research Project Presentation

Authorization Levels (for TSPC-approved programs only):

This course addresses preparation at specific authorization levels through <u>readings and in-class discussions</u> (indicate with an "R" in the appropriate box) and/or through a <u>practicum experience</u> (indicate with a "P" in the appropriate box).

Early Childhood	Pre-Kindergarten-4th Grade in a preprimary school, a primary school, or an elementary school.	
Elementary	3rd-8th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	
Middle Level	5th-9th Grades in an elementary, middle, or junior high school, or high school.	
High School	9th-12th Grades in Subject/Dept. Assign. in a High School.	

*R = Readings and In-class Discussions   *P = Practicum

Student Performance:

Student performance criteria appear on page(s) ____1-19____ of this syllabus (student performance includes goals, evidence, and levels of performance).

SCED 513-03: Educational Research, Assessment and Technology (3 credits)
Summer 2015

Meeting Dates/Times: July 13, 14, 15, 16 and July 21, 22 from 9:30am-5:30pm

Location: Technology Portion meets July 13-14 in Dubach Computer Lab;
Remainder of Class meets July 15, 16; July 21, 22 in Rogers 217

Instructor: Danielle Torres, Ph.D.
Office: Rogers 307
Email: dtorres@lclark.edu
Phone: (503)768-6143

Required Texts:

Brooks-McNamara, V. & Torres, D. (2007). *The Reflective School Counselor's Guide to Practitioner Research: Skills and Strategies for Successful Inquiry.* Thousand Oaks, CA: Corwin Press.

Hatch, T. (2014). *The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession.* Thousand Oaks: Corwin Press.

Additional readings as assigned.

Recommended Texts:

Dimmitt, C.L., Carey, J.C, & Hatch, P.A. (2007). *Evidence-Based School Counseling: Making a Difference With Data-Driven Practices.* Thousand Oaks: Corwin Press.

Johnson, R. S. (2002). *Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools.* Thousand Oaks, CA: Corwin Press.

Stone, C. B., & Dahir, A. (2004). *School Counselor Accountability: A MEASURE of Student Success.* Upper Saddle River, NJ: Pearson Prentice Hall.

Course Description:

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classroom or school-based research processes, academic test interpretation and limitations. Also included will be: quantitative and qualitative methods, critique of research studies, assessment and evaluation, integration of assessment with instruction, comprehensive school counseling programs and what it means to be a practitioner-researcher. Participants examine cultural assumptions held by researchers and effects of these assumptions on research practices and results. Candidates will learn how to utilize technology in conducting research. Participants will develop their own research proposals including methods of data gathering and analysis.

Course Objectives

Upon course completion, the candidate will be able to:

1. Demonstrate understanding of the basic concepts of assessment techniques and statistics related to standardized and non-standardized, behavioral, academic and psychological testing.

2. Demonstrate understanding of social, cultural and ethical considerations related to the assessment and evaluation process.

3. Demonstrate understanding of the role and importance of research methods, data analysis, needs assessment, and action research to inform, develop, modify and enhance programs.

4. Demonstrate ability to use current research and literature, data methods, technological strategies, and best practices to evaluate school counseling outcomes.

5. Demonstrate ability to develop, present, and deliver an ethical, culturally relevant, collaborative, equity-focused school counseling intervention and program.

Course Requirements:

1. **Attendance & Participation**
   Class attendance is required. Due to the compact schedule, it is very important that you attend all classes. Your attendance and active class participation are critical to successful completion of the course. Any portion of an absence from class or lateness will be discussed with the instructor to determine the feasibility of passing the class.

2. **Assignments**
   1. Read assigned material.
   2. Technology Assignments

3. Assessment Instruments & Processes: Report Assignment

4. Action Research Project Power Point Presentation

5. Action Research Project Paper

       A. Action Research Question and Rationale

       B. Literature Review

       C. School Profile

       D. Proposed Solutions

       E. Data (Gathering and Analyzing) Methods Plan

Course Objectives:

Objective 1

Demonstrate understanding of the basic concepts of assessment techniques and statistics related to standardized and non-standardized, behavioral, academic and psychological testing.

Evidence:

Assessment Instruments & Processes: Report Assignment

Objective 2

Demonstrate understanding of social, cultural and ethical considerations related to the assessment and evaluation process.

Evidence:

Assessment Instruments & Processes: Report Assignment

Objective 3

Demonstrate understanding of the role and importance of research methods, data analysis, needs assessment, and action research to inform, develop, modify and enhance programs.

Evidence:

Technology Assignments

Action Research Project Power Point Presentation

Action Research Project Paper

Objective 4

Demonstrate ability to use current research and literature, data methods, technological strategies, and best practices to evaluate school counseling outcomes.

Evidence:
Technology Assignments
Action Research Project Power Point Presentation
Action Research Project Paper

Objective 5
Demonstrate ability to develop, present, and deliver an ethical, culturally relevant, collaborative, equity-focused school counseling intervention and program.

Evidence:
Technology Assignments
Action Research Project Power Point Presentation

Course Assignment Guidelines
1. Technology Assignments (20% of grade)
These assignments will be based on the technology lesson of the class day and will incorporate the computer-based applications reviewed in class. You will get an opportunity to practice the skills as they relate to school counselor research and data-driven situations. You will be given instructions for printing and turning in each assignment by the end of class.

Grading will be based on the accuracy, completion, and clarity of each response to the instructions outlined in each assignment, as well as the fulfillment of the objectives listed above.

2. Assessment Instruments & Processes: Report Assignment (15% of grade)
This assignment is a written paper based on the Assessment Report provided in class that addresses issues of testing in schools and collaboration. After reading the report, please answer the following questions:

1. If you, as the school counselor, were asked to add **more data** to this report, what type of data might you add? What observations, knowledge, or additional perspective could you provide to add to or corroborate the information in the report?

2. Based on the report, what might be some specific **academic and classroom interventions** for Tom? How could you monitor Tom's progress of these goals? How might you support the classroom teacher in reaching these goals? Take a look at the School Counseling Treatment Planner for ADHD pp. 70-80 for ideas.

3. Based on the report, what might be some **personal/social counseling goals** for Tom? How could you monitor Tom's progress of these goals? What interventions might help Tom toward these goals? Take a look at the School Counseling Treatment Planner for ADHD pp. 70-80 for ideas.

4. As the school counselor, how might you **support parents** if this report was presented at an IEP meeting. Provide three examples of support you could provide to parents in light of this report. Also consider cultural issues that might impact working with families in the assessment process.

5. For your own **professional development**, what do you want to learn more about? Are there particular assessments that you want to become more familiar with in your practice? Are there other professionals that you want to collaborate with to learn more about their role? What is one learning goal for yourself in your macro internship next year?

Grading will be based on the completion and description provided for each question; the thought and in-depth reflection addressing the course objectives listed above; and grammar, punctuation and professional writing style expected of graduate level work.

Paper should be 3-4 pages, typed, double spaced, 12-pt. font.
Due on Tuesday, July 21 at start of class

3. Action Research Project Power Point Presentation (25% of grade)
Each student will prepare a 15-minute PowerPoint presentation describing their Action Research Project to the class, to be presented on the final day of class. The Powerpoint presentation will summarize the research project, including slides for each section of the plan. See the handout for specific guidelines on the content and number of slides. Please be sure to save your final presentation in multiple locations to prevent technical problems on the day of presentations.
Grading will be based on:
> 1. The inclusion of each section of the plan as outlined in the Presentation Guideline handout.
> 2. Clarity and description of research project summary.
> 3. Originality and specific application to the intern's school placement.
> 4. Organization, flow, and visual components of presentation.
> 5. Presentation skills, including speaking ability, professional demeanor, timeliness, and response to questions.

Due on Wednesday, July 22 during class.

4. Action Research Project Paper (40% of grade)

You are expected to develop an Action Research Project Paper to improve the learning environment and address equity issues at the counseling, classroom, or building level of a school. The paper is the platform for an Action Research intervention plan to be presented in your Macro Internship course during your final year of the graduate program. The current SCED 513 course and this assignment are intended to give you the tools to complete the final assignment and present it in your SCED 516 Macro Internship course during the Spring term. In this current course, you will be expected to develop these components of the plan:
1. Action Research Question and Rationale
2. Literature Review
3. School Profile
4. Proposed Solutions
5. Data (Gathering and Analyzing) Methods Plan

Please see "Action Research Project Overview" handout for details for each section. The paper should be 6-8 pages long, double spaced, plus a reference page (maximum 10 pages). You are required to include 4-6 references in your Literature Review (3 references must be journal articles). The paper, including the reference page, should follow APA format guidelines. Additional instructions and handouts for the components will be discussed in class on a daily basis. Also, opportunities for consultation with the instructor and colleagues will be provided during the course.

For Grading guidelines, see attached Rubric.

The final paper is due Monday, August 3 at 5:00pm. You may also be expected to turn in components of the paper during the week for ongoing feedback.

Course Evaluation and Assessment:

 The intent of this course is for you to develop skills and knowledge in the field of school counseling. I will be rating you on each of the goals/objectives for the course, and will assign a final grade based on your class participation and assignments. You will also be asked to rate yourself on each of these goals. The rating system used will be based on a scale of distinguished, proficient, progressing, or unsatisfactory.

Distinguished indicates a self-directed learner who demonstrates mastery on all levels. You come prepared for class with all reading and assignments completed. You demonstrate leadership in class discussions and your thoughts reflect understanding of course material. Your writing displays a depth of knowledge and mastery of the material. Your fellow classmates

are able to learn from your contributions to class.

Proficient indicates a motivated learner who demonstrates a level of competency at all levels. You are prepared when you come to class; you have read the material and completed the assignments. You actively participate in class discussions. Your writings are well written and demonstrate your understanding of the material. You are able to use what you have learned.

Emerging indicates that you are not always prepared when you come to class. You have limited or minimal understanding of some of the concepts. You do not participate in discussion or add to the understanding of the material presented in class. In some cases you may attempt to take over or dominate group discussions. Your writings do not show understanding of key concepts.

Unacceptable is an indication that you do not have either the will or the ability to complete the assignments. You are either not participating in the class or are a distraction to classroom discussions. Your writings are missing or poorly written.

Points assigned to each element included in the final assignment of your grade:

1. Technology Assignments	20%
2. Assessment Instruments & Processes: Report Assignment	15%
3. Action Research Project Power Point Presentation	25%
4. Action Research Project Paper	40%

"A" Grade is 94-100%, "A-" Grade is 90-93%

Indicates that you are consistent, active, and thoughtful in your participation during class sessions. You come prepared for class with all reading and assignments completed. You demonstrate leadership in class discussions and your thoughts reflect understanding of course material. Your fellow classmates are able to learn from your contributions to class. You have completed all assignments as stated, addressing all the components specified in the instructions. Evidence of thoughtful attention to the intent of the assignment. Completed work demonstrates an understanding of the intention of the assignment as a learning process including: Engagement with the material and resultant learning or insight. Outside research and use of resources other than class texts where specified. Clear presentation of written work. Key concepts or themes of the completed assignment are clear and well articulated.

"B+" Grade is 88-89%, "B" is 84-87, "B-" is 80-83%

Indicates that you are prepared when you come to class; you have read the material and completed the assignments. You actively participate in class discussions. You are able to use

what you have learned. You have completed all assignments as stated, addressing all the components specified in the instructions. Evidence of thoughtful attention to assignments, engagement with the material and resultant learning or insight, with some lack of clarity or inaccuracies in communicating learning or insight. Clear presentation of written work requiring some revisions.

"C+" is 78-79%, "C" is 74-77, "C-" is 70-73%

Indicates that you are not always prepared when you come to class. You do not participate in discussion or add to the understanding of the material presented in class. In some cases you may attempt to take over or dominate group discussions. You have limited or minimal understanding of some of the concepts. Your writings do not show understanding of key concepts.

Below 70%

Indicates that you do not have either the will or the ability to complete the assignments. You are either not participating in the class or are a distraction to classroom discussions. Your writings are missing or poorly written. You have not demonstrated an understanding of the course content or objectives.

Non-Discrimination Policy

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

Participation in the Learning

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a school counselor involves looking closely at ourselves, our values, beliefs, and biases. Treating colleagues with respect and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning. Therefore, if you must miss a class the instructor may ask you to contribute to learning community in another way. If you must be absent or late, please contact the instructor at least several hours prior to class.

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

Class Calendar (Calendar is subject to change, depending on class pace)

Date	Daily Topics	Reading Due	Assignments Due
Monday, **July 13**	• Technology: Introduction • EZ Analyze • National Center for School Counseling Outcome Research	Hatching Results, Chapter 8	In class technology assignments
Tuesday, **July 14**	• Technology: Surveys • Technology: Web Tools	Hatching Results, Chapter 7	In class technology assignments
Wednesday, **July 15**	• Introduction to Assessment: Types, Uses, Ethics, and Implications • Skills Practice: *Assessment Instruments & Processes Report* • Action Research Topic: *Overview: Using Data to Advocate for Equity*	Reading as assigned Reflective SC text, Chapter 1 Hatching Results text, Chapters 2 & 3	
Thursday, **July 16**	• Action Research Topic: *Selecting a Question* • Action Research Topic: *Writing a Literature Review; APA Style Review* • Waztek Library Online, Searching for Literature	Reflective SC text, Chapter 2 Hatching Results text, 4 & 5	
Tuesday, **July 21**	• Action Research Topic: *Data Collection Methods* • Workshopping Time	Reflective SC text, Chapters 3 & 4 Hatching Results text, Chapter 6	Assessment Instruments & Processes: Report Assignment paper due

Wednesday July 22	• Action Research Topic: *Collaboration in Research* • Action Research Project PowerPoint Presentations	Reflective SC text, Chapters 5 & 6 Hatching Results, Chapter 10, 11	AR Powerpoint Presentation due
Monday, Aug 3 at 5:00pm	• Final AR Papers due via Taskstream		

ACTION RESEARCH PROJECT PRESENTATION
GUIDELINES
Summer/Fall 2015

Title Page (1 slide)

Introduction (1 slide)

Supporting Research/Literature Review (2-3 slides)

Your School Profile, Additional Data related to Topic (1 slide)

Research Question/Topic, Equity Issue (1 slide)

Proposed Solutions (1-2 slides)

Data Collection Ideas (1 slide)

Benefits/Conclusion (1 slide)

Total of 9-11 slides, or however many you can fit in 15 minutes!

REMINDERS:

* Have two places for your presentation on the last day of class (email/flashdrive/hard copy slides)

* Bring one copy of your presentation as a handout for instructor

SCED 513
ACTION RESEARCH PROJECT PRESENTATION FEEDBACK FORM

Student Name: _____ Rater: _____

Date: _____

1) What is the Research Question/Topic?

2) What research/literature was presented to support the proposal?

3) What school profile data was provided?

4) What were the proposed solutions to address the research question?

5) What data collection ideas were presented to support/evaluate the proposal?

6) How will this proposal benefit the internship site?

7) What were the strengths of this presentation?

8) What suggestions for improvement for the final presentation?

Assessment Instruments and Processes: Report Assignment Rubric (15% of grade)

	Unacceptable	Emerging	Progressing	Distinguished
Completion and description of each question 1-5 listed in syllabus.	A response to each listed question(s) is incomplete. Basic description of assessment processes and impact on student academic achievement and development. Lack of awareness and description about school counselor role. Reports information rather than provides a personal reflection in response to questions.	Response to listed question(s) may be incomplete or vague. Intellectual understanding but limited description of the impact of assessment processes on students. Limited insight and description about school counselor role.	Responds to each question. Describes the impact of assessment on student academic, personal/social, and career development. Describes cultural and other systemic issues in the assessment process. Demonstrates awareness and provides examples of professional role and future goals.	Responds to each question. Thoroughly describes the impact of assessment process on student academic, personal/social, and career development. Demonstrates critical thinking and consideration of factors contributing to assessment situations, including systemic issues. Identifies specific examples of professional role as an advocate and describes a plan toward meeting goals.
Reflection of each course objective listed in syllabus	Does not reflect or address the course objectives & standards.	Reflects and addresses some, but not all, the course objectives & standards. The reflection is informative but not personal.	Reflects and addresses all the course objectives & standards. The reflection is personal, thorough and relates to personal and professional development throughout the assignment.	The course objectives are consistent themes and overarching goals for reflective writing. The reflection is an in-depth analysis and includes a personal and professional voice throughout the assignment.
Grammar, spelling, punctuation, professional graduate-level writing style	There are several grammatical/spelling/writing errors that distract from the content and make it difficult to understand ideas.	There is a presence of several noticeable grammatical/spelling/writing errors. Writing style may be too casual or colloquial.	Free from grammatical and spelling errors. Writing style is appropriate for a professional audience.	Organization of paper contributes to the clarity and connection of ideas throughout paper. Written for a professional collegial audience. Free from grammatical and spelling errors.

Action Research Project Powerpoint Presentation Rubric (25% of grade)

	Unacceptable	Emerging	Progressing	Distinguished
Inclusion of each section listed on Presentation Guideline handout	Listed section(s) are missing from the presentation.	Most listed sections are included in the presentation. Some sections may be vague.	Each listed section is visibly and adequately included in the presentation.	Each listed section is clearly and thoroughly included in the presentation.
Clarity and description of research project summary	Does not have a grasp of the information required for the research project. Missing information or vague description of research topic or within particular sections. Lack of details or accuracy. Missing critical considerations for project.	Demonstrates a grasp of the information required for the research project. Understands the topic in basic way or demonstrates uneasiness with topic. Limited information and descriptions of research topic or within particular sections. Some aspects of paper are researched with some accurate evidence. May be missing some important considerations for project.	Demonstrates a good understanding of the information required for the project. Understands the topic well and describes the important aspects of the project. Is clear about the research project plan & process. Well researched in detail with accurate and critical information.	Demonstrates a thorough understand of the information required for the project. The project is described in terms that are clear and thorough. Provides explanations and elaborations of project plan. Exceptionally researched, very detailed, very accurate and includes a critical analysis of the project.
Originality and specific application to intern's school placement	The research project is too general and not suitable for the school placement.	The research project assumes to meet an equity need yet it is unclear. The project may fit the needs of the school but is not clearly articulated. There may be some problems for realistic feasibility at the school site.	The research project meets an equity need at the specific school placement and the need is clearly articulated. The project takes unique characteristics of the school into account. Reasonable feasibility expectations for applying project.	The project is innovative, clearly meets an equity need in their school, and is feasible and appropriate for the school setting. The presentation includes specific information about the school and its unique characteristics.

Criterion				
Organization, flow, and visual components of presentation	There appears to be no organization or connection within the presentation content. Cannot understand presentation due to problematic sequence of information. Includes no visual components or uses distracting superfluous graphics.	Difficult to follow presentation--student presentation jumps around content areas. Sequence of information makes general sense. Includes basic visual components. Uses graphics that rarely support text and presentation.	Information is presented in a logical sequence that allows the audience to easily follow. Visual organization is clear and professional. Visual components and use of graphics are relevant to text and support the content.	The presentation is organized, easy to follow, transitions well from section to section, and includes engaging visual components. The presentation provides a substantial and balanced visual outline of the entire research project.
Presentation skills including speaking ability, professional demeanor, timeliness, and response to questions	Reads with no eye contact and conveys info incorrectly. Speaks too quietly (e.g., mumbles) or speaks too quickly or slowly. Does not use gestures or movements. Lacks poise and confidence (e.g., fidgets, slouches, appears very nervous). Uses time poorly. Is not able to respond to questions.	Occasionally uses eye contact, mostly reading presentation, and may incorrectly pronounce terms or use too casual language. Audience members have difficulty hearing. Uses a few gestures or movements but has difficulty looking natural. Shows some poise and confidence (e.g., minor fidgeting or nervous movement). May have some timing issues. Has some difficulty responding to questions.	Maintains eye contact most of the time and pronounces most words correctly. Audience members can hear presentation well most of the time. Speaks clearly and with a balanced pace. Looks poise and confidence most of the time. Generally good timing of presentation. Able to respond professionally to questions.	Maintains eye contact and pronounces all terms precisely. Speaks clearly at a good pace. All audience members can hear and presenter adapts speech for the context and task, demonstrating use of professional language. Uses natural gestures and movements and shows poised and confidence. Organizes timing throughout presentation. Is able to explain and reinforce screen text during presentation. Provides professional and informed response to questions, is able to elaborate.

Grading Rubric for Action Research Project Paper (40% of grade)

Please note that these descriptions are not exhaustive. Also, each category is a list of examples for each rating; thus, each descriptor in the category does not have to be present in order to meet the rating. It is within the instructor's rights to rate an assignment in accordance with his/her professional expectations and judgment.

		Emerging	*Progressing*	*Distinguished*
Section 1: Research Question & Rationale	The question is phrased in a manner that is too vague or confusing. The scope and relevance of the topic is questionable. The question is too narrow to affect a school setting or the advocacy and equity issues are superficially addressed.	The question is phrased in an appropriate manner. The scope and relevance of the question may be too broad or the direct impact to the school may be unclear. If there are subquestions, the scope, relevance, or number may be unreasonable. The question is of import and interest to a school setting, but the impact on advocacy and equity issues is unclear.	The question is phrased in an appropriate and professional manner. The scope and relevance of the question is clear and specific to the school setting. If there are subquestions, the scope and need is reasonable. The question is of import and interest to the school setting, and the impact on advocacy and equity issues is clear.	The question is phrased in an appropriate and professional manner using best practice guidelines. The scope and relevance of the question is well-worded, clear, with a direct impact to the specific school setting. If there are subquestions, the scope and need is critical. The question is of import and urgency to the school setting and is addressed with enthusiasm and passion for advocacy and equity.
Section 2: Literature Review	As the main body of the paper, it is poorly written in most places or is missing important sections. There is no introduction of the literature review. The literature references are reported without any connections between them. The ideas summarized are broad and inconsistent. At the conclusion of the Literature Review, there is little support for the research question idea, and an argument for the importance of the question is weak. The grammatical/spelling errors may distract from the content.	As the main body of the paper, it is reasonably written in most places, but contains weak areas. The introduction of the literature review is broad and does not clearly set up the remainder of the literature review section. The commonalities between the literature references are difficult to see and the author makes few connections between the articles. The ideas summarized from the literature reviewed are not completely accurate or have missed important points. At the conclusion of the Literature Review, there is general support for the research question. There is a presence of noticeable grammatical and spelling errors.	As the main body of the paper, it is reasonably written. The introduction of the literature review generally sets up the remainder of the literature review section. There is a commonality between the literature references, but the connections or complimentary nature of the themes are not made explicit for the reader. The ideas summarized from the literature reviewed are accurate and relevant to the author's question. At the conclusion of the Literature Review, there is logical support for the research question. There may be minor grammatical and spelling errors.	As the main body of the paper, it is solidly written. The introduction of the literature review is clear and sets the stage for the organization and content of the main body of the literature review. There is a logical flow between the literature references. The ideas summarized from the literature reviewed are accurate, comprehensive, and relevant to the author's question. The ideas are cohesive and related to one another. At the conclusion of the Literature Review, there is substantial and clear support for the research

				question. Free from grammatical and spelling errors.
Section 3: School Profile Data	The school data provided presents a minimal profile of the target school. The profile is limited to basic information and does not provide additional information on the school community. Data may be inaccurate, dated, or irrelevant. The school profile data is presented inadequately in a way that appears basic, unclear, disorganized, or difficult to understand.	The school profile data provided presents an adequate picture of the target school. The profile includes basic information about several areas of the school community. Data that is relevant to the specific action research topic is not provided adequately. The school profile data is presented in a way that appears adequate but could be improved by making several changes (e.g., deleting info, adding info, adding visual graphics).	The school profile data provided presents a good picture of the target school. The profile includes basic information about several areas of the school community. Data that is relevant to the specific action research topic is provided adequately. The school profile data is presented in a way that appears clear and interesting but could perhaps be improved by a few minor changes.	The school profile data provided presents a comprehensive picture of the target school. The profile includes both basic and additional information, including demographic information, student performance data, school descriptors, and community information. Data that is relevant to the specific action research topic is also presented. The school profile data is presented in a visually organized and professional manner using tables, charts, or graphs in addition to text.
Section 4: Proposed Solutions	The solution(s) presented are minimal. The solutions are not clearly related to the research question and/or literature review. The proposed solutions are described in basic ways only. There are no clear goals, outcomes, or benefits. The proposed solutions are not feasible or are outside the scope of the school counselor's responsibility. The solutions do not address equity or impact.	The solution(s) presented are adequate. The solutions are related to the research question and the literature review. The proposed solutions are basically described but detail related to the description, process, and personnel involved are still unclear. The goals of potential solutions may not match the expected outcomes and benefits. The scope of the solutions may be too narrow or too broad to adequately answer the research question. The issues of equity and impact on the targeted students are not addressed directly.	The solution(s) presented are appropriate and relevant to the research question. The proposed solutions emerge from the literature review. The proposed solutions include descriptions, processes, and personnel involved. The goals of potential solutions match the expected outcomes and benefits. The goals are feasible and articulated in a way that can be evaluated. The potential solutions address issues of equity and impact the targeted students in important ways.	The solution(s) presented are innovative and relevant to the research question. The proposed solutions logically emerge from the literature review and add to existing literature. The proposed solutions are clear in terms of description, process, and personnel involved. The goals of potential solutions are poised to provide obvious benefits to the school community. The goals are attainable and articulated in a way that can be easily evaluated. The potential solutions clearly

				address issues of equity and impact the targeted students in meaningful ways.
Section 5: Data Collection/Methods Plan	The plans for the content or gathering data are not reasonable. The amount and choice of data may be too ambitious, irrelevant, or incomplete. The data gathering plan does not clearly attend to the question. Collaboration and stakeholder ideas are described, but may be incomplete or vague. The author demonstrates little understanding of the type of data selected and a plan to gather the data.	The plans for the content and gathering of data are reasonable. The amount of data may be unreasonable and the choice of data may be unrealistic or unfitting for the research question. Collaboration and stakeholder ideas are described, but may be incomplete or vague. The author demonstrates some understanding of the type of data selected and a plan to gather the data.	The plans for the content and gathering of data is appropriate and relevant. The amount of data meets requirements, is reasonable, and the choice of data is realistic and fitting for the research question. Collaboration and stakeholder ideas are described. The author demonstrates an understanding of the type of data selected and has a reasonable plan to gather the data.	The plans for the content and gathering of data are logical and viable. The amount of data meets requirements, is comprehensive, and targeted to address the research question. Collaboration and stakeholder ideas are described in detail and are feasible. The author demonstrates an understanding of the type of data selected and a clear, reliable plan to gather the data.