



Masters of Education
Single Subject, Multiple Subject or
Specialist Credential, MCC program

EDUC 558: Action Research for Teachers (1 cr)

Spring 2018 **Class hours:** Thursday (see schedule for details) **Room:** see schedule
Instructor: Maya Kalyanpur, PhD **E-mail:** mkalyanpur@san Diego.edu **Phone:** 7655 **Room:** 257 MRH
Instructor: Helene Mandell, EdD **Email:** hmandell@san Diego.edu **Phone:** 7817 **Room:** 245 MRH
Student hours: By appt. Individual assistance is always available by appointment.

Course Description

EDUC 557 and 558 are a sequence of two courses focused on action research in the classroom setting using the CalTPA framework. EDUC 557 focuses on the nature of action research and action research methodology. Candidates will use the "plan-teach-assess-reflect-apply" framework of CalTPA to identify classroom-focused research questions, design appropriate instructional projects using a variety of data sources, and initiate those projects in their student teaching classrooms. EDUC 558 will focus on writing and the final presentation and will support candidates as they work to analyze data collected in their classrooms, and prepare to present their research as a capstone project.

Course Objectives

Course objectives include those pertaining to research and the Teacher Performance Expectations (TPEs) from the California Commission on Teacher Credentialing (CTC). Teacher candidates will be able to understand and demonstrate the following:

Research Objectives

1. Understand and contrast assumptions, aims and methods used in action research versus traditional quantitative and qualitative research.
2. Practice methods of action research and critically analyze action research projects carried out by other teacher-researchers.
3. Adopt action research as a career-long commitment to excellence in teaching
4. Participate in building democratic, research-focused, communities of practice.
5. Connect with on-line communities of teacher-researchers
6. Know and follow ethical mandates in conducting and reporting research.

TPE 1 Engaging and Supporting All Students in Learning

- 1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge, cultural, language, and socio-economic backgrounds to engage them in learning.
- 1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design and Multi-tiered System of Supports (MTSS), to support access to the curriculum for a wide range of learners within the general education classroom and environment
- 1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection

1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference between students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2 Creating and Maintaining Effective Environments for Student Learning

2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

2.2 Create physical/online learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn.

2.6 Establish and maintain clear expectations for positive classroom behavior and for student to student and student to teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3 Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrate knowledge of subject matter, including the adopted California state standards and curriculum frameworks.

3.2 Use knowledge about students (e.g., IEP, IFSP, ITP, and 504 plans) and learning goals to organize curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum

3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

3.6 During in person or online subject matter instruction, use and adapt resources, standards-aligned instructional materials, and a range of technology, including Assistive Technology, to facilitate students' equitable access to the curriculum.

3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally-recognized educational technology standards of the International Society for Technology in Education (ISTE) and the International Association for K-12 Online Learning (iNACOL).

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

4.1. Locate and apply information about students' current academic status, content-and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short term and long term instructional planning purposes.

4.4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- appropriate use of instructional technology, including Assistive Technology;

- applying principles of Universal Design and Multi-tiered System of Supports;
- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
- appropriate modifications for students with disabilities in the general education classroom;
- opportunities for students to support each other in learning; and,
- use of community resources and services as applicable.

TPE 5 Assessing Student Learning

- 5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
- 5.2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
- 5.4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
- 5.5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
- 5.8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6 Developing as a Professional Educator

- 6.1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
- 6.3. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

Required Textbook

Parsons, J. Hewson, K., Adrian, L. & Day, N. (2013). *Engaging in action research: A practical guide to teacher-conducted research for educators & school leaders*. Alberta, Canada: Brush Education (open resource access).

CalTPA Candidate Handbook



Course Policies

Guidelines for all Written Assignments

You are aspiring or current teachers and we believe it is very important you know and model proper spelling, grammar, and writing mechanics and style to teach your own students. So run that spellcheck, get a classmate or friend to look over your paper, or run it by the Writing Center, as we will take these into account when grading your assignments. Please type your assignments in 12-font size. Additionally, to be gender-sensitive, please use the salutation of Ms. when referring to all women and Mr. when referring to all men. As researchers, you will need to become familiar with using APA style in your writing, particularly with regard to references, headings and sub-headings. As we progress through the semester, this expectation will become increasingly stringent. This course will also introduce you to using People First Language, which asserts that people with disabilities are people first and that the disability is only one aspect of who we are. A brief reference sheet on

this is available at the link below. We will expect you to use this language in your assignments. You will lose points off your grade if you do not use People First language and APA style.

[http://www.inclusionproject.org/nip_userfiles/file/People%20First%20Chart.pdf
<http://owl.english.purdue.edu/owl/resource/560/01/>].

We like to believe you are putting in your best effort for your assignment. Anything less is disrespectful to you and to us. Read the rubrics carefully before writing your papers and submit well-written papers with quality responses (e.g., well-made arguments, examples to support observations) to the prompts on the rubrics for each assignment, using headings in APA style for each prompt or section. You are welcome to ask me questions for clarification on an assignment prior to submitting it. We will provide feedback, both general and/or specific positive comments and suggestions for improvement, in the margins of all graded papers. **When re-submitting assignments, KEEP comments. If possible, highlight the changes.**

Requests for Accommodations

Please let us know if you need reasonable accommodations in accordance with the *Americans with Disabilities Act*, such as specific instructional and testing modifications. The University of San Diego Disability Services Office (phone: 619.260.4655; 3rd floor, Serra Hall) expects that you will have identified yourself to them before the beginning of the course and will give you the documentation you need to receive these accommodations. Please understand that we will still expect you to maintain performance standards for the course. Do contact me if – and as soon as you realize -- you need help with this and together we can try to work through it.

Grade of Incomplete

We can allow a grade of incomplete (“I”) when (1) you have completed the substantial requirements of a course but, for a legitimate reason, you still need to complete a small fraction of the work, and (2) your performance so far in the course justifies the expectation that you will complete the work and obtain the passing grade by the deadline. You will need to petition for a grade of incomplete at the end of the course term. We expect you to explain to us, with valid documentation, why you haven’t been able to complete your work and to request an incomplete grade prior to the posting of final grades. Together we will negotiate the criteria for changing a grade of incomplete to a letter grade **before the final class**, as these criteria will need to be outlined on the signed (by you and me) Incomplete Request Form and turned in by the last session of the class. Without a student signed form, we’re required to give you an “F” grade. If you receive a grade of incomplete, please submit all missing work by the end of the 10th week of the next regular semester. Otherwise again, regulations demand that the “I” grade be converted to a permanent “F” which will be calculated into your overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

Email and Internet Use

We will contact you via your sandiego.edu email account through Blackboard to update you on assignments or to clarify questions. If you use other accounts more regularly, please set it up so that you receive these emails. We hope you will respect your classmates’ space and time and keep your cell phone turned off and resist receiving or sending texts or email on your phone, computer or other electronic devices during class. If you need to have your phone on in the case of an emergency, please use the vibrate mode and inform us ahead of time. Please bring your text and a wireless equipped computer/ laptop or other portable electronic device with which you will be able to access the course content materials we will refer to in class.

Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or computer account; or g) any other serious violation of academic integrity as established

by the instructor. An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If we determine that an infraction or serious violation has occurred, we can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

Course Assignments

Class Structure

The course is divided into three sections. The first class is a whole group session where you will be told about the structure of the course, the AR paper and presentation, and deadlines and other requirements. This will be held on the first day of class.

The second section will consist of three small group sessions. Please see the course outline specifying the dates for these meetings and the time slot for your critical friends group. You will submit various components of your AR paper **prior to these meetings** to both your instructor and one designated critical friend, both of whom will give you feedback on your submission during the group meetings.

The third section will consist of two individual sessions of 30 minutes each. Again, the course outline provides the dates for these meetings. Sign-up sheets will be posted on Google docs, so you can choose a time that suits you. You must sign up for at least one session. In this session, we will focus on your presentation. You may choose to use this time to receive feedback on your written paper as well. If you do, please submit your paper the Friday prior to your meeting slot and **KEEP the instructor's comments and highlight the changes**. You are strongly encouraged to share your paper with your critical friends group as often as you like for their input.

Submitting Assignments

- CalTPA will be submitted via a designated platform as per the handbook.
- Final AR paper will be submitted via a designated link emailed to you through the Department
- On Blackboard, you will submit/re-submit
 - Your IRB closure forms
 - Drafts of components of the AR paper on due dates specified.
 - Introduction/ Context with abstract
 - Lit Review with research questions and bibliography using APA style
 - Implementation with data sources
 - Analysis with assessment (include student work samples, rubrics etc)
 - Self-Reflection
 - Draft or final version of symposium presentation.
 - Complete AR paper, which includes all components of the paper. This can be the same version that you submit for external review or it can be an earlier draft.

Students are expected to:

1. Attend all class meetings, complete all course assignments on time and participate in class discussions (30%)

- Attend all class meetings. Students may be excused from **one** class meeting (except the first class meeting) if the professor is notified in advance and a satisfactory reason is given. Additional absences will be considered unexcused.

- Submit drafts of AR paper in a timely manner. Failure to do so will not only affect your grade but also your opportunities to receive feedback.
- Come to group meetings having read your group member's paper and prepared to provide written and verbal feedback, and ready to actively participate in discussions and class activities.
- Participate in sharing and responding to collected data and drafts of the AR write up during course meetings.
- Complete and submit all assignments on time.
- Meet with AR instructor at agreed upon times for individual sessions.

2. Successfully complete a MEd Action Research Paper (50%)

- Complete an action research paper that meets the requirements outlined in the rubric provided. Your course instructors will provide feedback along the way on drafts of your paper and you will receive a grade for the course on your final draft. However, the final paper will be scored by external reviewers from among the Department of Learning and Teaching faculty. In order to meet department requirements to qualify for a Master's of Education degree, you must earn "Meets" or "Exceeds" in all categories.
- **The due date for submitting the final AR Paper is 11:59 pm, Friday, April 6, 2018.** It needs to be submitted as a traditional paper in PDF format via a link that will be sent to you. Submissions must follow APA format. Use resources to ensure that you are formatting your paper properly following the 6th edition guidelines.
- Process Deadlines are provided in the course outline.

3. Present at the Action Research Symposium (20%)

- Submit AR title, name, e-mail address, and 50 word abstract for publication in the symposium program online by **Sunday, May 6th, 2018.**
- **Present research at Action Research Symposium on Wednesday, May 16, 2018.** Each student will present individually to an audience that includes SOLES faculty, incoming MCC students, supervisors, cooperating teachers, school administrators, family and community members.
- Submit a draft or final version of your presentation to Blackboard to receive a grade for the course. Your presentation at the symposium will not be graded, but it will be attended by external members of the profession and is considered part of the academic process of disseminating your research.

4. Maintain ethical standards of conduct for educational research (see policy on academic integrity).

- Abide by the ethical standards of conduct outlined in the online training course to be completed during this semester. More information on these standards can be found at:
 - http://www.hhs.gov/ohrp/archive/irb/irb_chapter4.htm
 - <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html>
 - <http://ohsr.od.nih.gov/guidelines/belmont.html>
- The course is in compliance with USD's IRB policies. All students must submit a summary of final research to the IRB committee at <http://www.sandiego.edu/irb/review/app-forms.php>

Course Outline Class will be held only on the days specified below. Syllabus is subject to change. Because this is a research and writing seminar, the schedule may be adjusted to meet student needs. You will be notified of revisions or changes via Blackboard

Due dates		
Date	Room and Time	Topic/ Assignment Due
2/1	MRH 147 4:40 – 7:30	Overview of the course
2/15	11:59 pm	WRITE-UP ON INTRO/ CONTEXT AND LIT REVIEW DUE TO INSTRUCTOR & GROUP MEMBERS FOR GROUP FEEDBACK SESSIONS
2/22	MRH 257/ 245 4:30 – 7:30*	<i>Small group sessions. Groups will meet for one hour each. (See below for times).</i> Please read your group member's submission ahead of class to provide feedback during class.
3/1	11:59 pm	WRITE-UP ON IMPLEMENTATION & ASSESSMENT PLAN (FINDINGS, ANALYSIS, DATA SOURCES, ASSESSMENTS) DUE TO INSTRUCTOR & GROUP MEMBER FOR GROUP FEEDBACK SESSIONS
3/8	MRH 257/ 245 4:30 – 7:30*	<i>Small group sessions. Groups will meet for one hour each. (See below for times).</i> Please read your group member's submission ahead of class to provide feedback during class.
3/3	11:59 pm	WRITE-UP ON SELF-REFLECTION & ABSTRACT DUE TO INSTRUCTOR & GROUP MEMBER.
3/15	MRH 257/ 245 4:30 – 7:30*	<i>Small group sessions. Groups will meet for one hour each. (See below for times).</i> Please read your group member's submission ahead of class to provide feedback during class.
3/21	11:59 pm	DRAFT AR PAPER & IRB CLOSURE FORM DUE TO BLACKBOARD
3/22	MRH 257/245	<i>Individual sessions. You will sign up for 30 minute sessions with your instructor. Sign-up sheets will be posted on Google docs. We will continue to work on specific sections of your paper as needed.</i>
4/6	11:59 pm	FINAL COMPLETE AR PAPER DUE 11:59 pm, Friday, April 6th, 2018. AN EMAIL LINK WILL BE SENT OUT.
4/19	MRH 257/ 245	<i>Individual sessions. We will begin to discuss symposium presentations.</i>
5/3	MRH 257/ 245	<i>Individual sessions. We will finalize symposium presentations</i>
5/6	11:59 pm	AR TITLE, NAME, E-MAIL ADDRESS, & 50-WORD ABSTRACT FOR PUBLICATION IN SYMPOSIUM PROGRAM ONLINE DUE 11:59 PM, SUNDAY, MAY 6TH, 2018. AN EMAIL LINK WILL BE SENT OUT.
5/10 or 5/11 Th/F	MRH 203, 214, 225A 8 am to 9 pm	Rehearse your presentation in front of your class peers. Each of you will be responsible for maintaining notes and providing feedback for one peer. <i>Sign-up sheets will be posted on Google docs. You must sign up for a session at which your instructor is signed up for.</i>
5/11	11:59 pm	PRESENTATION DUE TO BLACKBOARD
Wed 5/16	MRH 9:30 am – 4:15 pm	You will be notified of the time for your presentation closer to the date. You are also expected to attend at least one presentation by a peer. Lunch will be served. Bring friends and family to celebrate with you!

Helene Mandell's groups		
Group 1*	Group 2*	Group 3*
2/22: 4:30 – 5:30 pm	2/22: 5:30 – 6:30 pm	2/22: 6:30 – 7:30 pm
3/8: 5:30 – 6:30 pm	3/8: 6:30 – 7:30 pm	3/8: 4:30 – 5:30 pm
3/15: 6:30 – 7:30 pm	3/15: 4:30 – 5:30 pm	3/15: 5:30 – 6:30 pm
Lauren Weatherall	Sydney Horning	Breanna Black
Abigail Bushnell	Cambria Greene	Maritza Cordova
Katherine Mueller	Lauren Thomas	Shannon Clark
Madeline Curry		Susana Tejada

Maya Kalyanpur's groups		
Group 4*	Group 5*	Group 6*
2/22: 4:30 – 5:30 pm	2/22: 5:30 – 6:30 pm	2/22: 6:30 – 7:30 pm
3/8: 5:30 – 6:30 pm	3/8: 6:30 – 7:30 pm	3/8: 4:30 – 5:30 pm
3/15: 6:30 – 7:30 pm	3/15: 4:30 – 5:30 pm	3/15: 5:30 – 6:30 pm
Rana Riachi	Michele Beam	Elise Polk
Sophia Suzuki-Jones	Shanna Chakkalake	Sarah Kim
	Sara Holbert	Josephine Kirk
	Matthew Spalding	

Assessment Plan/Grading Criteria

EDUC 558 Final Assignment Action Research Rubric	Does Not Meet	Meets with Revisions	Meets	Exceeds
<p>Introduction</p> <ul style="list-style-type: none"> ● Description of the context is clear. <ul style="list-style-type: none"> ○ Assets-based lens applied. Context identifies strengths of students and community, and importance of culturally relevant curriculum and instruction. ● Research focus directly responds to the assessed needs in the context. ● Research question is clearly stated. 				
<p>Literature Review</p> <ul style="list-style-type: none"> ● Literature review responds to the contextual needs and the research question(s). <ul style="list-style-type: none"> ○ There should be a logic to your lit review. Clarify what your focus was and how this led to your choice of strategy and why. Identify the basic premises of your study and find the themes in your references that respond to these premises. Use these as the basis for your lit review. Use sub-headings to indicate these different premises. ● Pertinent contemporary research and foundational theories are cited. ● Includes analysis and synthesis of cited research with discussion of relevance to AR focus. ● Purposefully written to guide implementation. <ul style="list-style-type: none"> ○ Synthesize themes to identify appropriate instructional strategy. Provide a concluding paragraph explaining the logic of your selection. Provide definitions of technical content-related terms 				
<p>Cycle 1</p> <ul style="list-style-type: none"> ● Assessment Plan <ul style="list-style-type: none"> ○ Clear and detailed description of assessment. ○ Clear and compelling explanations of rationale behind action and assessment plan. ○ Action plan is responsive to contextual needs and informed by the literature review. ○ Assessment plan is systematic and allows for triangulation of data. <ul style="list-style-type: none"> ▪ Include your rubric showing indicators for assessment and details on how many students met or did not meet these indicators. ● Description of Implementation 				

<ul style="list-style-type: none"> ○ Clear and comprehensive description of implementation and data sources and analysis. ○ Results are summarized in a clear and systematic format using charts and graphs where appropriate. ● Findings <ul style="list-style-type: none"> ○ Findings are clearly articulated and are directly supported by the data. Give specific examples. Explain your figures and tables in the text, referring to each by their number (e.g., “as shown in Table 1”). Include samples of student work, illustrating students who met the expectations and those who did not, and/or quote students to you substantiate your hypothesis and ground your theory. ○ Discussion of findings considers strengths and weaknesses in research design and implementation, discusses potential significance of initial findings, and raises new questions or considerations in response to learning. ● Next Steps <ul style="list-style-type: none"> ○ Description of next steps includes re-teach. 			
<p>Cycle 2</p> <ul style="list-style-type: none"> ● Assessment Plan <ul style="list-style-type: none"> ○ Clear and detailed description of assessment. ○ Clear and compelling explanations of rationale behind action and assessment plan. ○ Action plan is responsive to contextual needs and informed by the literature review. ○ Assessment plan is systematic and allows for triangulation of data. <ul style="list-style-type: none"> ▪ Include your rubric showing indicators for assessment and details on how many students met or did not meet these indicators. ● Description of Implementation <ul style="list-style-type: none"> ○ Clear and comprehensive description of implementation and data sources and analysis. ○ Results are summarized in a clear and systematic format using charts and graphs where appropriate. ● Findings <ul style="list-style-type: none"> ○ Findings are clearly articulated and are directly supported by the data. Give specific examples. Explain your figures and tables in the text, referring to each by their number (e.g., “as shown in Table 1”). Include samples of student work, illustrating students who met the expectations and those who did not, and/or quote students to you substantiate your hypothesis and ground your theory. ○ Discussion of findings considers strengths and weaknesses in research design and implementation, discusses potential significance of initial findings, and raises new questions or considerations in response to learning. ● Next Steps <ul style="list-style-type: none"> ○ Description of next steps includes re-teach 			
<p>Conclusion (Overall Reflection)</p> <ul style="list-style-type: none"> ● Significance (Educational Implications) – Thoughtful discussion of significance of findings that includes a description of implications for own practice/teaching. ● Limitations (Methodological Challenges) -- Description of limitations of study recognizes inherent limits of action research as well as limitations specific to this study. ● Reflection (Transformations and Take Aways)– Reflection on overall action research process provides thoughtful and introspective discussion of “take aways” about the AR 			

<p>process, <i>yourself as a teacher</i> and teacher-researcher, transformations that occurred within the classroom, and/or <i>transformations that you experienced as a teacher and learner</i>.</p> <ul style="list-style-type: none"> ○ Identifies why this strategy was selected ○ What did you learn about your students that justified this strategy ○ What did you learn from your literature review that justified your strategy ○ Shows evidence of decision-making ○ Uses student work to guide instructional decisions ○ Identifies how activities were modified to meet the diverse needs of students ○ Shares insights on the modifications, adjustments and adaptations used ○ Shares insights on what worked and what didn't ○ Identifies what you learned from this (how do the outcomes of your strategy/intervention/ lesson contribute to building your living educational theory) ○ What you learned from your students ○ What you learned about yourself 			
<p>Quality of Writing</p> <ul style="list-style-type: none"> ● Clear, well organized text structure with conceptual clarity. <ul style="list-style-type: none"> ○ Check tenses: past tense. Avoid run-on sentences, awkward phrasing, starting sentences with a number (e.g., “62% of my students...”) ○ All figures and tables are numbered and titled. Caption is directly below the table or figure, on the same page. ● Appropriate use of APA citations, headings, sub-headings, charts, and graphs. Avoid orphaned headings. Abstract and references are on new pages. <i>Only references cited in text are included in the reference list.</i> Direct quotes are justified and include page numbers. ● Maintains professional tone and compelling voice throughout. <ul style="list-style-type: none"> ○ Avoid colloquialisms (“a ton of explicit instruction”; “a solid foundation”; “my kids”), abbreviations (e.g., “I’ve”), People First language (e.g., “students with disabilities”) 			