COURSE OUTLINE

1. Course Number and Title
   EDLP 6080: Clinical Projects in Educational Leadership (3 credits)
   Number of field-based hours assigned to course activities: varied

2. Course Description
   This graduate course is designed to give candidates opportunities to analyze, synthesize,
   apply and evaluate theoretical constructs in the context of learning communities. In striking a
   balance between the competing tensions of management and leadership, candidates will have
   an opportunity through independent research to create a project in a clinical setting that will
   apply leadership and management theories, curriculum design, organizational psychology,
   and/or supervision and evaluation processes to current issues and challenges facing
   educational leaders in varied educational settings. Projects will be supported by qualitative
   and/or quantitative designs.

3. Pre- or Co-Requisites
   Pre-requisite(s): EDLP 6010, 6030, 6040, 6050, 6180, 6060, 6130
   Co-requisite(s): None: Candidates may enroll in EDLP 6080 in Summer II prior to enrolling
   in EDLP 6090, 6100

4. Course Objectives
   As a result of one's collaborative action research project, a candidate will:
   1. Identify theories of leadership, curriculum, organizations and groups through prior
      experiences; compare and contrast these theories in learning environments as they may
      apply to one's project; and analyze, synthesize and evaluate the application of these
      theories to issues and practices that emerge.
   2. Develop possibilities for changes in education that will influence cultures and climates in
      schools and/or other learning communities in ways that will lead to improved student
      outcomes and effective teacher competencies.
   3. Cultivate a deep understanding of the assumptions that support leadership behaviors; and
      develop an understanding and a means of addressing the issues and adaptive challenges
      that define and shape the successful school leader.
   4. Evaluate and interpret educational issues by formulating a collaborative action research
      project-based response to the issues.
   5. Create alternative responses to educational issues through data collection and
      collaborative problem solving.
6. Demonstrate an understanding of the organizational structure in which one's collaborative action research project is developed; and analyze the impact of economic, social and political influences as they relate to one's collaborative action research project.

7. Make connections between this collaborative action research project and the required final portfolio project this program.

8. Organize one's knowledge, comprehension, and application of the course objectives using a professional portfolio that will clearly demonstrate an understanding about Clinical Projects in Educational Leadership within the context of the objectives (1) through (7) above; and complete a self-evaluation of this portfolio.

9. Technology learning outcomes:
   a. Use imaging devices including a scanner, digital and video cameras.
   b. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information that is related to one's collaborative action research project.
   c. Apply data for research purposes.
   d. Understand the value of searching for and evaluating web sites that are applicable to course objectives, and effectively use search engines including operators to achieve this objective.

5. **Student Learning Outcomes:**
   As a result of one's collaborative action research project, a candidate will:
   - Through an understanding of qualitative and quantitative research designs, candidates will complete a collaborative action research outcome in their school setting that is related to improving student outcomes. Candidates will use basic descriptive and inferential statistics and include an analysis of the data along with recommendations for substantive change as a result of completing this research paper outcome.
   - Organize one's knowledge, comprehension, and application of the course objectives using a professional portfolio that will clearly demonstrate an understanding about Clinical Projects in Educational Leadership within the context of the objectives and complete a self-evaluation of this portfolio.
   - Technology learning outcomes:
     1. Use imaging devices including a scanner, digital and video cameras.
     2. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information that is related to one's collaborative action research project.
     3. Apply data for research purposes.
     4. Understand the value of searching for and evaluating web sites that are applicable to course objectives, and effectively use search engines including operators to achieve this objective.
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>ELCC Standards</th>
<th>COE Advanced Programs Outcomes</th>
<th>NJ Professional Standards for Teachers and Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Through an understanding of qualitative and quantitative research designs, candidates will complete a collaborative action research outcome in their school setting that is related to improving student outcomes. Candidates will use basic descriptive and inferential statistics and include an analysis of the data along with recommendations for substantive change as a result of completing this research paper outcome. This is a critical assessment and is attached.</td>
<td>ELCC Standards 2.3, 5.2, 5.3, 6.1, 6.2, 6.3</td>
<td>4. Research</td>
<td>#2. School administrators shall be educational leaders who promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. #5. School administrators shall be educational leaders who promote the success of all students by acting with integrity, fairness and in an ethical manner. #6. School administrators shall be educational leaders who promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.</td>
</tr>
<tr>
<td>2. Organize one's knowledge, comprehension, and application of the course objectives using a professional portfolio that will clearly demonstrate an understanding about Clinical Projects in</td>
<td>ELCC Standards 1-6 may apply.</td>
<td>COE Standards 1-6 may apply.</td>
<td>NJDOE Standards 1-6 may apply</td>
</tr>
</tbody>
</table>
Educational Leadership within the context of the objectives (1) through (7) above; and complete a self-evaluation of this portfolio.

3. Technology learning outcomes:
   a. Use imaging devices including a scanner, digital and video cameras.
   b. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information that is related to one’s collaborative action research project.
   c. Apply data for research purposes.
   d. Understand the value of searching for and evaluating web sites that are applicable to course objectives, and effectively use search engines including operators to achieve this objective.

2.2 Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

3.3 Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.

Knowledge 1D Field Experience 3 D Research 4 C

2.1 Administrators have knowledge and understanding of the role of technology in promoting student learning and professional growth.

6. **Course Content**

This course is an independent, clinical, collaborative action research project based experience. It is designed to give candidates opportunities to analyze, synthesize, apply and evaluate theoretical constructs in the context of their learning communities. Candidates will have an opportunity through independent research to create a collaborative action research project in varied educational settings that will apply leadership and management theories, curriculum design, organizational psychology, and/or supervision and evaluation processes to current issues and challenges facing educational leaders. Collaborative action research projects will be supported by qualitative and/or quantitative designs.

7. **Teaching/Learning Methods**

- Instructional strategies include mentoring and group problem solving.
Candidates will be expected to apply knowledge and understandings related to the course objectives throughout their independent research project.

Candidates and faculty will participate in chat rooms, threaded discussions, and/or video conferencing as well as in other technologies.

Candidates Will Use Their Individualized Leadership Plan (ILP) throughout this course. The information in the ILP may offer candidates guidance in their search for possible action research and field-based projects.

Candidates will use their learning journal to support possibilities for their project in this course. The purpose of the journal is to give candidates the opportunity to examine their beliefs and to develop understandings about the relationships between their beliefs, actions, and behaviors.

8. Student Assessment/Evaluation Methods

- Through an understanding of qualitative and quantitative research designs, candidates will complete a collaborative action research outcome in their school setting that is related to improving student outcomes. Candidates will use basic descriptive and inferential statistics and include an analysis of the data along with recommendations for substantive change as a result of completing this research paper outcome. SLO#1
- Organize one's knowledge, comprehension, and application of the course objectives using a professional portfolio that will clearly demonstrate an understanding about Clinical Projects in Educational Leadership within the context of the objectives and complete a self-evaluation of this portfolio. SLO#2
- Technology learning outcomes:
  1. Use imaging devices including a scanner, digital and video cameras.
  2. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information that is related to one's collaborative action research project.
  3. Apply data for research purposes.
  4. Understand the value of searching for and evaluating web sites that are applicable to course objectives, and effectively use search engines including operators to achieve this objective. SLO#3
- Participate in class discussions, small group discussions, threaded discussions and e-mail correspondence
- Demonstrate an ability to analyze, synthesize and evaluate prior knowledge and understandings in required and co-requisite courses
- Complete a field-based, action research/problem-based project that demonstrates an understanding of the objectives of this course
- Include this project into one's electronic portfolio
- Integrate the technology competencies into the course projects and activities

9. Suggested Readings or Required Texts


- [http://webster.commnet.edu/apa/index.htm](http://webster.commnet.edu/apa/index.htm) Arthur C Banks Citation Source
- [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/) Updated to current APA 6.0 edition
- New Jersey Department of Education: [www.state.nj.us/education](http://www.state.nj.us/education)
- Association for Supervision and Curriculum Development: [www.ascd.org](http://www.ascd.org)
- Education Week: [www.edweek.org](http://www.edweek.org)
- Educational Testing Service: [www.ets.org](http://www.ets.org)
- Kappan: [www.pdkintl.org/kappan/kappan.html](http://www.pdkintl.org/kappan/kappan.html)

### 10. Bibliography


**Resources**


11. **Preparer's Name and Date**  
Michael Chirichello, Ed. D., October 1999

12. **Departmental Approval Date**  
Initial Approval-March 2000

13. **Reviser's Name and Date**  
Michael Chirichello, Ed.D. September 2004 Objectives, Content, References  
Kevin J Walsh, Ed.D. November 2010 Format Only

14. **Departmental Revision Approval Date**  
November 2010
<table>
<thead>
<tr>
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<th><strong>Acceptable</strong> = 2</th>
<th><strong>Unacceptable</strong> = 1</th>
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</table>
| E 1  
Introduction (CARP Chapter 1)  
Candidates understand the larger educational context. | Provides all appropriate historical and current background information about the school and district. Provides a clear Focus Statement with compelling evidence that the identified problem is significant, requiring continuous improvement. | Provides most appropriate historical and current background information about the school and district. Provides a clear Focus Statement with some evidence that the identified problem is significant or requires continuous feedback. | Provides insufficient background information to adequately set the study and its import in context. Focus Statement is unclear or problem identified is insignificant in terms of its potential impact on teaching and learning. |
| ELCC 6.1 | Includes a well-developed reflective statement about how the research fits in the larger context of education and society. The introduction clearly addresses most if not all of the following issues reflecting an understanding that educational leaders: | Includes a reflective statement about how the research fits in the larger context of education or society; but the discussion is either too general or inadequately developed. The introduction adequately addresses many of the following issues reflecting an understanding that educational leaders: | Includes little, if any, discussion of how the research fits in the larger educational and/or societal context. The introduction fails to adequately address most of the following issues reflecting an understanding that educational leaders: |
| | - Act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.  
- Demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.  
- Demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. | - Act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.  
- Demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.  
- Demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. | - Act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.  
- Demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.  
- Demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. |
| Demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. | Demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. | Demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. |
| Demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. | Demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. | Demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. |
| Demonstrate the ability to analyze and describe the cultural diversity in a school community. | Demonstrate the ability to analyze and describe the cultural diversity in a school community. | Demonstrate the ability to analyze and describe the cultural diversity in a school community. |
| Describe community norms and values and how they relate to the role of the school in promoting social justice. | Describe community norms and values and how they relate to the role of the school in promoting social justice. | Describe community norms and values and how they relate to the role of the school in promoting social justice. |
| Demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities. | Demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities. | Demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities. |

Clearly defines all key terms.  
Defines most key terms clearly.  
Defines few or inadequately defines key terms.
<table>
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<tr>
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<tbody>
<tr>
<td>E 2</td>
<td>Anchors the study in at least two relevant fields of research; and the discussion clearly establishes the connection between the original and extant research.</td>
<td>Anchors the study in two fields of research; however, though the connection between the study and the extant research is referenced it is not thoroughly established.</td>
<td>Anchors the study in only one field of research and/or the connection between the study and the extant research is not explicitly established.</td>
</tr>
<tr>
<td>Literature Review (CARP Chapter 2)</td>
<td>Evidences a thorough understanding of key developments in each related field of research, including contrasting viewpoints.</td>
<td>Evidences a basic understanding of key developments in each related field of research, but considers few contrasting viewpoints.</td>
<td>Evidences a poor understanding of key developments in the related fields of research, including any existing contrasting viewpoints.</td>
</tr>
<tr>
<td>ELCC 6.2</td>
<td>Is explicitly related to the AR focus and supporting questions.</td>
<td>References the AR focus and supporting questions, but does not sufficiently detail and discuss the connection between these and the related fields of research.</td>
<td>Does not reference the AR focus and supporting questions.</td>
</tr>
<tr>
<td></td>
<td>Is coherent and logically organized and addresses the importance of the candidates’ ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.</td>
<td>Is logically organized, but lacks strong overall coherence, because some ideas are not sufficiently developed or clearly connected to one another it fails to demonstrate the candidates’ ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.</td>
<td>Lacks a clear, logical organizing structure; in addition, the section lacks overall coherence due to poorly developed or poorly connected ideas. It fails to address the importance of the candidates’ ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.</td>
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<tr>
<td>E 3</td>
<td>Provides the context for the problem statement by restating the focus of the study and 5 or 6 of the questions leading to the statement of the problem.</td>
<td>Provides sufficient context for the problem statement by restating the focus of the study, but includes only four of the six questions leading to the statement of the problem.</td>
<td>Does not provide adequate context for the problem statement, due to failure either to restate the focus of the study or to include at least 4 of the questions leading to the statement.</td>
</tr>
<tr>
<td>Problem Statement (CARP Chapter 3)</td>
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<td>educational context</td>
<td>Presents a concise, clearly focused statement of the problem to be researched. Includes a discussion of 2 or 3 closely related supporting questions the study seeks to answer.</td>
<td>Presents a reasonably clear focus statement, but clarity is weakened in part by imprecise or redundant language. Includes a discussion of 2 questions that the study seeks to answer.</td>
<td>Presents a reasonably clear focus statement, but clarity is weakened in part by insufficient or extraneous details and information, imprecise language or redundancy. Includes a reference to 2 questions that the study seeks to answer but does not provide sufficient discussion to make their significance to the study explicit. Provides only one graphic representation of some aspect of the problem statement and briefly explains it in the body of this chapter; or provides two graphic representations but does not reference or explain either in the body of the chapter.</td>
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<tr>
<td>ELCC 6.2</td>
<td>Provides two graphic representations of some aspect of the problem statement and introduces each in the body of this chapter, making the connection to the PS and the purpose of each explicit.</td>
<td>Provides two graphic representations of some aspect of the problem statement, but only references, rather than explains each in the body of this chapter.</td>
<td>The study is not clearly focused due to insufficient or extraneous details and information, imprecise language or redundancy. Includes a reference to 2 questions that the study seeks to answer but does not provide sufficient discussion to make their significance to the study explicit. Provides only one graphic representation of some aspect of the problem statement and briefly explains it in the body of this chapter; or provides two graphic representations but does not reference or explain either in the body of the chapter.</td>
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<td>Is coherent and logically organized and addresses the importance of the candidates’ ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.</td>
<td>Is logically organized, but lacks strong overall coherence, because some ideas are not sufficiently developed or clearly connected to one another it fails to demonstrate the candidates’ ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.</td>
<td>It fails to address the importance of the candidates’ ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.</td>
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**Assessment VI: Clinical Projects**  
ELCC Standards 2.3, 5.2, 5.3, 6.1, 6.2, 6.3  
Collaborative Action Research Project: EDLP 608, Fall Year II
### Assessment VI: Clinical Projects  
**ELCC Standards 2.3, 5.2, 5.3, 6.1, 6.2, 6.3**  
**Collaborative Action Research Project: EDLP 608, Fall Year II**

<table>
<thead>
<tr>
<th>Element (E)</th>
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<tr>
<td><strong>E 4</strong> Design and Methods (CARP Chapter 4)</td>
<td>Provides a context-setting recap of the problem and related questions and uses this to launch the discussion of the design and methods.</td>
<td>Provides a context-setting recap of the problem and related questions but does not explicitly connect it to the discussion of the design and methods.</td>
<td>Does not provide a context for this chapter by recapping the problem; or restates the problem but does not include the related questions or connect this to the discussion of design and methods.</td>
</tr>
<tr>
<td><strong>ELCC 2.3, 5.2, 5.3</strong></td>
<td>Identifies and provides a rationale for the research design, which includes both qualitative and quantitative methods, and evidences a strong understanding of and use of triangulation.</td>
<td>Details but does not provide a rationale for the research design, which includes qualitative and quantitative methods and evidences a basic understanding of and use of triangulation.</td>
<td>Details but does not offer a rationale for the research design; includes either qualitative or quantitative methods. Evidences little understanding of and use of triangulation.</td>
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<tr>
<td></td>
<td>Provides a thorough, detailed description of the methodology (including participants, materials, and all procedures), so as to allow replication.</td>
<td>Provides a description of the methodology, though some aspects are less detailed than necessary to allow ease of replication.</td>
<td>Provides only a general description of the methodology or is missing a description of key aspects of the methodology, so that replication would not be possible.</td>
</tr>
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<td></td>
<td>Candidates clearly demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.</td>
<td>Candidates adequately demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.</td>
<td>Candidates insufficiently demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.</td>
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<td>Provides compelling evidence that all procedures are rigorous, ethical, and fair.</td>
<td>Provides some evidence that procedures are rigorous, ethical and fair.</td>
<td>Provides little evidence that procedures are rigorous, ethical and fair; or presents evidence that procedures are ethical and fair, but they lack rigor.</td>
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<td>Element (E)</td>
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<tr>
<td>E 5 Conclusions, Recommendations, Implications (CARP Chapter 5)</td>
<td>Conclusions are clearly related to the original research question(s) and all are well supported,</td>
<td>Conclusions are clearly related to the original research question(s) and most are well supported,</td>
<td>Conclusions are related to the original research but are poorly supported and/or are not defensible or justifiable.</td>
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<td>defensible and justifiable.</td>
<td>defensible and justifiable.</td>
<td>Some recommendations for future action are provided with little or no discussion.</td>
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<tr>
<td>Candidates apply their understanding to influence the larger educational context.</td>
<td>Recommendations for future action are provided and thoroughly discussed.</td>
<td>Recommendations for future action are provided but the discussion lacks adequate development.</td>
<td>Some general implications are provided but are only loosely connected to the findings of the research questions and the intended audience. Little, if any discussion is provided regarding how learning may be improved as a result.</td>
</tr>
<tr>
<td>ELCC 6.3</td>
<td>Specific implications are provided and are: tightly connected to the findings of the research questions, clearly applicable to the intended audience, and thoroughly explain how learning may be improved as a result.</td>
<td>Specific implications are provided but are more generally connected to the findings of the research questions and the intended audience. The implications address to a limited degree, how learning may be improved as a result.</td>
<td>Candidates are unable to demonstrate their ability to apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</td>
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<tr>
<td></td>
<td>Candidates clearly demonstrate their ability to apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</td>
<td>Candidates adequately demonstrate their ability to apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</td>
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<td>E 6</td>
<td>The entire research paper evidences: Organization that is consistently purposeful and highly effective, resulting in a coherent, logical expression of ideas throughout. Reliance on the writer’s own words with a skillful weaving together of personal and professional voice informed by scholarship. Consistently precise, memorable word choice, characterized by the objective stance of a researcher. Meticulous attention to the conventions, grammar, and usage of standard English and of APA (5th ed.) style. Strict adherence to the 15-20-page length requirement (excluding references).</td>
<td>The entire research paper evidences: Organization that is purposeful and generally effective, though with occasional lapses in coherence or logic, due to some ideas that are underdeveloped or not clearly connected. Reliance on the writer’s own words. Occasionally, diction is stilted or awkward, as the writer struggles to maintain a balance between personal and professional voice, as informed by scholarship. Word choice that is usually precise, reflecting the objective stance of a researcher, though there are occasional lapses into less formal, more subjective language. With only a few exceptions, a careful attention to the conventions, grammar, and usage of standard English. Exceptions do not seriously detract from the overall coherence or appearance of the paper. With one or two minor exceptions, a clear understanding of the requirements of APA (5th ed.)</td>
<td>The entire research paper evidences: Weak organization throughout, resulting in a discussion in which the purpose lacks clarity and the exhibits an overall lack of coherence and logic. The likely use of many quotations of other authors but without citations or that personal/professional knowledge is relied on to the exclusion of other established research. Writer’s voice is not distinguishable or consistent. Word choice that is very subjective and informal, suggesting a lack of understanding of the objective stance required of a researcher. Writing that is consistently flawed by lack of attention to the conventions, grammar and usage of standard English. Mistakes seriously weaken overall coherence and appearance of the paper. Little understanding of the</td>
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<tr>
<td>Additional Criteria: Conventions, Grammar, Style</td>
<td>ELCC - NA</td>
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</tbody>
</table>
### Assessment VI: Clinical Projects

**ELCC Standards 2.3, 5.2, 5.3, 6.1, 6.2, 6.3**

**Collaborative Action Research Project: EDLP 608, Fall Year II**

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<tbody>
<tr>
<td>E 7</td>
<td>Paper required very few, minor one-time corrections by advisor of diction, style, format, grammar and mechanics.</td>
<td>Paper required a few significant, one-time corrections by advisor of diction, style, format, grammar and mechanics.</td>
<td>Paper required multiple and continuous corrections by advisor of diction, style, format, grammar and mechanics.</td>
</tr>
<tr>
<td>Additional Criteria: Process of Revision</td>
<td>Candidate adhered strictly to all due dates.</td>
<td>With one or two brief exceptions, candidate adhered to established due dates.</td>
<td>Candidate was consistently late in turning in required research-related work.</td>
</tr>
<tr>
<td>ELCC - NA</td>
<td>All instruments were submitted for approval in advance and properly field-tested.</td>
<td>All instruments were submitted for approval in advance and were properly field-tested.</td>
<td>One or more instruments were not submitted for approval in advance and/or one or more were not appropriately field tested.</td>
</tr>
<tr>
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<td>The resulting Action affected the teaching and learning of an entire grade level, department, or school.</td>
<td>The resulting Action affected the teaching and learning of an entire grade level, department or school.</td>
<td>The resulting Action affected only the researcher’s own classroom or several (rather than all classrooms) at a grade level.</td>
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</tbody>
</table>