



# Handbook Action Research Project

Division of Education  
Office of Graduate Studies

## **PREFACE**

The Action Research Project (ARP) is the culminating experience for candidates seeking the Master of Education degree in educational leadership, reading specialist, or school counseling. Reviewing one's practice, making reflective changes, and analyzing the impact of those changes upon learners are the elements that enable action research to be the mechanism by which there is a positive impact on learners. Effective educators conduct action research on a continuous basis.

The purpose of the Action Research Project is for candidates to design, implement, and analyze a project to determine its impact upon learners. Its intent is to empower advanced candidates to be confident action researchers as instructional leaders in the schools they serve.

DRAFT

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DRAFT

## **MISSION STATEMENT**

Northwestern Oklahoma State University provides quality educational and cultural opportunities to learners with diverse needs by cultivating ethical leadership and service, critical thinking, and fiscal responsibility.

## **VISION STATEMENT**

Northwestern aspires to be a vibrant innovative regional University of choice whose students, faculty, staff, and alumni succeed and lead in their academic, professional, cultural, and service endeavors.

## **CORE VALUES**

As a part of its philosophical basis, Northwestern Oklahoma State University holds certain values. These include:

### **Academic excellence**

*Northwestern will provide the best possible educational experience for every student.*

- \*Focus on quality teaching and advising
- \*Respond effectively to the learning needs of each student
- \*Embrace the role of technology in the educational process
- \*Promote opportunities for teaching and learning outside of the classroom

### **Accessibility**

*Northwestern is committed to the accessibility of its programs and services.*

- \*Embrace our mission as a multi-campus regional university
- \*Continually work to maintain affordability
- \*Seek new methods to deliver programs and services to our constituents

### **Community**

*Northwestern will strive to create a sense of community that extends beyond campus boundaries.*

- \*Seek partnerships and initiatives that will improve the quality of life for area residents
- \*Promote institutional and individual service to others
- \*Embrace our role in a global society

### **Diversity**

*Northwestern will respect the individual rights of all persons.*

- \*Value the differences in every individual
- \*Promote the expression of differing opinions and beliefs
- \*Appreciate the culture and backgrounds of each person
- \*Treat every individual with respect

### **Responsibility**

*Northwestern will maintain the highest levels of ethical standards and accountability.*

- \*Act with integrity and accept responsibility
- \*Use our resources in the most effective and efficient manner
- \*Conduct business in an atmosphere of transparency
- \*Promote a culture of continuous improvement

## **EDUCATION PREPARATION PROVIDER MISSION STATEMENT**

We enlighten and empower our graduates through program excellence to educate those whom they serve.

## **DIVERSITY STATEMENT**

The Educator Preparation Program is committed to creating and maintaining a mutually respectful environment that recognizes, invites, and celebrates diversity among all students, candidates, faculty, and staff. NWOSU values human differences as an asset; works to sustain a culture that reflects the interests, contributions, and perspectives of members of diverse groups; and delivers educational opportunities to meet the needs of diverse audiences. The Unit also seeks to instill these values and skills to encourage leadership and service in a global and multicultural society.

### **Procedures**

#### **For Master of Education Degree (M.Ed.)**

**(Is not applicable to Adult Education & Management degree.)**

#### **Prior to the first semester of enrollment:**

1. Admissions process  
Complete application process to NWOSU  
Meet requirements and complete application process to the office of Graduate Studies

#### **Required during the first semester of enrollment:**

1. Complete EDUC 5010 Graduate Seminar  
Establish ALCA account  
Advisory Committee assigned  
Advisory Committee notified
2. **Complete Milestone 1:**
  - Meet with Advisory Committee or Committee Chair (chair's discretion)
  - Complete Plan of Study
  - Committee Form signed
  - Credentials and required paperwork on file
  - Review program expectations and support available

#### **Required three (3) semesters before graduation:**

1. Complete EDUC 5013 Introduction to Research with a passing grade ("C" or better)  
Candidate submits final research proposal and instructor's rubric with comments to Advisory Committee Chair who will evaluate the course instructor's comments and candidate's proposal to determine readiness for Milestone 2.
2. Schedule Milestone 2 with Advisory Committee
3. **Complete Milestone 2:**
  - Candidate will present Action Research Project proposal to Advisory Graduate Committee (required before further enrollment in graduate courses).
4. Receive letter of candidacy from the office of Graduate Studies

### **Required two (2) semesters before graduation:**

1. Candidate will conduct Action Research Project over two (2) consecutive academic semesters

### **Required the semester of graduation:**

1. Candidate will complete Milestone 3  
Candidate will present completed Action Research Project to Advisory Committee and selected stakeholders  
Candidate will complete all exit documents
2. Candidate will graduate

## **ACTION RESEARCH PROJECT**

### **OVERVIEW**

In lieu of the capstone project, thesis, or the written comprehensive and oral follow-up examinations, the M.Ed. candidate will submit and defend an Action Research Project and will maintain a Graduate Candidate File (GCF) in ALCA. M.Ed. program options require three checkpoints: Milestone 1, Milestone 2, and Milestone 3. Below are procedures and details for M.Ed. candidates and those completing “certification only” requirements.

***Required during first semester of enrollment.*** M. Ed. Candidates will complete the course requirements for EDUC 5010/Graduate Study Seminar, will establish an ALCA account, and will contact graduate advisory committee members once they are assigned. Also during the first semester, M.Ed. candidates will complete **Milestone 1** by meeting with the graduate advisory committee or its chair, by completing the plan of study and graduate advisory committee forms, by having the appropriate credentials and required paperwork submitted to the Office of Graduate Studies (FA #212), by putting in appropriate materials to the Graduate Candidate File in ALCA, and by going over program expectations with the graduate advisory committee. The Milestone 1 form is to be completed, submitted, and approved in ALCA. All of these elements are required before further enrollment in graduate courses is allowed.

***Required three (3) semesters before graduation.*** M.Ed. candidates will complete EDUC 5013/Introduction to Research with a passing grade (“C” or better) and will submit the final research proposal and instructor’s rubric with comments to the graduate advisory committee chair, who will then evaluate the course instructor’s comments and the candidate’s proposal to determine readiness for Milestone 2. To complete **Milestone 2**, the candidate will schedule a meeting with his/her graduate advisory committee and will present the Action Research Proposal to committee members. The candidate will also continue to put in appropriate materials to the

Graduate Candidate File in ALCA. The Milestone 2 form is to be completed, submitted, and approved in ALCA. All of these elements are required before further enrollment in graduate courses is allowed. At this point, candidates should request and receive a letter of candidacy from the Office of Graduate Studies.

***Required two (2) semesters before graduation.*** M.Ed. candidates will conduct the Action Research Project over two (2) consecutive academic semesters and will continue to add appropriate materials to the Graduate Candidate File in ALCA.

***Required the semester of graduation.*** M.Ed. candidates will complete **Milestone 3** by presenting the completed Action Research Project to the graduate advisory committee and selected stakeholders, by adding any additional materials to complete the Graduate Candidate File in ALCA, and by completing all exit documents before conferring of the degree including the Milestone 3 form submitted and approved in ALCA.

### **Action Research**

**What is Action Research?** Action research seeks transformative change through the simultaneous process of taking action and doing research, which are linked together by critical reflection. Action research practitioners reflect upon the consequences of their own questions, beliefs, assumptions, and practices with the goal of understanding, developing, and improving social practices. This action is simultaneously directed towards self-change and towards restructuring the organization or institution within which the practitioner works.

The nature of action research places the researcher in the middle of the inquiry and not on the outside as an observer and/or experimenter. Action researchers do not claim ‘neutrality’ but rather account for their position in the action and inquiry. A strength of action research is that the researcher studies what she or he does in concert with others. Therefore, the knowledge created through action research is inevitably dialogical in nature, and is thus always a negotiated and co-created knowledge. This knowledge is not inert, but serves to improve the quality of life by engaging participants in a quest for deeper understandings that lead to improvement.

Action researchers are often guided by questions of this kind, ‘How do I improve my practice?’ Action research takes time, energy, commitment, and courage because it is about changing oneself, which means changing one’s thinking, and recognizing that, once changed, there is no going back. However, action researchers are also engaged in a process of authentic collaboration with participants who seek to improve their practices. The focus is on the actors (participants) within their local social contexts. These participants are often co-researchers (but not always). The four key processes of an action research cycle include planning, implementing the plan, gathering and analyzing data as the plan is implemented, and reflecting on these results. The choice of specific data collection and analysis methods (practices) occurs in alignment with the action researcher’s personal and professional epistemological and ontological belief systems, while also reflecting the discourses of the larger organization and society within which the action research is being conducted. Further, the choice of research methods in action research is dependent upon the question, problem, dilemma or dissonance to be examined, and the nature of the practice situation. The cycles of action research represent iterative problem solving linked by reflection. Critical reflection on action and reflexive writing are key and central processes of action research.

Making decisions about involvement in action research carries certain risks. It involves interrogating one's thinking and deciding actively to change established self-perceptions and personal and professional habits to move into the future, recognizing that action researchers are responsible for their decisions and the consequences of these decisions. Specific action research practices are informed by researchers' values that carry hope for the future including the procedural principle of democracy and insights from the most advanced social theories of the day.

The action researcher, like all researchers, is expected to share research findings as part of the process of knowledge creation. Action researchers also expect to have those findings scrutinized by other professionals, including professionals whose knowledge and belief systems may vary markedly from those of the action researchers.

*Rowell, L. Polush, E. Riel, M, & Bruewer, A. (2015). Action researchers' perspectives about the distinguishing characteristics of action research: a Delphi and learning circles mixed methods study. Access online at <http://www.tandfonline.com/doi/abs/10.1080/09650792.2014.990987#>. VPOWPOIH-Oxw*

### **ACTION RESEARCH PRESENTATION**

A candidate for the Master of Education degree (or certificate program), must orally defend his/her Action Research Project at the completion of Milestone 3. The Action Research Project presentation form is to be completed in the semester in which the candidate expects to graduate or complete certification requirements. This form is found under the "Forms and Plans of Study" tab on the Graduate Studies website (See Appendix).

To be eligible for the Action Research Project presentation, the candidate must have completed all coursework or be enrolled in the final hours; must have no outstanding grades of "incomplete" in courses used on the degree plan of study; and must not be enrolled in more than nine hours in a regular semester or six hours in a summer term (summer includes the May interim).

### **Presentation Approval**

Upon successful completion of all program requirements, the Advisory Graduate Committee will recommend the candidate for graduation. If all requirements have not been met, a Plan of Improvement will be filled out by the advisory committee to be implemented by the candidate (See Appendix).



**Northwestern Oklahoma State University**  
**MASTER OF EDUCATION**  
**Action Research Project Rubric**  
**Completed in EDUC 5013 Introduction to Research**  
**(Minimum of 3 Semesters Prior to Graduation)**

<b>Standards</b>	<b>Indicators</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Submitted</b>
<b>Candidate collaborates with P-12 Partner School to determine area of research need in the area of student learning. (CAEP A.2.1)</b>	<ul style="list-style-type: none"> <li>• P-12 partner school</li> <li>• Collaboration</li> <li>• Student learning</li> </ul>	The candidate described the specific steps and gave examples of the collaborative process used with a P-12 partner school for the purpose of identifying an action research project.	The candidate described in general terms the overall process used with a P-12 partner school for the purpose of identifying an action research project.	There was minimal or no articulation of a collaborative approach with a P-12 school in determining a research need that addressed student learning.	
<b>Candidate collects data. (CAEP A.1.1)</b>	<ul style="list-style-type: none"> <li>• Initial data collection process</li> <li>• Analysis</li> </ul>	The candidate identified the source, type (quantitative, qualitative), and how initial data were collected and the analysis process used to determine need for the action research project.	The candidate identified the source of initial data and the analysis process used to determine need for the action research.	There was minimal or no articulation of the initial data source, lacks information about initial data analysis and/or action research project was not based on data.	
<b>Candidate's Action Research Project is in his or her area of</b>	<ul style="list-style-type: none"> <li>• Content knowledge</li> </ul>	The candidate articulated the alignment of the	The candidate articulated how the action research	There was minimal or no articulation of the relationship	

<p><b>specialized content or disciplined knowledge. (CAEP A.1.2)</b></p>	<ul style="list-style-type: none"> <li>• Prior learning</li> <li>• New knowledge</li> </ul>	<p>action research project to the candidate's content area or discipline (program of study). The candidate described how the action research project will apply to him/her upon completion of the program.</p>	<p>project was related to the candidate's content or discipline (program of study).</p>	<p>between the action research project and the candidate's content or discipline (program of study).</p>	
<p><b>Candidate demonstrates understanding of current research on identified specific need. (CAEP A.1.1)</b></p>	<ul style="list-style-type: none"> <li>• Current research</li> <li>• Student learning need</li> </ul>	<p>The candidate described current research pertaining to the identified specific need; stated why the research was appropriate; and described how current research supported the identified need.</p>	<p>The candidate described current research pertaining to the identified specific need.</p>	<p>There was minimal or no description of current research on the identified specific need.</p>	
<p><b>Candidate collaborates with P-12 Partner School to develop an action plan to address the identified specific need in student learning based on current research. (CAEP A.2.1)</b></p>	<ul style="list-style-type: none"> <li>• Action plan</li> <li>• Student learning need</li> <li>• Current research</li> <li>• Collaboration</li> </ul>	<p>The candidate described the action plan; articulated the collaboration process in developing the action plan with the P-12 partner school; and, how the plan was based on current research specific to the student learning need.</p>	<p>The candidate described the action plan and articulated the collaboration process in developing the action plan.</p>	<p>There was minimal or no articulation of a collaborative approach with a P-12 partner school in the development of an action plan to address the identified need in student learning.</p>	

<p><b>Candidate collaborates with P-12 Partner to develop a timeline for implementation of action plan. (CAEP A.2.1)</b></p>	<ul style="list-style-type: none"> <li>• Plan timeline</li> <li>• Collaboration</li> </ul>	<p>The candidate articulated a timeline for implementation of the action plan. The candidate stated the role the P-12 partner school in creating the timeline for implementation of the action plan.</p>	<p>The candidate articulated a timeline for implementation of the action plan that was developed in collaboration with the P-12 partner school.</p>	<p>There was minimal or no articulation of a collaborative approach with a P-12 partner school to develop a timeline for implementation of the action plan.</p>	
<p><b>Professional Documentation (Points will be deducted according to the following guidelines for writing not indicative of an instructional leader.)</b></p>		<p>The candidate's artifact was coherent and fluid in its presentation and adhered to college-level writing expectations as demonstrated by being generally free of errors. Formatting reflected professional writing, and references were properly cited, APA format.</p>	<p>The candidate's artifact was coherent in its presentation and adhered to college-level writing expectations as demonstrated by errors that did not compromise the comprehension of the response. Formatting and reference citations were appropriate with minor errors, APA format.</p>	<p>The candidate's artifact lacked coherence and fails to meet college-level writing expectations as demonstrated by serious, persistent errors that compromised the comprehension of the response <i>or</i> formatting and reference citations were not correct, APA format.</p>	

**Northwestern Oklahoma State University**  
**MASTER OF EDUCATION**  
**Action Research Project Rubric – Milestone 2**  
**Presentation to Advisory Committee**

<b>Standards</b>	<b>Indicators</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Submitted</b>
<b>Candidate collaborates with P-12 Partner School to determine area of research need in the area of student learning. (CAEP A.2.1)</b>	<ul style="list-style-type: none"> <li>• P-12 partner school</li> <li>• Collaboration</li> <li>• Student learning</li> </ul>	The candidate described the specific steps and gave examples of the collaborative process used with a P-12 partner school for the purpose of identifying an action research project.	The candidate described in general terms the overall process used with a P-12 partner school for the purpose of identifying an action research project.	There was minimal or no articulation of a collaborative approach with a P-12 school in determining a research need that addressed student learning.	
<b>Candidate collects data. (CAEP A.1.1)</b>	<ul style="list-style-type: none"> <li>• Initial data collection process</li> <li>• Analysis</li> </ul>	The candidate identified the source, type (quantitative, qualitative), and how initial data were collected and the analysis process used to determine need for the action research project.	The candidate identified the source of initial data and the analysis process used to determine need for the action research.	There was minimal or no articulation of the initial data source, lacks information about initial data analysis and/or action research project was not based on data.	
<b>Candidate's Action Research Project is in his or her area of specialized content</b>	<ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Prior learning</li> </ul>	The candidate articulated the alignment of the action research	The candidate articulated how the action research project was related to	There was minimal or no articulation of the relationship between the action	

<b>or disciplined knowledge. (CAEP A.1.2)</b>	<ul style="list-style-type: none"> <li>• New knowledge</li> </ul>	project to the candidate's content area or discipline (program of study). The candidate described how the action research project will apply to them upon completion of their program.	the candidate's content or discipline (program of study).	research project and the candidate's content or discipline (program of study).	
<b>Candidate demonstrates understanding of current research on identified specific need. (CAEP A.1.1)</b>	<ul style="list-style-type: none"> <li>• Current research</li> <li>• Student learning need</li> </ul>	The candidate described current research pertaining to the identified specific need; stated why the research was appropriate; and described how current research supported the identified need.	The candidate described current research pertaining to the identified specific need.	There was minimal or no description of current research on the identified specific need.	
<b>Candidate collaborates with P-12 Partner School to develop an action plan to address the identified specific need in student learning based on current research. (CAEP A.2.1)</b>	<ul style="list-style-type: none"> <li>• Action plan</li> <li>• Student learning need</li> <li>• Current research</li> <li>• Collaboration</li> </ul>	The candidate described the action plan; articulated the collaboration process in developing the action plan with the P-12 partner school; and, how the plan was based on current research specific to the student learning need.	The candidate described the action plan and articulated the collaboration process in developing the action plan.	There was minimal or no articulation of a collaborative approach with a P-12 partner school in the development of an action plan to address the identified need in student learning.	
<b>Candidate collaborates with</b>	<ul style="list-style-type: none"> <li>• Plan timeline</li> <li>• Collaboration</li> </ul>	The candidate articulated a timeline	The candidate articulated a timeline	There was minimal or no articulation of a	

<p><b>P-12 Partner to develop a timeline for implementation of action plan. (CAEP A.2.1)</b></p>		<p>for implementation of the action plan. The candidate stated the role the P-12 partner school in creating the timeline for implementation of the action plan.</p>	<p>for implementation of the action plan that was developed in collaboration with the P-12 partner school.</p>	<p>collaborative approach with a P-12 partner school to develop a timeline for implementation of the action plan.</p>	
<p><b>Candidate uses technology in presentation.</b></p>	<ul style="list-style-type: none"> <li>• Technology use</li> <li>• Visual technology</li> <li>• Audio technology</li> </ul>	<p>The candidate used a variety of technology throughout the presentation. Technology enhanced information presented in an organized manner with no avoidable technical errors or problems.</p>	<p>The candidate used a single application of technology in the presentation. The technology aligned with and supported information presented with no technical errors that detracted from the presentation.</p>	<p>The candidate failed to use technology in his/her presentation; or technology failed to align with information presented; or lacked professional appearance; or there were avoidable technical errors.</p>	
<p><b>Candidate is dressed as a professional. (CAEP A.1.1)</b></p>	<ul style="list-style-type: none"> <li>• Clarity</li> <li>• Word usage</li> <li>• Gestures</li> <li>• Articulation</li> <li>• Citations</li> <li>• APA guidelines</li> </ul>	<p>The candidate's presentation was coherent, fluid, and adhered to advanced collegiate expectations. Grammar usage followed proper English language guidelines. Nonverbal communication (eye contact, hand gestures, etc.) was</p>	<p>The candidate's presentation was coherent and adhered to advanced collegiate expectations including proper grammar usage. References were included and followed APA citation guidelines with minor errors.</p>	<p>The candidate's presentation lacked coherence and/or failed to demonstrate the expectations of an advanced candidate; and/or there were grammatical errors that detracted from the presentation; and/or the references were missing or failed to meet APA guidelines.</p>	

		appropriate. References were included and followed APA citation guidelines.			
<b>Candidate presentation delivery is professional. (CAEP A.1.1)</b>	<ul style="list-style-type: none"> <li>• Clarity</li> <li>• Word usage</li> <li>• Gestures</li> <li>• Articulation</li> <li>• Citations</li> <li>• APA guidelines</li> </ul>	<p>The candidate's presentation was coherent, fluid, and adhered to advanced collegiate expectations. Grammar usage followed proper English language guidelines. Nonverbal communication (eye contact, hand gestures, etc.) was appropriate. References were included and followed APA citation guidelines.</p>	<p>The candidate's presentation was coherent and adhered to advanced collegiate expectations including proper grammar usage. References were included and followed APA citation guidelines with minor errors.</p>	<p>The candidate's presentation lacked coherence and/or failed to demonstrate the expectations of an advanced candidate; and/or there were grammatical errors that detracted from the presentation; and/or the references were missing or failed to meet APA guidelines.</p>	

Score: \_\_\_\_\_

Comments

**Northwestern Oklahoma State University  
 MASTER OF EDUCATION  
 Action Research Project Rubric – Milestone 3  
 Presentation to Advisory Committee &  
 Selected Stakeholders**

<b>Standards</b>	<b>Indicators</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Submitted</b>
<b>Candidate prepares and submits an IRB. (CAEP A.2.2)</b>	<ul style="list-style-type: none"> <li>Approved IRB</li> </ul>	The candidate submits the IRB request and received approval.	NA	The candidate failed to submit the IRB or the IRB request was denied.	
<b>Candidate implements action plan in P-12 Partner School. (CAEP A.2.2)</b>	<ul style="list-style-type: none"> <li>Action plan</li> <li>Implementation steps</li> </ul>	The candidate articulated the steps used to implement the plan in the P-12 partner school. The candidate described aspects of the implementation that worked well and those with which there were difficulties.	The candidate articulated how the plan was implemented in the P-12 partner school. The candidate described strengths or weaknesses of the implementation	There was minimal or no articulation of how the candidate implemented the plan in the P-12 partner school; and/or failed to identify strengths or weaknesses.	
<b>Candidate collects data throughout implementation of action plan. (CAEP A.2.2)</b>	<ul style="list-style-type: none"> <li>Data collection</li> </ul>	The candidate articulated the process used to collect data throughout the implementation of the action plan. The candidate described	The candidate articulated the process used to collect data throughout the action plan.	There was minimal or no articulation of the candidate's collection of data during the implementation phase of the action plan.	



		adjustments and/or difficulties encountered in collecting data.			
<b>Candidate analyzes, interprets, and uses data. (CAEP A.2.2)</b>	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Interpretation of data</li> <li>• Data usage</li> </ul>	The candidate articulated the specific steps for analyzing, interpreting, and using data from the action plan. The candidate aggregated and disaggregated the data.	The candidate articulated how data collected during the action plan were analyzed, interpreted, <i>and</i> used.	There is minimal or no articulation of how the candidate analyzed, interpreted, <i>and</i> used data that were collected during the action plan.	
<b>Candidate determines if action plan met the specified need. (CAEP A.2.2)</b>	<ul style="list-style-type: none"> <li>• Informed decision making</li> <li>• Analysis of data</li> </ul>	The candidate presented conclusions with supporting data and the extent to which the action plan met the specified need. Candidate includes suggested future action based on conclusions.	The candidate presented conclusions with supporting data and the extent to which the action plan met the specified need.	The candidate fails to present conclusions based on data and/or there is minimal or no articulation of the action plan meeting the specified need.	
<b>Candidate uses technology in presentation.</b>	<ul style="list-style-type: none"> <li>• Technology use</li> <li>• Visual technology</li> <li>• Audio technology</li> </ul>	The candidate used a variety of technology throughout the presentation. Technology enhanced information presented in an organized manner with no avoidable	The candidate used a single application of technology in the presentation. The technology aligned with and supported information presented with no technical errors that detracted from the presentation.	The candidate failed to use technology in his/her presentation; or technology failed to align with information presented; or lacked professional appearance; or there were avoidable technical errors.	

		technical errors or problems.			
<b>Candidate is dressed as a professional. (CAEP A.1.1)</b>	<ul style="list-style-type: none"> <li>• Clarity</li> <li>• Word usage</li> <li>• Gestures</li> <li>• Articulation</li> <li>• Citations</li> <li>• APA guidelines</li> </ul>	The candidate's presentation was coherent, fluid, and adhered to advanced collegiate expectations. Grammar usage followed proper English language guidelines. Nonverbal communication (eye contact, hand gestures, etc.) was appropriate. References were included and followed APA citation guidelines.	The candidate's presentation was coherent and adhered to advanced collegiate expectations including proper grammar usage. References were included and followed APA citation guidelines with minor errors.	The candidate's presentation lacked coherence and/or failed to demonstrate the expectations of an advanced candidate; and/or there were grammatical errors that detracted from the presentation; and/or the references were missing or failed to meet APA guidelines.	
<b>Candidate presentation delivery is professional. (CAEP A.1.1)</b>	<ul style="list-style-type: none"> <li>• Clarity</li> <li>• Word usage</li> <li>• Gestures</li> <li>• Articulation</li> <li>• Citations</li> <li>• APA guidelines</li> </ul>	The candidate's presentation was coherent, fluid, and adhered to advanced collegiate expectations. Grammar usage followed proper English language guidelines. Nonverbal communication (eye contact, hand	The candidate's presentation was coherent and adhered to advanced collegiate expectations including proper grammar usage. References were included and followed APA citation guidelines with minor errors.	The candidate's presentation lacked coherence and/or failed to demonstrate the expectations of an advanced candidate; and/or there were grammatical errors that detracted from the presentation; and/or the references were missing or	

		gestures, etc.) was appropriate. References were included and followed APA citation guidelines.		failed to meet APA guidelines.	
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Score: \_\_\_\_\_

Comments:

## **APPENDIX**

## PLAN OF IMPROVEMENT FORM (Action Research Project)

If any portion of the portfolio at Milestone 3 earns a rating of unacceptable, a Plan of Improvement will be implemented.

Candidate's Name \_\_\_\_\_ Today's Date \_\_\_\_\_

**Date/Time/Place for Follow-up Assessment** \_\_\_\_\_

(This date will be between one to four weeks, following the initial evaluation.)

<i>Area Requiring Improvement</i>	<i>Suggestions for Improvement</i>

**Committee Chair Signature** \_\_\_\_\_

**Committee Member Signature** (if applicable) \_\_\_\_\_

**Committee Member Signature** (if applicable) \_\_\_\_\_

**Candidate's Signature** \_\_\_\_\_

(Candidate's signature reflects reception of this document, but not necessarily agreement with it.)

### FOLLOW-UP ASSESSMENT

<p><b>This Plan of Improvement has been:</b></p> <p>_____ Fully Accomplished</p> <p>_____ Not Accomplished</p>
--

<p>Committee's Recommendation to Director of Graduate Studies:</p> <p>_____ Additional Plan of Improvement</p> <p>_____ Recommend for licensure</p>
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**Committee Chair Signature/Date** \_\_\_\_\_

**Candidate's Signature/Date** \_\_\_\_\_

One copy to candidate, one copy to candidate's file in Graduate Office, one copy to candidate's committee chair.