1. Description of the assessment and use in the program

The Action Research Project is the spine of the Graduate Project. The Graduate Project is based on the course topic but is selected by the student in close collaboration with the instructors. Students are required to utilize technology as well as many of the ELCC Standards in their Learning Plan that align with the project's stated goals and outcomes.

- Action Research requires that students become immersed in the latest research and latest qualitative and quantitative data available – this is the content knowledge of Action Research with the exception of the research process itself.
- Being able to successfully research a problem using proven techniques allows students to demonstrate their overall professional knowledge, requisite skills and appropriate dispositions.
- As the Action Research Project is personalized for use in the student's school house it is ultimately focused on the individual student's needs.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III

Standard 1: *Moving the Vision*
Action research projects address the following key components of the standard and when taken as a whole show understanding of the principles and theories in educational leadership, the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 2: *Creating a Positive Learning Environment*
Action research projects address the following key components of the standard and when taken as a whole show understanding and respect for the uniqueness of individuals; knowledge and experiences about the developmental differences and similarities between and among individuals with and without disabilities and the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Action research projects address the following key components of the standard and when taken as a whole show an understanding, knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4: *Public Support*
Action research projects address the following key components of the standard and when taken as a whole show an understanding, a knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5 *Moral Courage and Acting in an Ethical Manner*
Action research projects address the following key components of the standard and when taken as a whole demonstrates that the candidate is an educational leader who has the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6 *Understanding the Larger Context*
Action research projects address the following key components of the standard and when taken as a whole show an understanding**,** a knowledge and ability to promote the success of all students by responding to, and influencing the larger political, social, economic, legal, and cultural context.

3. A brief analysis of data findings
We have no data at this point.

4. Interpretation of how data provide evidence for meeting standards

Data will be collected during the 2006-2007 academic year and reported in June 2007

Keene State College
Educational Leadership Program
Action Research Rubric

Action Research Rubric	Not Evident-0	Proficient-1	Exemplary-2
Collection and Use of Empirical Data	Little useable data	Enough data to generate problem statement	Rich, deep data used to inform direction of inquiry at an informed level
Collection and Use of Normative Data	Little data from like school community	Just enough valid research to move toward completion	Irrefutable evidence from similar schools from a wide geographical area
Literature Review	Cursory article or two	Good variety of sources with minimal depth	Varied and deep resources including the optimal number of research sources
Problem Statement	Not clearly connected to even the limited data sources	Clear, well-written statement of the identified problem with minimal connection to existing data	Expertly tied to the data sources, research models and desired outcomes
Action Plan - Intervention	Scant overview	Captures the essence of the planned intervention lacking detail as to how the plan will be accomplished	Evidently a clear path to a successful intervention with detailed plans on building support, sustainability and assessments
Implementation	Little thought evident	Implementation plans are broad and general although the goals are praiseworthy	Clear and attainable goals spelled out so all stakeholders may embrace the common outcomes spelled out in the document
Assessment Plan	Not Present or in most cursory form	Detailed assessment plan lacking follow-up steps	Well crafted and complete with evidence gathering plans and explaining how data will be used to inform programmatic sustainability