2013 - 2014
MANUSCRIPT PREPARATION AND SUBMISSION GUIDELINES
Ed.S. Program
INTRODUCTION

LaGrange College and the Department of Education require a graduate project for the Educational Specialist in Teacher Leadership degree. The Graduate Project is a formal school-wide improvement plan proposal for increasing academic achievement in the candidate’s content area. Through an extensive literature review of content, international and domestic pedagogical practices and organizational change theory, candidates will submit the proposal to appropriate stakeholders for review, interview principals about feasibility of the proposal, and complete a pilot study at the school, grade or classroom level. The project should make a significant scholarly contribution that is the result of the degree candidate’s own research, analysis and writing. All projects must meet the requirements of the Department of Education.

Candidate’s Responsibilities

Although the candidate’s work is done under the guidance of the Ed.S. Project Advisor(s), the obligations of research, accuracy, writing, and quality rest with the degree candidate.

The candidate’s minimum responsibilities include:

1. Organizing and presenting well-written material accurately in clear and correct English. Ensuring that the work is entirely the candidate’s own except where reference is made to the work of others.
2. Following correct form in quotations, bibliographical entries, and illustrative materials.
3. Presenting a manuscript meeting the requirements of the Department of Education.
4. Checking final copy for errors before final examination by faculty. Candidates are encouraged to have their project read by a third party ensure clarity and mechanics.
5. Degree candidates who expect to graduate must meet all deadlines for submission of the project and for meeting other departmental requirements.

Use of Copyrighted Material

Degree candidates must obtain permission from the author or the publisher of copyrighted materials used in a project beyond the limits of the “fair use” doctrine. The degree candidate includes acknowledgement in the manuscript, and is responsible for any payment that may be required. Under the general fair use practice, author/publisher permission is not required for the quotation of a brief prose passage or several lines of verse. However, fair use is not spelled out exactly. In any case, the degree candidate must quote accurately and credit the source properly.

The Ed.S. Graduate Project Advisor

An assigned Project Advisor or Co-Advisors will guide the Ed.S. degree candidate on research design, analysis, writing and other scholarly aspects of the work through the courses in the research sequence. The Project Advisor(s) will critically read the final project submission prior to the defense. This faculty member may suggest improvements and refuse approval pending additional work. Unless otherwise specified by the Project Advisor(s), candidates must plan to give at least ten days for the Project Advisor(s) to review the final copy prior to the final defense. After the project defense, the Project Advisor(s) certifies that the project is clear and accurate and it represents a worthwhile scholarly work. The Project Advisor(s) will not sign a graduate project until it is of foremost quality and meets all requirements.
MANUSCRIPT REQUIREMENTS

The degree candidate must present a well-written and error-free manuscript that is entirely the work of the candidate’s. Proper reference is given to the work of others cited. The use of first person is acceptable, but thoughtful concern for the language should yield clear and orderly writing that is free of personal bias. Once the project has been certified by the candidate’s Project Advisor(s), the candidate must provide final copies for the Project Advisor(s), the Department of Education, and the library holdings.

Style Manual
In addition to this guide, the candidate should use the current edition of the style manual, The Publication Manual of the American Psychological Association (APA) for citations and references.

Font
Times New Roman type style of 12-point size will be used (10-point font size permitted for tables and figures). Type such as italics should be limited to commonly accepted usage, including foreign phrases, symbols, book or article titles, and the names of vessels. Italics are preferred to underlining. Italics cannot be employed for chapter titles. Follow the APA guidelines for levels of heading. Bold print is acceptable for headings and subheadings only.

Margins
1. Bottom and right margins: one inch (page numbers should be above the one inch margin).
2. Left margins: one and a half inches.
3. Top margins: Two inches for Preliminary pages; one inch for all other top margins.
4. All tables and figures must conform to the margin requirements.

Spacing
Spacing on the Preliminary Pages (Approval Page, the Title Page, Abstract, the Table of Contents and List of Tables and Figures) should follow the examples provided in the Appendices of this Guide. Double spacing should be used in the Main Body and References. Block quotes should be double-spaced. Spacing of Appendices is subject to the materials being included.

Parts of an APA Paper
- Approval Page
- Title Page
- Abstract
- Table of Contents
- List of Tables and Figures
- The Main Body
- References
- Appendices
Page Numbering
1. All page numbers stand alone, without punctuation.
2. Page numbers are preceded by a running head, which is an abbreviated version of the project’s title. The running head is introduced on the title page.
3. Preliminary pages, except for the Approval Page, are numbered in lower case Roman numerals at the top right of the page.
4. All subsequent pages after the preliminary pages, beginning with the first page of the project body, including references and appendices, are numbered in Arabic numerals at the top right of the page.

<table>
<thead>
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<th>Pagination</th>
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<tbody>
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</tr>
<tr>
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<td>no page number, but considered page i</td>
</tr>
<tr>
<td>Abstract (1 page)</td>
<td>page ii</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>page iii</td>
</tr>
<tr>
<td>List of Tables and/or Figures</td>
<td>page iv</td>
</tr>
<tr>
<td>First Page of Main Body</td>
<td>1 (Chapter 1)</td>
</tr>
</tbody>
</table>

Final Copies for Defense

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<th>NUMBER</th>
<th>BINDING</th>
<th>WHO</th>
<th>PURPOSE</th>
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<td>Closes out research study</td>
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<td>After defense &amp; before graduation</td>
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<td>plastic cover</td>
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<td>Archive</td>
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<td>unbound in file folder</td>
<td>Dr. Sharon Livingston</td>
<td>Library Collection</td>
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<td>Assessment System</td>
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<td>Closes out research study</td>
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<tr>
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<td>plastic cover</td>
<td>Candidate</td>
<td>Portfolio</td>
</tr>
</tbody>
</table>

3-Jun-13
ORGANIZING THE MANUSCRIPT – STANDARD FORMAT

The Approval Page (see Appendix B)
The Approval Page is not numbered. The following statement must be included under the project title:
Except where reference is made to the work of others, the work described in this project is my own or was done in collaboration with my advisor. This project does not include proprietary or classified information.

The Title Page (see Appendix C)
The title page is not numbered, however, it is understood that it is Roman numeral “i.” The running head is introduced on the title page.

The Abstract
The abstract is a concise summary and is limited to a maximum of 120 words. It should report only the essential characteristics of the study, describing the problem, research design, data collection methods, results, and conclusions. Keywords are also listed. Refer to the APA manual for examples.

Table of Contents (see Appendix D)
The Table of Contents must accurately reflect the outline and organization of the project.

List of Tables and Figures (see Appendix E)
Each of these lists provides the exact titles and page locations of all illustrative material. These lists continue the Roman numeral page numbering sequence. Note: A data shell (see Appendix F) is a required table in Chapter Three.

The Main Body
Beginning with the first page of the main body of the manuscript, all subsequent pages of the project are numbered with Arabic numerals.

1. Each chapter begins on a new page with a chapter number (spelled out) and title (all caps) and continues with the text.

2. The page header consists of a brief version of the paper’s running head (usually the first two or three words), followed by five spaces and then a page number. Page numbers appear in the upper-right hand corner of each manuscript page. The header must be at least one-half inch from the top of the page.

3. Some project chapters contain subheadings. Follow the APA manual for proper format of heading levels.

4. A research study contains an introduction to the study, a review of the literature, an explanation of methodology, the presentation of the results, and a discussion of the implications of the study. See the Description of Chapter Contents that follows for a complete description.
References
The heading to this section should be centered. The reference list should be alphabetically arranged and provide publishing information about the sources used in the paper. APA style should be used for in-text citations and for referencing sources. All citations used in the main body must have a reference. The reference list is composed of only works cited in the main body. Acceptable sources are scholarly, peer-reviewed articles, books from educational publishing houses, and official government websites. Newspaper articles, pop culture books, and unofficial websites are not to be used in the literature review, but can be cited for context and color in Chapter One.

Appendices
Appendices provide supplementary information that supports the ideas in the paper. Each appendix should adhere to the following guidelines:

1. Heading: Two lines below the page header, type “Appendix,” centered but NOT italicized. If more than one appendix is included, each one should include a letter (Appendix A, Appendix B)
2. Appendix Title: Two lines below the appendix heading, type the title of the appendix centered, with the first letter of each major words capitalized.
3. Text: Begin the text two lines below the title.
4. Note: Since some appendices may come from external sources, formatting may vary from the requirements for the project manuscript.

DESCRIPTION OF CHAPTER CONTENTS

CHAPTER ONE: INTRODUCTION (minimum 12 pages)
This part of the research paper usually consists of 4 parts:

1. Description of the Problem – Describe the characteristics of the problem cited by your School Improvement Plan and how this problem affects your school. Discuss if this problem is only local to your school or is it a problem that extends to district, State, national and, if relevant, international communities. Include numerous studies that address the problem. In this section, your best sources are typically studies that discuss other studies. Define terms in this section that readers new to the topic may not know. Conclude the section with a discussion illuminating the audiences that will find your project significant.

2. Purpose of Study – Purpose of the study statement(s) describe the overall intent of the project. After completing this section, review to ensure that a reader from the audience(s) identified in the Description of the Problem section will have a clear understanding about what you plan to do to address the problem. Use phrases such as “The purpose of the study is…” or “The intent of this project is…”.

3. Theoretical Framework and Literature Review of the Problem - As the title of this section suggests, the Theoretical Framework and Literature Review of the Problem discussion has two distinct parts. The first part, Connections to Theory, is unpacked with a discussion that links your project to Transformative and Pragmatic world views. Follow this
discussion about how your project aligns with LaGrange College’s Department of Education’s Conceptual Framework’s Constructivist worldview. The Connections to Theory part requires citations from scholarly sources to support your assertions. The second part is a literature review of the problem. This literature review summarizes research literature related to the problem and explains the relevance and relationship of the selected literature to the proposed project. The Literature Review of the Problem includes at least 10 current citations/references from scholarly literature sources within the last 10 years. Older sources may be used only if considered seminal to the topic.

4. Research Questions – These questions break your research down into very specific areas of inquiry. They will guide your whole study and will be answered by your study. You develop them by reading the scholarly peer-reviewed literature that currently exists on your topic. The research questions explain the specifics about what it is you are trying to find out and they guide the way you collect and analyze data to support your findings.

Your first research question concerns student learning outcomes identified in your problem statement. The second research question asks how learners, teachers, and school leaders feel about the proposed treatment before and after the study. The third research question asks you to evaluate to your efforts to facilitate change. The table below is to be used as a guide in forming your particular research questions.

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes</td>
<td>How did this approach improve student performance?</td>
</tr>
<tr>
<td>Affective Assessment</td>
<td>How do learners, teachers, and school leaders feel about the approach before and after the treatment?</td>
</tr>
<tr>
<td>School Improvement</td>
<td>To what degree were you successful in facilitating change at your school?</td>
</tr>
</tbody>
</table>

CHAPTER TWO: REVIEW OF THE LITERATURE (minimum 15 pages)
Reviewing the literature on the topic under investigation provides the opportunity to learn what is already known about the topic. By reading scholarly studies that are relevant to your own investigation, you will be able to clarify the goals of the study, i.e. the research questions, along with your theoretical and/or conceptual frameworks. You will learn about what other researchers have already discovered, which can help identify useful practices that can be incorporated into your study. Be sure to clearly align your sources with your research questions. In this chapter, you inform the reader of current information that is needed to understand your topic. Acceptable sources are scholarly, peer-reviewed articles, books from educational publishing houses, and official government websites. Newspaper articles, pop culture books, and unofficial websites are not to be used in the literature review, but can be cited for context and color.
CHAPTER THREE: METHODOLOGY (minimum 10 pages)
This part of the research paper usually consists of 7 parts:

1. Research and Study Designs – The Ed.S. project is an applied research study using a mixed methods design. Give reference to an author who explains each design and why it is appropriate to use for your study. Must also include the design of your particular study – duration of study, if a control/treatment group design was used, how many focus groups were conducted, how many interviews, etc.

2. Setting – Give the details of the setting of the research (location and population demographics for both community and school). Inform the reader why this setting was chosen and how access was gained to conduct the study. Make note on all the permissions received to conduct the study, i.e. school district, principal, Institutional Review Board (IRB).

3. Sample or Subjects and Participants (change the subheading title to reflect proper descriptor of those used in your study) – Give the details of the students and participants involved with your project. If you are using a sample, explain your sampling methodology. Examples of variables to include for students: age, grade level, SES, race, gender, mental age, academic achievement level, and other pertinent attributes. For the participants included in the study, give job titles, years of experience, inform the reader why they were selected, how they were selected, and, if using subgroups, how they were divided into subgroups.

4. Precis and Data Collection Methods - Outline the procedures employed for conducting the research. Describe in detail what was done, how it was done, what data-gathering methods were used, which instruments were used (acquired from another source or designed specifically for study), and what data were collected. Use of a data shell (see Appendix F) is required and presented as an embedded table.

5. Validity, Reliability, Dependability, and Bias – Specifically talk about how validity, reliability, and dependability were strengthened through procedures employed in the design of the research as well as how bias was revealed and/or mitigated. Detailed instructions about how to write this section will be given to you in class.

6. Equity – This is an interim term assignment that will explain how this innovation supports the desire to achieve equity in schools. Discuss any element of the equity audit completed in EDUC 7060 that impacts your study.

7. Analysis of Data – There are two steps to analyzing your data. Step one is to analyze by research question and step two is a holistic analysis of the entire study. For step one, analysis by research question, explain how the data were collected, organized, and analyzed. Explain your rationale for organizing the data in order to draw conclusions from them. For step two, the holistic analysis, describes the concepts of dependability, credibility, and transferability. Detailed instructions about how to write this section will be given to you in class.
CHAPTER FOUR: RESULTS (page length depends upon type of study)
This chapter is where information that has resulted from data collection is presented. You present and explain your findings without interpretation or subjective comment. Results are presented by research questions. For quantitative data, the use of tables and figures are typically how results are presented along with an explanation of what the numbers show. For qualitative data, findings from all data sources are described in great detail. Use of direct quotes from participants that express emerging themes is most appropriate. Summary statements of the results are provided at the end of the chapter. Detailed instructions about how to write this section and embed data tables will be given to you in class.

CHAPTER FIVE: ANALYSIS AND DISCUSSION (minimum 10 pages)
This part of the research paper usually consists of 5 parts:

1. Analysis of Results – Following the procedures for analysis of data outlined in Chapter 3 Part 6, you are now expected to analyze results gathered for each research question. Also, you must compare these results to the works cited in your literature review for similarities and differences, i.e. did your research prove, disprove, or modify what the current literature states? This section relates to Epistemological Validation of the Holistic Analytic Dependability.

2. Discussion – Taken holistically, assert possible reasons why the research produced the results. Reflect upon the findings and determine what the contribution of this study is to both knowledge and practice. Draw meaningful conclusions about the findings and articulate the study’s relevance. This section relates to the Holistic Analytic Credibility. How did your study ensure credibility through the use of multiple data sources (Structural Corroboration)? Did you present alternative (opposing) perspectives (Fairness)? How tight was the argument? Did you make a coherent a case? Is the evidence sufficiently strong to assert judgments (Rightness of Fit)?

3. Implications - Finally, here is where you get to assert judgments. This section relates to the Holistic Analytic Transferability. For quantitative results, assert whether or not your results can be generalized to the larger population (Generalizability). For qualitative results, talk about the themes discovered and how your findings are transferable to other situations (Referential Adequacy). Discuss to what degree your study shaped and transformed your participants, subjects and/or school. Equally important, discuss to what degree your study shaped and transformed you as a teacher (Catalytic Validity).

4. Impact on School Improvement – In this section, discuss how your project improved your study site school.

5. Recommendations for Future Research - If you cannot explain one of your findings, suggest it for further research. If by doing this study, you have gained the knowledge that you could have done something differently for better results; explain what you would do differently.
GENERAL CRITERIA FOR EVALUATING RESEARCH

- The problem being investigated and its significance are made clear.

- The conceptualization and development of research question or hypothesis follow a logical line of reasoning.

- The relevant theoretical and research literature is reviewed and summarized.

- The research design, methods, and instrumentation are most appropriate and rigorously applied.

- The plan for analysis and reporting the findings are well matched to the data collected.

- There is a clear strategy for interpreting research findings with reference to theory, policy, practice, or further research.
Appendix A

FINAL REPORT OF RESEARCH INVOLVING HUMAN SUBJECTS

Title of Research: _____________________________________________________________
________________________________________________________________________
________________________________________________________________________

Approval Period: From __________ To __________

1. Have any participants dropped out or been withdrawn from the study?
   YES NO (If yes, attach explanation.)

2. Since the project was approved, have all changes been submitted to the Board for review and approved?
   YES NO (If no, project activities must stop until approval is granted.)

3. Attach to this form a summary description of the experiences of participants who have been involved with the project. Include information about benefits, adverse events, problems, and complaints, and any results to date.

4. Have all approved procedures been followed?
   YES NO (If no, attach an explanation.)

5. Has the project resulted in any risks to participants that were not identified in the approved protocol?
   YES NO (If yes, attach an explanation.)

6. Is there any further information that should be communicated to the Board?
   YES NO (If yes, attach communication.)

7. Has all identifiable data (e.g., code lists, videotapes, etc.) been destroyed?
   YES NO (If no, attach explanation.) N/A

   NOTE: If data is identifiable in any way, a Request for Renewal must be submitted for this project before the designated expiration date. Unidentifiable data (e.g., data rendered anonymous by the destruction of written or electronic code lists) may be retained indefinitely by the investigator.

8. If formal (signed) consent forms were required, where will they be maintained until destruction?
   (Remember that signed consent forms must be kept by the investigator for three years following termination of the project.)

9. If formal (signed) consent forms were required; by what date and by what method will they be destroyed?

This completed form and its attachments are an accurate report of the progress and status of the project.

______________________________               ______________________________
Signature of Investigator             Date               Signature of Sponsor                  Date
APPENDIX B
Example of Approval Page

DIFFERENTIATED INSTRUCTION: A STUDY OF TWO CLASSROOMS

Except where reference is made to the work of others, the work described in this project is my own or was done in collaboration with my Advisor. This project does not include proprietary or classified information.

______________________
Marisa Johnson Juarez

Certificate of Approval:

Donald R. Livingston, Ed.D.  Sharon M. Livingston, Ph.D.
Professor and Department Chair  Assistant Professor and Project Advisor
Department of Education  Department of Education

______________________
Becky J. Alexander, Ed.D.
Assistant Professor and Project Advisor
Department of Education

3-Jun-13
Appendix C

Example of Title Page

RUNNING HEAD: Ed.S. Project Guide

DIFFERENTIATED INSTRUCTION: A STUDY OF TWO CLASSROOMS

A project submitted

by

Marisa Johnson Juarez

to

LaGrange College

in partial fulfillment of

the requirement for the

degree of

SPECIALIST IN EDUCATION

in

Teacher Leadership

LaGrange, Georgia

July 4, 2011
Appendix D

Example of Table of Contents

Abstract.........................................................................................................................iii

Table of Contents...........................................................................................................iv

List of Tables and Figures..............................................................................................v

Chapter 1: Introduction .................................................................................................1
  Description of the Problem .........................................................................................1
  Purpose Statement......................................................................................................#
  Theoretical and Conceptual Framework
  Theoretical Framework and Literature Review of the Problem ..............................#
  Research Questions ....................................................................................................#

Chapter 2: Review of the Literature
  Add Your Subheadings pertinent to topic

Chapter 3: Methodology
  Research and Study Designs
  Setting
  Sample or Subjects and Participants
  Precis and Data Collection Methods
  Validity, Reliability, Dependability, and Bias
  Equity
  Analysis of Data

Chapter 4: Results

Chapter 5: Analysis and Discussion
  Analysis of Results
  Discussion
  Implications
  Impact on School Improvement
  Recommendations for Future Research

References

Appendices
Appendix E

Example of List of Tables and Figures

Tables

Table #.  Title of Table........................................................................................................#

Figures

Figure #.  Title of Figure.......................................................................................................#
# Appendix F

Example of a Data Shell

Table 3.#. Data Shell

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Literature Sources</th>
<th>How data were gathered</th>
<th>How data were analyzed</th>
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<td>List three sources that you will cycle back to in CH 5</td>
<td>Method: Assessment</td>
<td>Quantitative:</td>
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<td>Data: Quantitative (interval, nominal, ratio, ordinal )</td>
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<td>Chi Square</td>
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<tr>
<td>RQ2 Participants and student affect</td>
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<td>Method: Survey, focus group, interview, observation, reflection</td>
<td>Quantitative: Descriptive &amp; Chi Square</td>
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<tr>
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<td>Use in-text APA citation format.</td>
<td>Data: Quantitative (nominal, ordinal) and/ or qualitative</td>
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<td>RQ3 School Improvement</td>
<td>List three sources that you will cycle back to in CH 5</td>
<td>Method: Focus group, interview**</td>
<td>Qualitative: Coded</td>
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<td>Use in-text APA citation format.</td>
<td>Data: Qualitative</td>
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<tr>
<td></td>
<td></td>
<td>Type of Validity: Construct</td>
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</tr>
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</table>

*Seeking content validity is required for this research question

**Required data gathering method for this research question is principal interview