**University of Portland**

**ED 598 MASTER OF EDUCATION CAPSTONE PROJECT**

**Fall, 2017; 3 Credit Hours**

**School of Education**

**Class Meeting:** This course is a guided independent study course. Regular contact is *required* through candidate-initiated office appointment(s), E-mails, Skype, WebEx, and/or telephone. It is the responsibility of the candidate to contact the professor regularly. Class meetings, as scheduled in syllabus (mandatory).

**NOTE:** ***It is the responsibility of the candidate to contact the professor regularly.***

**Instructors:**

Dr. James Carroll

Office: Franz 338

Office Phone: 503-943-7251

School of Education: 503-943-7135

School FAX number: 503-943-8042

School Toll Free: 1-800-546-3633

e-mail: carroll@up.edu

Office hours: **By appointment for graduate candidates** **(E-mail, call, Skype, WebEx)**. Monday, 2-3 p.m.

**Course Description:**

ED 598: Candidates design and conduct a classroom, school, or community-based research project written in formal academic style that integrates professional knowledge and the School of Education's shared values in the non-thesis graduate program. The project is completed independently in consultation with a project advisor. Candidates must be eligible to graduate in the subsequent academic term. Grade of “IP” allowed.

**Course Rationale:**

Your course will continue your growth in the appreciation of diversity and how knowledge of your participants is critical to your teaching. It will also help you incorporate various qualitative and quantitative assessment and evaluation strategies. Technology will be integrated with expansion of your Review of Literature chapter after searching online databases relevant to your topic and with the technologies you implement in your research procedures as part of your investigation. Quantitative data will be analyzed using Excel statistical software (with EZAnalyze addin). Candidates have the opportunity to apply research skills to investigating school-related problems and issues. Several professional and accreditation bodies offer support for the course content including TSPC and CAEP. Each of the following objectives is written as learner outcomes. This is the final course in your research sequence. As part of the graduation requirements for the School of Education, a course requirement is to turn in a Reflective Exit Paper. This is a requirement all School of Education graduates must complete.

**Prerequisite:** Candidates must have completed ED 555 and ED 558 and be eligible to graduate in the subsequent academic term.

**Required Textbook:** None – Use your textbook from ED 555 & ED 558

**Suggested Supplemental Books:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Carroll, S. R., & Carroll, D. J. (2002). *Statistics made simple for school leaders: Data-driven decision making.* Lanham, MD: The Rowman and Littlefield Publishing Group.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Gay, L. R., & Mills, G. E. (2015). *Educational research: Competencies for analysis & application* (11th ed.). Upper Saddle River, NJ: Merrill. Enhanced Pearson eText with Loose-Leaf Version

Morrell, P. D., & Carroll, J. B. (2010). Conducting educational research: A primer for teachers and administrators. Boston, MA: Sense Publishers.

Pyrczak, F., & Bruce, R. E. (2007). *Writing empirical research reports* (6th ed.). Glendale, CA: Pyrczak Publishing.

**Course Resources:**

<http://teaching.up.edu/edresearch>

After you have completed your capstone paper it must be emailed as an attachment to me AND uploaded into the Taskstream system. <http://www.taskstream.com>

**Objectives/Activities/Assessment:**

The mission of the School of Education at the University of Portland is to develop exceptional professional educators. The School’s [Shared Values (Conceptual Framework)](https://goo.gl/7drL5V) outlines characteristics of such an educator. Teacher Leader Model Standards guide the design and objectives of this and all courses in the School of Education. This course will focus on developing the following Teacher Leader Model Standards Domains:

**Teacher Leader: Domain II** Accessing and Using Research to Improve Practice and Student Learning

The teacher leader understands how research creates new knowledge, informs policies and practices and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers’ ongoing learning and development.

*Objectives*-The candidate will be able to

1. Set expectations for the learning environment conducive to conducting the investigation conceptualized in his or her capstone research project and communicate verbally and nonverbally while conducting the capstone project investigation in ways that demonstrate respect for each learner.
2. Engage in research individually to examine the impact of the learning environment on individual responsibility for behavior and quality work.
3. Use interactive technologies to expand learners’ experiences and options for mastering content/skills conceptualized in their capstone investigation.

*Assessments*-The candidate will

1. Complete a classroom and/or school-based research and data-based capstone to educate others in order to further an agenda of social justice and respect for all individuals.
2. Demonstrate reflective practice relative to actual/planned implementation of concepts, strategies, and methodology covered in class and discussed in reading materials by completing Chapter 4, Data Analysis; and Chapter 5, Discussion and Conclusions; in his or her Capstone research project.
3. Apply an understanding of inferential and descriptive statistics using Microsoft Excel or SPSS, and qualitative data analysis to produce and explain educational research findings that disaggregate data of various populations in order to respond to diverse community interests and needs.
4. Completes other activities as assigned by the instructor.

**Teacher Leader: Domain V** Promoting the Use of Assessments and Data for School and District Improvement

The teacher leader is knowledgeable about current research on classroom—and school-based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies.

*Objectives*-The candidate will be able to

1. Leads in his/her own classroom and school, assuming responsibility for and directing student learning toward high expectations through conducting his or her capstone project.
2. Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
3. Uses and generates meaningful research on education issues and policies.

*Assessments*-The candidate will

1. Complete a Capstone research project that demonstrates the ability to express in written words the results of analyses of a variety of data and is the product of critical, analytical, and creative thought that is designed to adapt instructional practices.
2. Demonstrate the results of collegial discussions and communications with a research advisor and colleagues that have helped guide the completion of a quality capstone project requiring analysis of quantitative and/or qualitative data per the stipulated capstone guidelines.
3. Write a Methods section in the capstone project that contains a complete description of the research participants, and use that knowledge of the students in his or her classroom and school to design and implement strategies to better meet the needs of learners.
4. Write a Discussion and Conclusions section that uses and generates meaningful research on education issues and policies.
5. Complete and submit a reflection on a presentation of your research findings to your faculty or peers (see template on Moodle).
6. Completes other activities as assigned by the instructor.

**International Society for Technology in Education (ISTE) Standard 3** Model digital age work and learning

*Objectives*-The candidate will be able to demonstrate through the capstone project the ability to use digital tools to find research relevant to his or her study, apply technology-based resources to gathering and analyzing data, and to produce work in Microsoft Office that follows the SOE guidelines for research reports.

*Assessments*-The candidate will complete a capstone project which will be evaluated to observe the candidate’s ability to complete digital age work and learning.

**Policies/Expectations:**

*Format of Submitted Written Work*

All written assignments are to be submitted as Microsoft Word attachments by email. The Capstone should be formatted in Times New Roman 12-point font, one-inch margins, double-spaced, APA Style Manual, and Word formatting with no extra line before and/or after paragraphs.

*Academic Integrity*

This is a major expectation of this and all courses taught at the University of Portland. Candidates are expected to complete all work and course expectations honestly according to the specifications of the instructor. Note: Field experience requirements, when applicable, are an integral part of the course and are a requirement for a passing grade in some courses. Hours are to be reported accurately, and all forms should contain the appropriate signatures. Every candidate should review the sanctions for cheating listed in the bulletin to understand some of the consequences for inappropriate behavior. The consequences for failure to meet the expectations of academic integrity are harsh and are described in both the Student Handbook and the University of Portland Bulletin.

University of Portland’s Code of Academic Integrity:

Academic integrity is openness and honesty in all scholarly endeavors. The University of Portland is a scholarly community dedicated to the discovery, investigation, and dissemination of truth, and to the development of the whole person. Membership in this community is a privilege, requiring each person to practice academic integrity at its highest level, while expecting and promoting the same in others. Breaches of academic integrity will not be tolerated and will be addressed by the community with all due gravity.

*Academic Regulations*

Policies governing your coursework at the University of Portland can be found in the [University Bulletin](http://up.smartcatalogiq.com/en/current/bulletin/University-Academic-Regulations).

*Assessment Disclosure Statement*

Candidate work products for this course may be used by the University for educational quality assurance purposes.

*Accessible Education Services*

Candidates who experience a disability and require an accommodation to fully participate in this class should contact the Accessible Education Services (AES) office located in Buckley Center Room 163 or call 503-943-8985. If you have an AES accommodation plan that includes academic accommodations that apply to this course, make an appointment to meet with me to discuss how your accommodation will be implemented. You are responsible for giving me sufficient notice for timely implementation of your accommodation; therefore it is recommend that you speak with me in the first week of the semester or as soon as your accommodation plan is activated. Also, you should meet with me if you have an AES Safety Plan and/or wish to discuss emergency medical information or special arrangements in case the building must be evacuated. Requests for an alternate location for exams and/or extended exam time should, when possible, be made two weeks in advance of the exam, and must be made at least one week in advance of an exam.

*Shepard Academic Resource Center (SARC)*

The Learning Commons, located in Buckley Center 163 within the SARC, provides peer assistance tutoring for writing, math, speech and presentations, languages, sciences, and business and economics.

* Writing: Go to <https://www1.up.edu/learningcommons/writing-center>. You will need to register as a user the first time you go to the website. If you cannot make any of the posted office hours, you can arrange an appointment by emailing writing@up.edu.
* Math: Math assistants are available on a walk-in basis. Please go to <https://www1.up.edu/learningcommons/math-resource-center> for a current schedule of hours math assistants are available.
* Speech & Presentations: See <https://www1.up.edu/learningcommons/speech-and-presentation-lab>. Speech assistants from the Communication Department are available by appointment only. Just send a request to [speech@up.edu](mailto:speech@up.edu).
* International Languages: Language assistance is available by appointment; go to <https://www1.up.edu/learningcommons/language-assistance> and send an email to the target language.
* Biology & Chemistry:The Chemistry Department offers peer mentoring on a walk-in and appointment basis. The Biology Department offers peer mentoring on a walk-in and appointment basis. See <https://www1.up.edu/learningcommons/sciences> for details.
* Business & Economics:In collaboration with the Pamplin School of Business, the Learning Commons offers peer learning support in Economics and Business Law by appointment only. Go to [https://www1.up.edu/learningcommons/economics-and-business](https://www1.up.edu/learningcommons/economics-and-business/index.html) for appointment information.
* Group Projects: Go to [https://www1.up.edu/learningcommons/group-project-lab](https://www1.up.edu/learningcommons/group-project-lab/) for assistance with strategies and skills for successful teamwork and appointment information.

Learning Assistance Counselor: Learning assistance counseling is also available in Buckley Center 163. The counselor teaches learning strategies and skills that enable students to become more successful in their studies and future professions. The counselor provides strategies to assist students with reading and comprehension, note-taking and study, time management, test-taking, and learning and remembering. Appointments can be made in the on-line scheduler available to all students in Moodle or during posted drop-in hours.

*Assessment of Professional Dispositions*

Demonstration of professional dispositions is a foundational expectation in all School of Education courses and will be assessed by faculty. The Dispositional Rating Form can be viewed [here](https://goo.gl/GhV4FD).

*Mental Health*

As a college student, you may sometimes experience problems with your mental health that interfere with academic experiences and negatively impact daily life. If you or someone you know experiences mental health challenges at UP, please contact the University of Portland Health and Counseling Center in Orrico Hall (down the hill from Franz Hall and Mehling Hall) at <http://www.up.edu/healthcenter> or at 503-943-7134. Their services are free and sessions are confidential, and if necessary they can provide same day appointments. Also know that the University of Portland Public Safety Department (503-943-4444) has personnel trained to respond sensitively to mental health emergencies at all hours. Remember that getting help is a smart and courageous thing to do – for yourself, for those you care about, and for those who care about you.

*Community Against Violence*

University of Portland Faculty, Staff, and Students are committed to creating a community free of interpersonal violence, in which all members feel safe and respected. Each of us has a personal responsibility to reject violence or intimidation of any kind. Resources for those experiencing or wishing to report violence can be found on our Community Against Violence website: <http://www.up.edu/cav>.

All School of Education courses include key assessments that are linked to program standards and provide program feedback for continuous improvement. When you complete a course assignment that is designated as a key assessment, you are required to upload that assignment to [Taskstream](https://login.taskstream.com/signon/). Key assessments are indicated by the phrase “Key assessment for Taskstream submission” below.

All students enrolled in a School of Education course will have access to Taskstream and an account will be automatically created for them. The student’s username will be their UP email address, including the “@up.edu” at the end. For instructions on how to login to Taskstream for the first time, please [click here](https://education.up.edu/_files/soed_documents/how-to-login-to-taskstream-for-the-first-time.pdf). For instructions on how to upload/submit a key assessment to Taskstream, please [click here](https://education.up.edu/_files/soed_documents/how-to-upload-a-course_based-assessment.pdf). Please contact Chris Greene ([greenec@up.edu](mailto:greenec@up.edu) or 503-943-8534) with any questions related to Taskstream.

The **Reflective Exit Paper** (see below) describes changes you have undergone in your knowledge/values about research, teaching, learning, and the profession of education as a result of your participation in a University of Portland graduate program.

The **Professional Presentation** ([guidelines](http://teaching.up.edu/edresearch/library/Documentation%20of%20Presentation.docx)) is an opportunity to share your research results with colleagues and to reflect on the presentation.

**Learning Activities to Complete and submit:**

The timeline for completion of this project are listed on the course website (<http://teaching.up.edu/edresearch/pages/pace.html)>

\**CAPSTONE Paper will be rewritten until it meets requirements. Failure to write an acceptable Capstone and turn in your Reflective Exit Paper will mean delay of graduation (though you can still walk).*

**Class format:**

This course is essentially a ***guided independent study***. Virtual office appointments with the professor are possible. The professor will be a resource to assist and facilitate your progress through the Capstone. **It is the candidate's responsibility to stay in touch with the Professor** and to seek guidance at regular intervals. Students should *check UP e-mail and Moodle regularly* for course announcements.

**Evaluation/Grading:**

Evaluation will be based upon your successful and *timely* completion of the research paper with the associated activities and ongoing consultation with your professor. Attached you will find a Capstone Evaluation Checklist to assist your self evaluation. Your faculty advisor will also use this checklist in assessing the quality and completeness of your project and providing you feedback. The instructor's professional judgment will be a key factor in the evaluative process.

**Approved:** (Possible grade range: A-, A)

The paper is excellent. It follows guidelines, demonstrates logical thinking, is well written and clear with only minor editorial corrections. All deadlines related to the paper and Reflective Exit Paper were met on time. Candidate met with the professor, as required.

**Additions and/or Revisions Required**: (Possible grade range: B, B+)

The Capstone is incomplete in some way; more detail in a particular section or two is needed, information is missing, clarification is needed, candidate failed to address concerns which, when included, would improve the Capstone's outcome. All deadlines related to the paper and Reflective Exit Paper were met on time. Candidate met with the professor, as required.

**Extensive and/or Multiple Rewrites Required:** (Possible grade range C-, C, C+, B-)

The paper lacks vital components, there is a lack of logic within the paper; writing has editorial, APA, grammar, mechanics, and/or typographical errors. Some deadlines related to the paper were not met.

**Some Important Reminders**

1. The IRB must be approved by your instructor and reviewed and approved by the IRB before data collection. Be sure to follow the protocol for getting the proposal reviewed through human subjects: check the website: [http://up.edu/irb](http://up.edu/irb/) for the details.
2. **INCLUDE as part of the paper:** Title page (sample format included in this syllabus), Table of Contents and Tables/Charts (in APA 6th format), Abstract, Appendices, References (Acknowledgements).
3. The body of the paper should be at least 25 pages excluding introductory pages Abstract, Table of Contents, Acknowledgements, References, Appendices. Do not include scanned student work. It should include **a minimum of** **25** references.
4. The final Capstone is to be typewritten in the **PAST** tense (what you did for methodology and data and analysis). Capstones should be double spaced using black 12 point Times New Roman font throughout the Capstone. There is no underlining. There should be no extra blank lines that Microsoft Word puts in documents by default. Change your default line spacing before and after paragraphs.
5. Be sure to employ APA 6th Edition format throughout the Capstone**, including the tables and references**. **Tables must be in APA format.**
6. **Do not procrastinate**! All components of the Capstone must be completed in order to graduate.
7. Have a colleague peer review your drafts before sending them to your instructor.
8. Submit one electronic copy to your instructor and one to Taskstream.
9. The Reflective Exit Paper (see below) should be between three and five pages and submitted electronically. **It is a School of Education graduation requirement**.
10. Complete documentation of a presentation of your research to your faculty or colleagues.

## **Outline of elements of the Capstone**

Title Page

Table of Contents

**Chapter I Introduction**

1. The specific research problem is described with one or more paragraphs. It should capture the reader’s interest in the study as well as convey the specific research problem that will be addressed in the study. Give background information on the problem.
2. Discuss the significance of the problem to be investigated—so what if you investigate this topic?
3. Discuss briefly studies that have addressed the problem, giving citations. Do not write, “research says…” without immediately following with citations. Address any deficiencies in the previous research on your topic that is leading you to conduct additional research.
4. Write a purpose statement that should begin with “The purpose of this study…”
5. Include operational definitions of key terms and variables (cite, if appropriate). Define terms specific to your discipline others might not know.

**Chapter II Review of Literature**

The literature review is a significant portion of your Capstone. It provides the theoretical foundation and rationale for your study and educates the reader by reviewing other studies that are closely related to your study. It relates your study to the larger body of literature about your topic. Information from research studies, professional journal articles, and books are analyzed, critiqued, compared, and contrasted. All references should be related to your research questions, and you should keep your reader continually aware of how the cited literature you are discussing is related to your study and research questions. This is not a series of annotations, and quotations are used when vital to make a point. (Put in the best, and leave out or paraphrase the rest.) The review should be well organized and should logically flow in such a way so that the articles that are less related to the research problem are discussed first, and the most related references are discussed last. Most references should be primary and current. The review of the literature should conclude with a summary and interpretation of the literature and its implications for the problem being investigated. A minimum of **25** references are needed to develop your theoretical foundation adequately.

**Chapter III Methods**

**Introduction-**Write what will be in this chapter. Put this chapter in past tense now that your study is over. Write about what you did versus what you will do.

**Hypotheses/Research Questions**

Your specific research questions are written in precise language, or specific hypotheses state an expected relationship or difference that is testable. If necessary, variables are directly or operationally defined.

**Delimitations and Limitations**

**Delimitations** and limitations help establish the boundaries, exceptions, reservations, and qualifications in every study. Delimitations narrow the scope of your study in that you are delimiting your study to specific variables, specific participants or sites, and you are narrowing your research to one type of research design (correlational, mixed methods, survey, etc.).

**Limitations** identify the potential weaknesses of your study (be reasonable). For example, convenience sampling decreases the generalizability of the findings, and qualitative research could be subject to other interpretations. Limitations address potential weaknesses or limitations related to the research method of data collection and analysis.

**Procedures**

*Rationale for the design of your study*

If you are using a qualitative design or mixed methods design, discuss *why* this is the appropriate design for the problem under investigation.

*Role of the Researcher*

Discuss your connections to the participants and research site and your professional qualifications for conducting this research. Discuss your undergraduate degree, maybe your previous employment, if applicable; and any prior research. Establish your credibility as a researcher. If this is action research or backyard research, discuss triangulation (and define triangulation, citing a source) and the multiple strategies of validity in order to improve and create reader confidence in the accuracy and complete reporting of the findings.

*Participants*

Describe the size and major characteristics of the target population studied. You should develop your context by first describing the community in which the school resides. Next, describe the characteristics of the school. Finally, describe the characteristics of the classroom/school and its participants. **Connect your investigation to the context and population of interest. Why is this investigation pertinent to this particular population?**

Include relevant key information to your population under investigation such as gender (include male/female ratio), ages, grade level, ethnicity, socioeconomic status, special abilities in the classroom, site characteristics such as rural versus urban or size of school, ability levels/range, or other key information. If a sample will be selected, clearly describe the method of selection. Discuss if the method of selection suggests any limitations or biases in the sample. If this is a quantitative or mixed methods study, does the sample meet the minimum guidelines for appropriate sample size?

*Institutional Review Board (IRB)*

Complete IRB application and receive approval to begin collecting data. You will put in narrative form in your paper the answers to the IRB questions certifying if the study is exempt from full IRB full-board approval because it:

* will involve minimal human subject risk and/or involves only secondary data from which all identifying individual information has been removed;
* you will not publish or otherwise disseminate the collected data except as part of the normal management process of your employer;
* is conducted within school district’s or employer’s policies and procedures as part of the normal management process of the district or employer;
* has the full approval, support and supervision of your site supervisor;
* has been approved and is conducted under the guidance of your research advisor (me)

*Instruments*

Describe in narrative form (not bullets as in the example) any instruments that were used in your study and how their administration met the guidelines for protecting human subjects. Include a discussion of permissions obtained, if necessary. Include a copy of the permission letter in an appendix. Be sure to describe each instrument in terms of its validity and reliability (give data, if applicable) and how these instruments are appropriate to your research participants. If you developed the instrument, discuss the procedures involved in its development, piloting, and validation. Discuss the instrument in terms of the number of items, if they’re multiple-choice/objective, open-ended, Garfield faces. Give information on the scoring of the instrument, including the scale of measurement and procedures for interpreting the results.

Design and Procedure

Provide step-by-step details in how this project was conducted, including a timeline in sufficient detail to permit the procedures to be replicated by another researcher or at least clearly understood and able to be explained by another researcher. If a treatment variable was part of your methodology, describe the treatment (independent variable) and dependent variable. Be sure to include any control procedures and how you will analyze the data. What test of significance did you use and at what probability level, if appropriate. What descriptive statistics did you report—means, standard deviations?

**Chapter 4 Data Analysis**

**Results.** Describe what you implemented and what happened. Report and discuss your observational data, interview data, pretest/posttest data, etc. Provide APA Tables and explain what the tables mean in clear and detailed language. (No EZAnalyze Tables.)

**Provide data to answer your research questions clearly and explicitly.**

###### **Chapter 5 Conclusions and Discussion**

**Evaluate** your research and your results. What happened, and was it what you expected. If not, why not (refer to your limitations and delimitations and issues of methodology)? **(Connect your Findings** to your **literature review**. How do your findings compare to what the “experts” said about this area of investigation in your literature review? What conclusions can you draw? So what that you conducted this research?

**Discussion**. How would you do to improve the study? What did you learn about as a result?

Specifically, what have you learned in completing this project in regard to instructional practices and student learning? How did it/will it affect your teaching? What are the implications for further research and other educators?

**References** APA 6th edition; Only put in the Reference pages those references that are cited in the paper. Check your references to be sure all references in the body of your paper are in your Reference list. Check that all references in your reference list are in the body of your paper. Check to be sure all your references are in APA 6th. Do not have the Clark Library in any url.

**Appendices** – give title to each appendix; protect confidentiality. Do not scan classroom materials (or your Capstone will be too big to email). Instead, give a non-UP email address someone could contact to ask you questions or see your teaching materials.

**Acknowledgements**  Goes after Title page if you’d like to thank family, professors ☺, etc.

**Abstract** – Goes before the Table of Contents and after Acknowledgements (if included). Check the OWL from Purdue for how to write a good abstract (Google APA 6th abstract). This is a short (about 150-250 words).

**Writing Traits –** Did you have a colleague read and react to your paper for ideas/content, grammar, spelling, sentence structure, organization?

# CAPSTONE SELF-EVALUATION CHECKLIST

**See Online Papers. Have a colleague peer review your drafts and final paper**

YES NO

**\_\_\_\_ \_\_\_\_ There is a Correctly formatted Title Page and Table of Contents. Page numbers are in the top right corner. Headings are formatted in APA format (in bold)**

\_\_\_\_ \_\_\_\_ **All References have been formatted in correct APA 6th format & are cited in the body of the paper if in the References.**

**\_\_\_\_ \_\_\_\_ Tables are in APA format (see Moodle; NO EZAnalyze Tables)**

**\_\_\_\_ \_\_\_\_ The title clearly reflects the investigation and its stated Purpose**

\_\_\_\_ \_\_\_\_\_**The cover sheet is formatted correctly with the required data**

\_\_\_\_ \_\_\_\_\_**The capstone has been uploaded to Taskstream**

***State the page(s) in your paper on which the item is addressed.***

**Chapter I—Introduction**

p.\_\_\_\_\_ There is a clear overview of the project and its significance to the field of education, you, and your students. So what if you conduct this research?

p.\_\_\_\_\_ The nature of the problem and the purpose of the investigation is precisely and clearly stated.

p.\_\_\_\_\_ A connection has been made between elements of the setting and the issue.

p.\_\_\_\_\_ The brief overview of the population affected, within a specific setting, is clearly identified (lots of detail in Methods Chapter).

p.\_\_\_\_\_ The paper presents hard evidence that an issue exists; document its importance with citations you’ll expand upon in Review of Literature chapter.

p. \_\_\_\_\_Variables and technical terms are clearly defined and documented with citations, if needed.

p. \_\_\_\_\_There is a summary of what was covered in the chapter

**Chapter II—Review of The Literature**

**What do the experts say? Your opinion should be nowhere in the literature review.**

p.\_\_\_\_\_ An introduction gives an overview of what is presented in the chapter

p. \_\_\_\_\_The literature review focuses on the major topics relating to the issue addressing both theory and practice with citations. It is organized from less relevant to most relevant.

p.\_\_\_\_\_ The literature review draws on current and appropriate refereed journals and books as well as other scholarly resources. There are transitional sentences between paragraphs.

p.\_\_\_\_\_ More than one source has been cited to discuss each specific issue in the review.

p.\_\_\_\_\_ Both pro’s and con’s of the issues have been explored.

p. \_\_\_\_\_There is a summary of what was covered in the chapter.

**Chapter III—Methodology**

**What will you try and why? How will you measure/assess what you tried?**

p.\_\_\_\_\_ An introduction gives an overview of what is presented in the chapter begins the chapter.

p.\_\_\_\_\_ A research question(s) (with related hypothesis) is clearly stated.

p.\_\_\_\_\_ A description and ***rationale*** of design (describe why QL, Mixed, QN, action)

p.\_\_\_\_\_ Limitations and Delimitations

p.\_\_\_\_\_ Role of the Researcher; include your educational background; undergrad education and/or work experience to establish your credibility and expertise for the research.

p.\_\_\_\_\_ Description of *Participants* and *Setting* with detail; community, school, classroom; relate to topic

p.\_\_\_\_\_ Narratively, discuss what you attested to in the Institutional Review Board application; address how you protected confidentiality, your research ethics (informed consent, etc.) with a narrative of your answers to the IRB questions and assurances

p.\_\_\_\_\_ Instruments/pretest and posttests/projects; description and validity and reliability information; what you used to obtain your data.

p.\_\_\_\_\_ The research methods and procedures are clearly stated and justified by the literature.

p.\_\_\_\_\_ The investigation and its implementation are described with sufficient clarity that replication is possible. Give step-by-step discussion of your procedures and how you carried out this research.

p.\_\_\_\_\_ Purpose and hypothesized outcomes are clearly stated and relate to the evidence presented in literature review.

p.\_\_\_\_\_ Procedures for the collection of data related to your investigation are appropriate and clearly defined.

p.\_\_\_\_\_ Methods for conducting analysis and evaluation are clearly related to the stated expectations. What test(s) of significance are you using; what is the preselected probability level; and why is/are the tests of significance appropriate for your data?

p.\_\_\_\_\_ Evaluation strategies are clearly related to the stated expectations.

p.\_\_\_\_\_ A copy of any questionnaire or assessment instrument used is included in an appendix.

p. \_\_\_\_\_There is a summary of what was covered in the chapter

**Chapter IV—Results**

**What happened? Present all of the data you collected from observations, interviews, questionnaires, pretests and posttest, projects, etc.**

p.\_\_\_\_\_ Section opens with brief overview of the chapter (introduction)

p.\_\_\_\_\_ Presentation of your data that are to provide answers to each research question.

p.\_\_\_\_\_ Each hypothesized outcome has been restated with the relevant data addressing those hypotheses, and it is presented clearly and concisely.

p.\_\_\_\_\_ *Then Analyze data.* Quantitative data should be analyzed for its statistical significance at your preselected probability level, with means and standard deviations and other relevant descriptive statistics reported. Qualitative data are examined for patterns and are synthesized, and analyzed inductively and identifying themes. Analysis of the data are completely described with APA Tables.

p.\_\_\_\_\_ Sufficient data are reported to answer your research questions.

p.\_\_\_\_\_ Tables or figures contain appropriate data are clearly labeled according to APA.

p. \_\_\_\_\_EZAnalyze tables have been ***transformed*** *into* APA 6th edition tables in correct APA format

p. \_\_\_\_\_There is a summary of what was covered in the chapter

**Chapter V—Conclusions and Discussion of Findings**

**Why did it happen? What could happen in the future? What did you learn?**

p.\_\_\_\_\_ An overview of what is presented in the chapter begins the chapter

p.\_\_\_\_\_ Sufficient discussion is provided to convince the reader that there is a thorough

understanding of the nature and implications of the project.

p.\_\_\_\_\_ Implications of the project are clearly stated and are derived from the results.

p.\_\_\_\_\_ Specifically, what have you learned in completing this project in regard to instructional practices and student learning? How did it/will it affect your teaching?

p.\_\_\_\_\_ Connections to your literature review are made in terms of whether and how your findings are consistent or inconsistent with the literature. If not, why not?

p.\_\_\_\_\_ Recommendations flow logically and are supported by the data and findings.

p.\_\_\_\_\_ Recommendations are related to the research questions and the purpose of the project.

p.\_\_\_\_\_ Ideas for replication and dissemination of the project are discussed.

p.\_\_\_\_\_ Ideas for continued research related to this topic are stated

p. \_\_\_\_\_There is a summary of what was covered in the chapter

**References**. APA, 6th Edition. References and citations should match. Only include references for material cited in the body of the paper. Every citation requires a reference on the reference list.

**Appendices**. Give a title to each appendix and list in Table of Contents; protect confidentiality, Limit Appendices by not scanning student materials. Consider whether material you are including as an appendix could be included in the body of the paper and not as an appendix.

**Submission**. Send an electronic copy of your completed capstone project to your instructor and upload a copy to Taskstream.

\*\*REQUIRED BY THE SCHOOL OF EDUCATION SEPARATE PAPER\*\*

**Reflective Exit Paper (Required by School of Education for Graduation)**

In conjunction with the culminating research project, all candidates are required to complete a Reflective Exit paper. It is an opportunity for candidates to reflect on their growth while attending the University of Portland. The guidelines for the Reflective Exit paper are listed below. The Reflective Exit paper is included in the requirements for the culminating project course.

Reflection on Professional Growth

The Conceptual Framework of the School of Education is based on the eight principles of lifelong learning, empathy, and respect, communication, knowledge of diversity, content knowledge, knowledge of learners, pedagogical knowledge, and theory into practice. It is important that we understand from you how you perceive these principles have been embedded in our program and how they have influenced your own professional development as you have moved through the program and plan for life-long professional development.

Please respond in 3 to 5 double spaced, Times New Roman font pages to the following questions.

1. Our School of Education Shared Vales/Conceptual Framework focuses on improving our understanding of the communities in which we work. In what ways are you better able to affect the communities in which you work because of experiences in the program? How has the program helped you become a leader in your educational community?
2. Our School of Education Shared Vales/Conceptual Framework focuses on specific areas of teacher work in classrooms. Describe three important ways your practice improved from the beginning of the program to now. Try to be specific and link ideas to coursework in which you have been involved.
3. Our School of Education graduate programs include a research component intended to address Shared Values/Conceptual Framework principles. In what specific ways have you learned to use educational research? Describe ways these skills contributed to your ability to analyze and improve your own practice and the environments in which you work.

|  |  |  |  |
| --- | --- | --- | --- |
| Date |  | Class Timeline and Requirements- \*\*\*SUBJECT to CHANGE\*\* Check Moodle Regularly; Contact Instructor |  |
|  |  |  |  |
| Jan 23 |  | **By 11:58 p.m., Jan 23, have your “real” IRB submitted for approval, if not previously approved.** |  |
| March 26 |  | Draft of all of your paper sent electronically with **Chapter 5 completed** and References complete--all in reference list are present in you paper; all in paper are in the reference list |  |
| April 2 |  | **Completed draft with references sent electronically** |  |
| April 16 |  | **Email final capstone with at least 25 References electronically to your instructor AND upload it to Taskstream** |  |
| April 16 |  | **Email the reflection on you presentation to your colleagues (see form)** |  |
| April 16 |  | **Email final Reflective Exit Paper, (graduation requirement)** |  |
| May 6  May 7 |  | **Graduation Weekend! Congratulations on completing your research requirements. See you in Portland!** |  |