University of Montana

ScholarWorks at University of Montana

Spring 2-1-2022

EDLD 520.50: Educational Research

William P. McCaw
University of Montana - Missoula, bill.mccaw@umontana.edu

Course Overview

CLASS

Weekly Class Lectures Open each Tuesday at 2 p.m.
February 1 – April 12, 2022
Online

INSTRUCTOR

William P. McCaw, Ed.D.
Professor, William C. Shreeve Chair in Educational Leadership
Phyllis J. Washington College of Education
University of Montana
Missoula, MT 59812

Office: Phyllis J. Washington Education Center Room 202
Office Hours: By Appointment
406.243.5395
e-mail: bill.mccaw@umontana.edu

REQUIRED READINGS

Salkind, N. J. (2017). *Exploring research* (9th ed.). Boston, MA: Pearson.
ISBN-13: 978-0-13-423841-8 | ISBN-10: 0-13-423841-9
* Electronic versions are acceptable

Other readings as assigned during the course.

COURSE DESCRIPTION

Educational Research is an introductory course in research methods. In this course, the research process is explored and analyzed using individual and group discussions and assignments. Students are introduced to quantitative and qualitative research paradigms. By recognizing and understanding the essential characteristics of quantitative and qualitative research designs, students will critique as well as develop quantitative research studies.

While the context of Educational Research is public schools, it should not be too difficult for those students whose degree emphasis is in higher education, rather than the principalship or superintendency, to make direct connections of the content to their specific area of focus. If you are having difficulties making this connection, please contact me.

SYLLABUS TABLE OF CONTENTS

COURSE OBJECTIVES

This course addresses, in an indirect manner, all six major standards of the Montana PEPP Standards (Refer to Appendix B). At the heart of these standards are activities that "promote the success of all …" If educational leaders are going to assist in the success of everyone, then research at the local level will need to become a common occurrence. Organizational actions will need to be driven by best practices informed by data. These practices, as well as other innovative ideas, should be examined, analyzed, and evaluated through a rigorous process of research at all levels within the organization.

Briefly stated and synthesized, the six standards address (a) vision, (b) culture, (c) management, (d) community collaboration, (e) ethical actions, and (f) the larger context of public and private education. The College's Professional Education Unit (PEU) has articulated its Conceptual Framework (Refer to Appendix B). The alignment of the course objectives and the Conceptual Framework are noted below. Each one of the areas articulated in the Montana PEPP Standards and the PEU's Conceptual Framework can be further understood through research. It is through the understanding of the qualities that make up rigorous research designs (the focus of this course) that students become connoisseurs, critics, users, and designers of educational research. Appropriately interpreting and using research will increase the success of everyone in the organization.

Below you will find the specific outcomes for this research course and the alignment of these outcomes to the Montana PEPP Standards and the PEU Conceptual Framework. As a result of the successful completion of Educational Research, students will be able to:

Standards Alignment	PEPPS
1. Describe the major differences between quantitative and qualitative research,	b)ii, v
2. Analyze a research study and determine the specific research paradigm used in the study,	b)ii, v
3. Utilize electronic databases to support a research study,	b)ii, v
4. Critique a research study and evaluate its design,	b)ii, v
5. Determine if the findings from a particular piece of research are generalizable to a predetermined population,	b)ii, v
6. Understand the ethical implications of conducting research,	e)ii, iv
7. Explain the difference between statistical significance and meaningful significance,	b)ii, v
8. Understand the major components of quantitative research,	b)ii, v
9. **Design a quantitative action research study containing the essential research components,** and	b)ii, v
10. Articulate the role of research in improving an organization.	f)

Professional Educational Unit Conceptual Framework

11. *Students will utilize a variety of issues and perspectives as they work collaboratively to develop a research proposal.*	CF1
12. *Students are expected to contribute to the learning community and successfully participate in a variety of group assignments.*	CF2
13. *Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance.* (Appendix A)	CF3
14. *Students are expected to participate in all tasks and discussions in a manner that promotes a scholarly environment, where diverse ideas are tolerated and discussion is supported by informed opinion.*	CF3

Note: Objective 9 is printed in **bold** to designate the course objective for inclusion in the culminating portfolio for the M.Ed. in Educational Leadership.

EXPECTATIONS

<u>Participation</u>

Students enrolled in this course are expected to regularly and consistently attend class and participate in all tasks and discussions in a manner that promotes a scholarly environment, where diverse ideas are tolerated and discussion is supported by informed opinion (refer to Professional Standards for Student Performance Appendix A). Each time a student fails to participate in the assigned group discussion per posting deadlines as noted on page 6 of this syllabus, there is a two-point deduction. Students are required to be current in the assigned reading for each class and to submit required assignments in a timely manner. Late assignments are acceptable only by prior consent.

<u>Written Assignments</u>

Written assignments will reflect the individual's original work, and follow the style articulated in the *Publication Manual of the American Psychological Association* (APA) 7th edition. Unacceptable projects/papers are those that do not meet the requirements of the class assignment. They are often papers or parts of papers from other classes or content that the writer finds more interesting than the class assignment. Papers that are plagiarized, both by direct copying or a lack of adequate citation, are unacceptable and will be graded accordingly. Papers that are poorly written, containing numerous grammatical and/or mechanical errors, will not be accepted.

<u>Academic Honesty</u>

All students must practice academic honesty. Academic misconduct is subject to academic penalty by the course instructor and/or disciplinary sanction by the University. You are required to be familiar with the Student Conduct Code. The Student Conduct Code is available for review online.

Article IV: Proscribed Academic Conduct

Students at the University of Montana are expected to practice academic honesty at all times. Academic misconduct is subject to Academic Penalty (or penalties) by the course instructor and/or University Sanction(s) by the University through the Provost and Vice Provost for Academic Affairs.

Academic misconduct is defined as all forms of academic dishonesty, including but not limited to:

1. **Plagiarism:** Representing another person's words, ideas, data, or materials as one's own.
2. **Misconduct during an examination or academic exercise:** Copying from another student's paper, consulting unauthorized material, giving information to another student, collaborating with one or more students without authorization, or otherwise failing to abide by the University or instructor's rules governing the examination or academic exercise without the instructor's permission.
3. **Unauthorized possession of examination or other course materials:** Acquiring or possessing an examination or other course materials without authorization by the instructor.
4. **Tampering with course materials:** Destroying, hiding, or otherwise tampering with source materials, library materials, laboratory materials, computer equipment or programs, or other course materials.
5. **Submitting false information:** Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.
6. **Submitting work previously presented in another course:** Knowingly making such submission in violation of stated course requirements.

7. **Improperly influencing conduct:** Acting calculatedly to influence an instructor to assign a grade other than the grade actually earned.
8. **Substituting, or arranging substitution, for another student during an examination or other academic exercise:** Knowingly allowing others to offer one's work as their own.
9. **Facilitating academic dishonesty:** Knowingly helping or attempting to help another person commit an act of academic dishonesty, including assistance in an arrangement whereby any work, classroom performance, examination activity, or other academic exercise is submitted or performed by a person other than the student under whose name the work is submitted or performed.
10. **Altering transcripts, grades, examinations, or other academically related documents:** Falsifying, tampering with, or misrepresenting a transcript, other academic records, or any material relevant to academic performance, enrollment, or admission, or causing falsification or misrepresentation of any of the above.

Using Your UMConnect e-mail Account

Correspondence to you regarding this course will utilize your UMConnect mail account. Y**ou should check your UMConnect mail account regularly**.

ONLINE FORMAT

UMOnline: Moodle

Moodle is an open-source learning management system used by the University of Montana to deliver online learning. Within the Moodle system, the introductory course Moodle 101 for Students can be accessed from your Moodle home page shell (at the bottom under "Tools for Success – Student Resources" or within the "Welcome" page of the course shell). Even though we will not be using all components within Moodle for this course, I encourage everyone to take the time to work through this orientation course which should take approximately 30 minutes to complete.

SNAP Format

The Moodle format for this course is in SNAP. The University has requested professors to use the SNAP format for online courses. Student responses have shown a preference for the SNAP format as it is easier to access from a variety of devices and navigation appears to be more intuitive and inclusive.

Course Shell

The course shell consists of six major areas that you will need to access. These six areas are:
1. Welcome, Announcements, and Introductions
2. Class Content (for each class)
3. Assignments
4. Optional Discussions and Questions
5. Course Resources
6. Syllabus Information

1. Welcome, Announcements, and Introductions
This general area will contain a welcome message, University Land Acknowledgement, the course announcements, and class introductions.
   a. Class Introductions
      This area will contain individual introductions for each student in the class. You will be required to post your introduction in this area by the start of the second class.

2. Class Content (for each class)
   The Class Content area contains all of the necessary information needed to access for each of the ten classes (Class 1, Class 2, etc.). Classes will open at 2:00 p.m. on Tuesday. For each class there are three areas that you will need to access.

   A. Overview provides a video discussing the content for the class.

   B. PowerPoints will highlight important content from the reading as well as additional content pertinent to the specific class topic. Successful completion of the assignments will require students to fully read and learn the assigned content.

   C. Assigned Discussions will be required for each class. You will find the class discussion prompt and your assigned discussion group within the "Assigned Group Discussion" area for each class.

      It is important that you find your group's discussion area for each class and participate in that assigned group as class participation points will be awarded each class from these discussions. **You will need to post your initial response to the discussion prompt before 2:00 p.m. on Thursday for the previous Tuesday's discussion prompt.** In addition, **submit your response to members of your discussion group before 2:00 p.m. on Monday. Postings that occur after the noon deadlines will result in deducted points.**

	Initial Response **By 2:00 p.m.**	**Response to Group Members** **By 2:00 p.m.**
Tuesday's Class	Thursday	Monday

      For each class, students will receive one of the following scores for their participation:
      a) 2 points for thorough contributions that stimulate discussion including interacting with other students in your assigned group and meeting both posting deadlines (initial and response)

      b) 1 point for contributing only in a cursory manner or not responding to at least one posting from a student in the assigned group or missing either posting deadline (initial and response)

      c) 0 points for not participating

      * Since this is a graduate level course, discussion posts should utilize correct punctuation, grammar, and spelling.

3. Assignments
   This area contains four important areas pertaining to the course assignments.

   A. <u>Assignments and Due Dates</u>
      This area provides a listing of all assignments and their corresponding due date. The information in this area is from the course syllabus.

B. <u>Assignment Exemplars</u>
You will find assignment exemplars in this area. These are not perfect papers but provide you with a sense of the assignment's expectations for an "A" paper.

C. <u>Preparing Assignments to Submit</u>
Specific instructions regarding the preparation of assignments as well as writing requirements, directions for submitting assignments, and assignment templates are located in this area. Pay particular attention to the naming format as explained in the course syllabus (pp. 13-14). Submit all assignments as a MSWord file.

1. Assignment Templates
This area contains templates for each assignment. These templates contain the specific cover page (**remember to add your name and student 790 number**), assessment rubric, content headings, and reference heading. <u>Leave the assessment rubric as part of your paper for completion during the grading process</u>.

D. <u>Assignment Submittal Areas</u>
Each assignment has its own submittal area. These areas provide the assignment description from the course syllabus. To access the submittal area, click on the assignment name or file icon. Submit assignments (**with the correct naming format – see pp. 13-14 in this document**) by clicking the dark "Add submission" button in the lower right-hand corner of the assignment box.

4. Optional Discussions and Questions
There are two areas set aside for optional discussions. These areas are:

A. <u>Continued Class Discussion</u> is a discussion area where students can post questions or prompts to further the discussion and interaction among classmates. Anyone posting in this area needs to send an email to the entire class so that everyone has the opportunity to participate in the continued discussion.

B. <u>Optional Questions for Dr. McCaw</u> is a discussion area where students can pose questions (specific to the topics for that class) to me similar as in a face-to-face class. To ensure a timely response, please e-mail me at bill.mccaw@umontana.edu noting that you have posted a discussion question for my response; otherwise these questions are answered each Tuesday.

5. Course Resources
Provided resources address (a) the course content as supplemental information, (b) APA and writing resources, (c) university specific resources (bookstore, library etc.), (d) educational resources (professional organizations), and (e) educational journals.

6. Course Syllabus
This area contains the course syllabus, table of contents, and tentative schedule of class topics and reading assignments.

<u>Class Readings</u>
Complete the assigned reading prior to viewing the Class PowerPoint Lecture and participating in the assigned group discussions. Electronic readings will be available within the

specific class content area. Students may wish to read those chapters not assigned on their own to get a sense of the author's complete work.

Needing Help

If you encounter problems regarding the online portion of this course, please contact UMOnline. There is also a Technical Support area within the menu of the course shell (406-243-4999 or 866-225-1641 (toll free)).

ACCOMMODATIONS

I want to be sensitive to any needs that you may have. If you require some accommodation or you are uncomfortable with some aspect of this course, I invite you to discuss these matters with me. Students with disabilities may request reasonable modifications. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Office for Disability Equity (ODE). "Reasonable" permits students with disabilities to compete on an equal footing with their peers at the University.

MASTERS OF EDUCATION CULMINATING PORTFOLIO

The M.Ed. in Educational Leadership requires a culminating portfolio. As part of this portfolio, students will submit a benchmark assignment from each of the required M.Ed. courses. **The benchmark assignment for this course is Objective #9: Design a quantitative action research study containing the essential research components** (Assignment #4 in this syllabus). To be accepted for inclusion into your culminating portfolio, this assignment must meet the criteria for a grade of A or B.

CLASS DATES AND TENTATIVE TOPICS

ER: *Exploring Research* (Salkind)

The required book will be read and discussed throughout this course. The pages and electronic research articles noted for each class' reading should be read prior to that class**.**

- GARP refers to the Groups Action Research Proposal (refer to page 18)
- Gray font indicates previously read material

Class	Date		Topics	Readings
1	Feb	1	Introductions, Syllabus Discussion, Overview Connoisseurship and Criticism	Syllabus
2	Feb	8	The Role and Importance of Research Scientific Inquiry Types of Research Basic Research Action Research Research Paradigms Quantitative Research *Retention Issues: A Study of Alabama Special Education Teachers.* (Plash & Piotrowski, 2006)	Ch. 1 pp. 1-12 Electronic
			Qualitative Research *Beginning to Write with Word Processing: Integrating Writing Process and Technology*	Ch. 10 pp. 160-169

in a Primary Classroom.
(Van Leeuwen & Gabriel, 2007)   Electronic

Mixed Methods
"That I'll be Killed": Pre-Service and In-Service
Teachers' Greatest Fears and Beliefs About
School Violence. (Williams & Corvo, 2005)   Electronic

3	Feb	15	Quality Research		

The Research Process   Ch. 2   pp. 15-25
   Working with the Problem
   The Effect of a Computer Simulation Activity
   Versus a Hands-on Activity on Product Creativity
   in Technology Education. (Micheal, 2001)   Electronic
   Research Question
   Variables   pp. 17-20
   Hypotheses   pp. 20-24
Populations and Samples   p. 24
Delimitations
Limitations
Significance   pp. 24-25
                                                        pp. 143-144

Research Abstract Analysis Due

4	Feb	22	Selecting a Problem and Reviewing the Research	Ch. 3A	pp. 28-61

Library Skills
http://libguides.lib.umt.edu/c.php?g=275264&p=1836835
Primary, Secondary, & Tertiary Sources
Writing a Literature Review

5	Mar	1	Writing a Research Proposal	Ch. 13	pp. 192-199

APA Style
Ethical Considerations   Ch. 3B   pp. 64-71
   Institutional Review Board (IRB)   Electronic
Online Ethics Course Certificate Due

6	Mar	8	Sampling and Generalizability	Ch. 4	pp. 73-81

Quiz #1 (Quality Research, Resources, Hypotheses,
Variables, Significance, Sampling & Generalizability)
GARP Introduction to the Study Worksheet Due

7	Mar	15	Measurement, Reliability, and Validity	Ch. 5	pp. 83-97

   True Experimental Research
   The Effect of a Computer Simulation Activity
   Versus a Hands-on Activity on Product
   Creativity in Technology Education.
   (Micheal, 2001) (lines 247-269)   Electronic

   Quasi-Experimental Research
   Project Trust: Breaking Down Barriers Between

Middle School Children. (Batiuk et al., 2004) (lines 143-170)
Electronic

		Levels of Measurement		
		Measuring Behavior	Ch. 6	pp. 100-114

Individual Review of Related Literature Draft Due

8	Mar 29	Data Collection and Descriptive Statistics	Ch. 7	pp. 116-130
		Quasi-Experimental Research		

*Project Trust: Breaking Down Barriers Between
Middle School Children.* (Batiuk et al., 2004)   Electronic

Pre-Experimental Research
*Pilot Study of Telephone Tutoring in Reading
Skills.* (Strahorn, Jr., 2005)   Electronic

Measures of Central Tendency			
Inferential Statistics	Ch. 8	pp. 132-146	
Central Limit Theorem			
Type I & II Errors			

Significance (meaningful vs. statistical)
Tests of Significance   pp. 136-143
*Project Trust: Breaking Down Barriers
Between Middle School Children.*
(Batiuk et al., 2004)   Electronic

Quiz #2 (Levels of Measurement, Measuring
Behavior, Reliability, Validity, & Descriptive Statistics)
GARP Methodology Worksheet Due

9	Apr 5	Nonexperimental Research	Ch. 9	pp. 148-158
		Descriptive/Survey Research		

*Stalking and Related Harassment of
Secondary School Counselors.*
(Romans et al, 2006)   Electronic

Correlational Research
*Relation of Religiosity with Academic
Dishonesty in a Sample of College Students.*
(Huelsman & Piroch, 2006)   Electronic

10	Apr 12	LAST CLASS		
		Pre- and True Experimental Research	Ch. 11	pp. 171-180
		Pre-Experimental Research		

*Improving Textbook Reading in a Middle School
Science Classroom.* (Radcliffe et al., 2004)   Electronic

True Experimental Research
The Effects of Computer-assisted Instruction on

First Grade Students' Vocabulary Development.
(Boling et al., 2002)   Electronic
Quasi-Experimental   Ch. 12   pp. 182-190
Project Trust: Breaking Down Barriers Between
Middle School Children. (Batiuk et al., 2004)   Electronic
Internal and External Validity   pp. 175-178
Controlling External Variables   pp. 178-180
Quiz #3 (Inferential Statistics, Tests of Significance,
Research Designs, Internal and External Validity)
Quantitative Research Article Critique Due

Apr   18   Group Action Research Proposal Due by midnight Apr 18

ASSIGNMENT TITLE AND DUE DATE

Assignments due by 11:59 p.m. on the date noted below

1.   Research Abstract Analysis (Due February 15)
2.   Online Ethics Course Certificates (March 1)
3.   GARP Introduction to the Study (Due March 8)
4.   GARP Review of Related Literature (Due March 15)
5.   GARP Methodology (Due March 29)
6.   Quantitative Research Article Critique (Due April 12)
7.   Group Action Research Proposal (Due April 18)

Quizzes

There will be three quizzes during this course. All questions will be multiple choice. Quizzes will be taken online and you can utilize your textbook, class PowerPoints, and class notes. The quiz will be due by 11:59 pm of the day noted below. Material addressed in these quizzes will come from your class reading assignments and/or class lectures. Each quiz will need to be taken in one sitting. Combined, the three quizzes will account for 25% of each student's grade (each quiz question is worth ½ point).

Quizzes	Questions	Opens	Due by 11:59 pm
Quiz #1	18 Questions	March 8	March 13
Quiz #2	20 Questions	March 29	April 3
Quiz #3	12 Questions	April 12	April 17

GRADING

Grading for this course is explained below. Specific assignment assessment rubrics are listed after the assignment explanation beginning on page 15.

Grades will be determined by the following weighted formula:	Points
Discussion Participation	15
Research Abstract Analysis	5
Online Ethics Course Certificates	5
Quantitative Research Article Critique	20
Group Action Research Proposal	30
Course Quizzes	25

Course grades will be based upon a 90 – 100 = A; 80 – 89 = B; 70 – 79 = C; 60 – 69 = D; below 60 = F

FIELD EXPERIENCE

Field experience is not a specific requirement of this course but rather a program requirement for principal and superintendent licensure (that is, field experience is not a requirement for those students seeking an emphasis in higher education or international educational leadership). Please refer to the Department's website for additional information.

Applied learning with best practices for educational leadership is an expectation of the field experience. The field experience provides each student with the opportunity to bring together leadership theory and practice in actual educational environments. Each student is required to secure support from a K-12 administrator who will act as a mentor to the student through the student's field experience in leadership activities.

10.58.705(g) of the Montana Professional Educator Preparation Program Standards (PEPPS) notes that successful candidates:

> complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

To address this standard, the Department of Educational Leadership designed field experience expectations for students in either the M.Ed. or Licensure/Endorsement program. These field experience expectations are described on the Department's Website which can be accessed from the link at the beginning of this section.

To assist with some possible activities, suggestions are noted below for this experience which are not meant to be all inclusive.

- Visit with an administrator regarding ongoing and potential research projects in the school or district and the barriers to conducting research in the school/district.
- If research is ongoing in your school or district meet with those involved in the design or actual research.
- Participate in the research design or analysis of an ongoing research project.
- Visit with curriculum personnel to determine if there is or could be research projects involving curriculum implementation/ interventions/ and assessment.

PREPARING ASSIGNMENTS TO SUBMIT

Key Points

1. Refer to each assignment's description and assessment rubric
2. Follow APA 7th Edition Format (The Owl at Purdue)
    a. **Double line spacing throughout**
    b. Provide citation information when paraphrasing (author's last name, publication date)
        i. Direct quotations require author, publication date, and page identifier
    c. APA uses past tense for published works
    d. APA uses the Oxford comma (comma before the word "and")
    e. Page number noted in the heading (top right-hand corner: format provided in the assignment template)
    f. Academic works use indented paragraphs and left justification rather than the block format and full justification used by business.

  g. When citing works with three or more authors:

    i. List only the first author's name followed by "et al." in every citation, even the first, unless doing so would create ambiguity between different sources.

- (Kernis et al., 1993)
- Kernis et al. (1993) suggested...

    ii. In et al., et should not be followed by a period. Only "al" should be followed by a period.

  h. References: Follow the format used for the course syllabus references (p. 29).

    i. References title centered with bold upper and lower case

- Reference format is hanging indent, double spaced, no extra space between references

    ii. When citing class PPT content, use:

In References:

McCaw, W. P. (2022, Spring). Educational research [PowerPoint slides]. University of Montana.
https://moodle.umt.edu/course/view.php?id=48835

In Text:

(McCaw, 2022, Class #, Slide #)

  i. APA Deviations

    i. Font = Calibri (Body), 10.5 point (Word Default) or Times New Roman 10 or 12 point font

    ii. No Running Head

    iii. No Abstract

3. Utilize the provided assignment templates on <u>all assignments</u> including the assessment rubric (these are provided in the "Assignments" area of the Moodle Shell).

SUBMITTING ASSIGNMENTS

Submit assignments as a MSWord file and only through Moodle in the "Assignments" area. Each assignment has its own assignment submittal area. These areas provide the assignment description from the course syllabus. To access the submittal area, click on the assignment name or file icon. Submit assignments (with the correct naming format) by clicking the dark "Add submission" button in the lower right hand corner of the assignment box.

<u>Using Assignment Templates</u>

  Assignments must use the assignment template which are located in the Moodle course shell within "Assignments" and can be downloaded as an MSWord file. These templates contain the important elements of each assignment. Leave the assessment rubric as part of the assignment. **You need to add your name and student number to the cover page, and then rename the file using the format and names noted in this section**.

Save your documents using the format and assignment names listed below. *Please follow the provided format and spell each assignment as it is in the example*. Color has been provided only to clarify the three components of course and semester, assignment, and student name; it is understood that your saved assignment will not be in color. Your saved assignment should contain the following information in the order provided in the example (including spaces).

    EDLD 520 Sp22 Assignment [Your Last Name] [Your First Initial]

Example for Jerri Smith:

EDLD 520 Sp22 Abstr Smith J
EDLD 520 Sp22 IRB Smith J
EDLD 520 Sp22 Intro Smith J
EDLD 520 Sp22 Lit Smith J
EDLD 520 Sp22 Meth Smith J
EDLD 520 Sp22 Crit Smith J
EDLD 520 Sp22 Prop Smith J

ASSIGNMENT DESCRIPTION AND ASSESSMENT RUBRIC

Research Abstract Analysis

Analyze five research abstracts (making sure that there is <u>at least one example of each research paradigm: quantitative and qualitative</u>) obtained electronically from library resources. Each abstract should be correctly identified as utilizing a qualitative, quantitative, or mixed methods research design. Identification can be as simple as stating the type of research design and then noting, with some kind of method, the words within the abstract that are associated with the specific type of research design. The abstracts can be marked by using the "Track Changes" format or using colored font or colored highlighting. In the case that the design is a mixed method (utilizing both quantitative and qualitative methods) **be sure to note which markings go with each research paradigm**. The five abstracts should be attached to the cover page and submitted through Moodle. To ensure that the abstract is from a research study, access abstracts in <u>Dissertations & Theses Global, ProQuest</u> from the University of Montana Maureen and Mike Mansfield Library. To access this database, you must go through the <u>Maureen and Mike Mansfield Library</u>. This database contains millions of searchable citations to dissertation and theses from around the world from 1861 to the present day. Over a million full text dissertations are available for download in PDF format. To access this data base:

- Go to the Mansfield Library homepage: <u>http://www.lib.umt.edu/</u>
- Select "Databases" (top ribbon under library title): <u>http://libguides.lib.umt.edu/newatoz</u>
- Go to the "D" tab: <u>http://libguides.lib.umt.edu/content.php?pid=593464&sid=4930403</u>
- Select "Dissertations, ProQuest Digital:" <u>http://search.proquest.com/pqdtft/advanced?accountid=14593</u>

From this database you can search dissertations and theses in an area that interests you. Any topic area is acceptable for the assignment. **A word of Caution**--Just because an abstract is in this database does not mean that it is well written. If you are having trouble identifying words associated with a particular research paradigm (quantitative or qualitative), you may be looking at a poorly written abstract (Refer to the Class 2 PowerPoint). If you cannot find clues within 2-4 minutes, I suggest finding another abstract. There is an exemplar for this assignment in the "Assignments" area of the course shell.

Research Abstract Analysis Assessment Rubric

	ADEQUATE 1 POINTS	LESS THAN ADEQUATE 1/2 POINT	UNACCEPTABLE 0 POINTS	SCORE
Abstract #1	Research paradigm is identified correctly and evidence is noted	The evidence is not marked or does not match the stated research paradigm	Research paradigm is incorrect or an abstract is missing	
Abstract #2	Research paradigm is identified correctly and evidence is noted	The evidence is not marked or does not match the stated research paradigm	Research paradigm is incorrect or an abstract is missing	
Abstract #3	Research paradigm is identified correctly and evidence is noted	The evidence is not marked or does not match the stated research paradigm	Research paradigm is incorrect or an abstract is missing	
Abstract #4	Research paradigm is identified correctly	The evidence is not marked or does not match the stated research paradigm	Research paradigm is incorrect or an abstract is missing	

	and evidence is noted			
Abstract #5	Research paradigm is identified correctly and evidence is noted	The research paradigm is incorrect or the evidence is not marked or does not match the stated research paradigm	Research paradigm is incorrect or an abstract is missing	

Online Ethics Course Certificate

The University of Montana's [Institutional Review Board](#) (IRB) has an online ethics course concerning the protection human subjects participating in research. Take the three sections:
- "Section One - Ethical Issues in Research: A Framework;"
- "Section Two - Interpersonal Responsibility;" and,
- "Section Six - Human Participation in Research."

Print and keep the assessment certificates of passing for each of the three sections. You need to make electronic copies of the assessment certificates and submit them as evidence of your successful completion of this requirement. Attach these certificates to the assignment template and upload to Moodle as one file. This assignment will result in either the full points or no points.

Quantitative Research Article Critique

Critique a quantitative research article (not from your textbook or class readings) synthesizing Salkind's (2017) *Criteria for Judging a Research Study* (p. 194). **A thorough understanding of each criterion will be demonstrated by addressing each *Criteria for Judging a Research Study* (Salkind, 2017, p. 194).** It is important that you critique each criterion. Your discussion must articulate a general analysis of the criterion as well as a **critique** noting the strengths and weaknesses of the following areas: (a) Problem and Purpose, (b) Hypotheses, (c) Review of the Literature, (d) Methodology, (e) Sample and Generalizability of the Study, (f) Results and Discussion, (g) References and (h) a General Overall Analysis of the article/study. The critique is informed by answering the questions posed by Salkind and should demonstrate your working knowledge of each criterion.

Attach a copy of the study to your critique with each of the previous areas labeled. If an area is not addressed in the study, note it in your critique and discuss how this area should be discussed in an article. **These eight areas should be used as headings in your paper** (refer to the assignment template in the "Assignments" area of Moodle). **Note: this is NOT a group project.**

Educational Research Article Critique Assessment Rubric

	ADEQUATE 2 POINTS	NOT ADEQUATE 1 POINT	UNACCEPTABLE 0 POINTS	
Problem & Purpose	Notes the component's characteristics and critiques how it was used in the study	Critique is offered but does not demonstrates an understanding of the component's characteristics	Criteria not critiqued	
Hypothesis	Notes the component's characteristics and critiques how it was used in the study	Critique is offered but does not demonstrates an understanding of the component's characteristics	Criteria not critiqued	
Review of Literature	Notes the component's characteristics and critiques how it was used in the study	Critique is offered but does not demonstrates an understanding of the component's characteristics	Criteria not critiqued	
Methodology	Notes the component's characteristics and critiques how it was used in the study	Critique is offered but does not demonstrates an understanding of the component's characteristics	Criteria not critiqued	
Sample & Generalizability	Notes the component's characteristics and critiques how it was used in the study	Critique is offered but does not demonstrates an understanding of the component's characteristics	Criteria not critiqued	
Results & Discussion	Notes the component's characteristics and critiques how it was used in the study	Critique is offered but does not demonstrates an understanding of the component's characteristics	Criteria not critiqued	
References	Notes the component's characteristics and critiques how it was used in the study	Critique is offered but does not demonstrates an understanding of the component's characteristics	Criteria not critiqued	
General Overall Analysis of the article/study	Demonstrates a thorough understanding and critique as it applies to the study	Does not demonstrate a thorough understanding or critique as it applies to the study	Criteria not critiqued	
Mechanics/ APA	Very few mechanical errors that do not detract from the paper. APA style is followed, especially regarding citations	A few mechanical errors that detract from the paper. APA is somewhat followed with a consistency of format.	Mechanical errors detract from the paper. APA is not followed nor is there consistency of format.	
Article Areas Labeled	Article is provided and critiqued areas easily identified and labeled	Article is provided but it is difficult to identify the critiqued areas or is provided with no areas identified	Article is not provided	

Group Action Research Proposal (GARP)

As a member of a research team (Group Action Research Proposal), create an action research proposal utilizing a quantitative research design. The proposal must address an educational issue that adheres to the following Research Proposal Criteria noted on page 19 of the syllabus (adapted from Salkind, 2017). <u>The criteria should be used as headings for the proposal (as noted in the assignment template in the Course Resources area of Moodle</u>) and be written in the future tense using the third person writing voice. **Each group will submit one written proposal containing the names and student 790 numbers of each group member**. Each member of the group will be given the opportunity to provide confidential feedback concerning the effort and productivity of each group member (see Research Group Assessment on page 21). **The final proposal should address each criterion with a minimum of one paragraph (three sentence minimum)**.

To assist you, draft assignment worksheets have been developed in order to provide you feedback as the proposal evolves on a parallel track with the course content. These draft assignments will provide formative feedback that can be improved for the final group proposal. These assignments are due by 11:59 pm on the dates noted elsewhere in the syllabus and below.

March   8   GARP Introduction to the Study Worksheet (Chapter One)
March 15   Individual Review of Related Literature – 5 references per team member (Chapter Two)
March 29   GARP Methodology Worksheet (Chapter Three)
April   18   Group Action Research Proposal
April   18   Group Member Evaluation

RESEARCH PROPOSAL CRITERIA (Adapted from Salkind, 2017)

- ❑ Introduction to the Study (Chapter One)
    - o Introduce the study (No Heading)
    - o Problem
    - o Purpose of the Study (rationale and statement of research objectives aligned with the problem)
    - o Research Question
    - o Definition of Terms
        - ▪ (For the purposes of this study, the following definitions will be used.)
        - ▪ (alphabetize terms and use a level 5 heading)
    - o Delimitations
    - o Limitations
    - o Significance of the Study
    - o Summary (to include a restatement of the problem)
- ❑ Review of Related Literature (Chapter Two)
    - o Introduction (No Heading)
    - o A discussion of related literature (5 references from each research team member: with a minimum of two references accessed through electronic means verified in the References. Each reference should be addressed in one to two paragraphs)
    - o Summary of the literature and its relationship to the problem of your study.
- ❑ Methodology (Chapter Three)
    - o Introduction (No Heading)
    - o Research Design Being Utilized (described and justified)
    - o Research Question(s) (restated)
        - ▪ Hypothesis
        - ▪ Null hypothesis (if inferential statistics are used)
    - o Population (described)
        - ▪ Sample (selection process described)
        - ▪ Generalizability of the findings
    - o Variables
        - ▪ Identify each variable
        - ▪ Operational definitions (for each variable - alphabetize terms and use a level 5 heading)
        - ▪ Levels of measurement (for each variable)
    - o Data Collection
        - ▪ Process used to collect data (described and justified)
        - ▪ Instruments used to collect data
            - • Validity of instruments
            - • Reliability of instruments
    - o Proposed Data Analysis
        - ▪ Alpha level
    - o Summary

Group Action Research Proposal Assessment Rubric

	EXEMPLARY	ADEQUATE	NOT ADEQUATE	
Introduction to the Study	10-9 POINTS All content areas of the Introduction to the Study are addressed in a manner that demonstrates a thorough knowledge of each area	8-7 POINTS The majority of the Introduction to the Study content areas are addressed in a manner that demonstrates a basic knowledge of each area	6-0 POINTS the Introduction to the Study content areas are minimally addressed demonstrating a less than basic knowledge or not addressed at all	10 PTS
Review of the Related Literature	5 POINTS Minimum of 5 resources related to the problem used, two of which were electronically accessed	4 POINTS Less than 5 resources were used and/or two were not electronically accessed or some references lacked relevance to the study	3-0 POINTS Somewhere between 0-4 resources used and/or 0-2 were electronically accessed or references lacked relevance to the study	5 PTS
Methodology	10-9 POINTS All content areas of the Methodology are addressed in a manner that demonstrates a thorough knowledge of each area	8-7 POINTS The majority of the Methodology content areas are addressed in a manner that demonstrates a basic knowledge of each area	6-0 POINTS The Methodology content areas are minimally addressed demonstrating a less than basic knowledge or not addressed at all	10 PTS
Group Contribution (derived from anonymous evaluations)	3 POINTS Your group partner recognizes your positive efforts and contributions	2 POINTS Group partner reports that your participation and/or contributions was minimal	1 - 0 POINTS There is evidence that your group participation detracted from the productivity of the group	3 PTS
APA/Mechanical	2 POINTS The mechanical errors that are present do not detract from the paper. APA style is followed, especially regarding citations	1 POINT There are a few mechanical errors that detract from the paper. APA is somewhat followed with a consistency of format.	0 POINTS Mechanical errors detract from the paper. APA is not followed nor is there consistency of format.	2 PTS

Research Group Assessment
Each member of the research team will have the opportunity to provide feedback regarding their contributions to the research project as well as the contributions of their research partner.

Assignment Title: _____

Your Name: _____

Your Area of Responsibility: _____

Grade You Believe You Earned: **A**   **B**   **C**   **D**   **F**

Justification: _____

_____

_____

Cooperative Endeavors   Very   Somewhat   Not

How cooperative were you with your group member(s)   5   4   3   2   1

How responsible were you for your portion of the assignment?   5   4   3   2   1

How committed were you regarding the group assignment?   5   4   3   2   1

Group Member's Name: _____

Their Area of Responsibility: _____

Grade You Believe They Earned: **A**   **B**   **C**   **D**   **F**

    Justification: _____

_____

_____

Cooperative Endeavors	Very		Somewhat		Not
How cooperative were they with your group member(s)	5	4	3	2	1
How responsible were they for their portion of the assignment?	5	4	3	2	1
How committed were they regarding the group assignment?	5	4	3	2	1

Appendix A
Professional Standards for Student Performance

Graduate students in the Department of Educational Leadership at the University of Montana are expected to:

1. Demonstrate professional vision in the practice of educational administration

2. Accept responsibility and accountability for class assignments in their role as members of the class

3. Demonstrate growth during the period of their graduate career

4. Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives

5. Demonstrate imagination and originality in the discussion of educational leadership issues

6. Understand the relationship between theory and practice and the value of reflective leadership

7. Demonstrate a moral, humanistic, ethical and caring attitude toward others

8. Demonstrate an ability to build trust and positive relationships with others

9. Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions

10. Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor

11. Demonstrate an ability to express himself/herself well in speech and writing, and

12. Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

> Failure to demonstrate the aforementioned qualities on a consistent basis may result in removal from classes and/or the Educational Leadership Program.

Appendix B
Accreditation Information

CONCEPTUAL FRAMEWORK

The Professional Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Education Unit believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit's intent that education candidates at University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

CF1   Integration of Ideas

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations. *Students will apply previous course content, outside reading, and personal experiences as they interact with the various leadership theories and organizational components.*

CF2   Cooperative Endeavors

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals. *Students are expected to contribute to the learning community and successfully participate in a variety of group activities.*

CF3   Respect for Diversity and Individual Worth

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence. *Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance. Students are expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.*

MISSION ALIGNMENT

The Department of Educational Leadership has aligned itself with the mission of University of Montana-Missoula and the Phyllis J. Washington College of Education. The following mission statements demonstrate this alignment. Learning activities in this course have been designed to address appropriate areas of these mission statements.

University of Montana-Missoula Mission

The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational

experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

<u>Phyllis J. Washington College of Education Mission</u>

The Phyllis J. Washington College of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity and ethical behavior. To advance the physical, emotional, and intellectual health of a diverse society, we work together producing and disseminating knowledge as we educate learners.

<u>Educational Leadership Vision</u>

The faculty members and the numerous graduates of the Department of Educational Leadership will be a guiding force in education throughout the second decade of the 21st century.

<u>Educational Leadership Mission</u>

We empower individuals to challenge the future.

By:
- preparing professionals for leadership based on research of best practices.
- helping individuals to see a better future.
- developing a future focused role for leaders.
- preparing leaders to invent their future and the future of others.
- influencing individuals to realize what could be.
- preparing people for an uncertain world.
- preparing leaders to realize a better future.
- applying theory to practice.

STANDARDS FOR SCHOOL LEADERS

The Administrative Rules of Montana (ARM) 10.58.705 specify the standards for the education of supervisors, principals, and superintendents through the Professional Educator Preparation Program Standards and Procedures (PEPPS). The PEPP Standards are used to guide courses in Educational Leadership. These standards are also identified more specifically in the next section "Course Objectives".

It should be noted that the Montana PEPP Standards are based upon the national Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. The ISLLC Standards were developed by the Council of Chief State School Officers and member states in 1996. Program standards guide accreditation of administrator preparation programs and are used in some states for professional development programs toward certification. Program standards are exemplified by the National Council on Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP) administrator preparation Program Standards (NCATE/CAEP), developed by the Education Leaders Constituent Council (ELCC). The NCATE/CAEP/ELCC Program Standards are widely used by states as criteria to accredit administrator preparation programs for certification. For a more detailed explanation of the ISLLC Standards and specific information in the areas of Knowledge, Dispositions, and Performances for each standard, visit the web site for <u>National Policy Board for Educational Administration</u>.

Students seeking a M.Ed. in Educational Leadership are encouraged to reference the PEPP Standards in their M.Ed. culminating presentation to the comprehensive exam committee.

Montana Professional Educator Preparation Program Standards (PEPPS)
10.58.705 School Principals, Superintendents, Supervisors, and Curriculum Directors

(1) The program requires that successful candidates:

    (a) facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community and:

    (i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system through communication skills, including listening to multiple audiences, knowledge of school staff, and aligning decisions with organizational vision;

    (ii) promote continuous and sustainable school and program improvement through the use of decision-making and problem-solving skills, an organized climate, application of change theory, and use professional leadership behaviors including self-awareness and reflective practice;

    (iii) use data to inform goals, assess organizational effectiveness, and promote organizational learning through distributed leadership and data-informed decision making; and

    (iv) design, implement, assess, and adjust plans to achieve goals through prioritization, flexibility, and adaption;

    (b) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining positive school culture and instructional program conducive to student learning; staff professional growth based upon current brain-based research for effective teaching and learning; and exhibiting genuine concern for students and:

    (i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program which addresses postsecondary and life readiness through the use of a curriculum management process and learning theory;

    (ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through staff assessment and providing comprehensive professional learning opportunities;

    (iii) appraise, support, and supervise instruction in accordance with state-adopted standards and associated accountability systems through fostering a culture of continuous improvement which promotes growth, informs practice, and promotes learning;

    (iv) develop assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs through a curriculum management process; and

(v) maximize instructional time and use appropriate and effective instructional strategies and technologies to support teaching and learning with effective instructional practices and knowledge of child development;

(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person with the use of data and time management and:

(i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning through the implementation of education policy;

(ii) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory; and

(iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff with knowledge of Montana School Law and Special Education Law;

(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana and mobilize community resources in order to fully develop the educational potential of each person and:

(i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members, and partners by exhibiting human relations skills;

(ii) promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources to expand cultural proficiency; and

(iii) collect and analyze data and information pertinent to the educational environment by being an informed consumer of educational research;

(e) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and ethics and:

(i) ensure a system of accountability for every student's academic, social, and emotional success;

(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;

(iii) safeguard the values of democracy, equity, and diversity; and

(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling;

(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential of each person through our public

schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources.

Appendix C
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