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APPENDIX A: RUBRIC FOR EVALUATING A COMPLETED QUALITATIVE DISSERTATION

	Outstanding	Acceptable	Minimally Acceptable	Unacceptable
Title Page	1. Title is complete within character limit.	1. Title is appropriate but may not be very concise.	1. Title does not effectively convey all aspects of the study, or some necessary elements are missing.	1. Title is not appropriate for a dissertation.
	2. Includes all keywords that will promote proper categorization into databases, including central phenomenon, research participants and site, purpose of study, and research design.	2. Most keywords are included.	2. Some key words may be missing.	2. Most keywords are missing.
	3. All relevant parts of the title page are included (author's full name, degree to be conferred, name of university, year).	3. All relevant parts of the title page are included (author's full name, degree to be conferred, name of university, year).	3. All relevant parts of the title page may or may not be included (author's full name, degree to be conferred, name of university, year).	3. Most relevant parts of title page are missing.
	4. APA style is completely correct.	4. APA style is completely or mostly correct.	4. APA style is not completely correct.	4. Title page does not follow APA style.

	Outstanding	Acceptable	Minimally Acceptable	Unacceptable
Abstract	1. Abstract includes problem, purpose, scope of study, research design, number and type of participants, methodology, major findings. Implications/limitations of these findings stated clearly and concisely.	1. Abstract includes all essential information but is misleading due to a lack of concise sentence structure, or there may be some information missing.	1. Abstract is missing some essential information.	1. Abstract includes incorrect information or does not accurately portray the study.
	2. Writing is organized, coherent, and grammatically correct.	2. Writing is organized, coherent, and grammatically correct.	2. Writing may or may not be organized, coherent, and grammatically correct.	2. Writing is mostly disorganized, incoherent, or grammatically incorrect.
	3. Format and style are correct as per APA guidelines.	3. Format and style are correct as per APA guidelines.	3. Format and style may or may not be correct as per APA guidelines.	3. Format and style are mostly incorrect as per APA guidelines.
	4. Word limit is accurate as per APA guidelines.	4. Word limit is accurate as per APA guidelines.	4. Word limit may or may not be accurate as per APA guidelines.	4. Word limit has been significantly exceeded.
Literature Review Scoring Rubric	See Appendix B	See Appendix B	See Appendix B	See Appendix B
Introduction	1. The research topic is relevant to the program of study (EdD or PhD), and the content is current and timely in terms of the researcher's field of interest and/or specialization.	1. The research topic is somewhat relevant to the program of study (EdD or PhD), and somewhat current in terms of the researcher's field of interest and/or specialization.	1. The research topic is vague in its relationship to the program of study and to the researcher's field of interest and/or specialization.	1. The research topic has no or very little relationship with the program of study.

Outstanding	Acceptable	Minimally Acceptable	Unacceptable
2. Clear statement of research problem that fits with qualitative research, and description of background/context to the problem is provided.	**2.** Statement of research problem, description of background/context to the problem, and relationship of the problem to previous research could be stated more clearly.	**2.** Statement of research problem, description of background /context to the problem, and relationship of the problem to previous research is unclear or vague.	**2.** Statement of research problem, description of background to the problem, and relationship of the problem to previous research is very unclear, messy, or missing.
3. Relationship of the problem to previous research is stated, and relevant literature is cited.	**3.** Explanation of how this research will contribute to the knowledge base and/ or practice and/or policy is included, but it could be more specific.	**3.** There is little justification for how this research will contribute to the knowledge base and/or practice and/or policy.	**3.** There is no justification for how this research will contribute to the knowledge base and/or practice and/or policy.
4. How this research might contribute to the knowledge base and/or practice and/ or policy is clearly stated, thereby substantiating the study's significance.	**4.** Researcher's perspectives and assumptions are provided but could be stated more articulately.	**4.** Researcher's perspectives and assumptions are unclear or vague.	**4.** Researcher's perspectives and assumptions are very unclear or missing.
5. Researcher's perspective and relationship to the problem is discussed, and to address positionality, all researcher's assumptions and biases are made explicit.	**5.** How the purpose will address the problem could be explained more clearly.	**5.** Purpose of the study, and how the purpose will address the problem, is unclear or vague.	**5.** Purpose of the study, and how the purpose will address the problem, is very unclear or missing.

	Outstanding	Acceptable	Minimally Acceptable	Unacceptable
	6. Purpose of the study is clearly, succinctly, and unambiguously stated. **7.** It is clear how the purpose is aligned with and will address the problem. **8.** Stated purpose is relevant to chosen qualitative research design.	**6.** The relevance of the study's purpose vis-à-vis the chosen qualitative design could be explained more clearly.	**6.** The relevance of the study's purpose vis-à-vis the chosen qualitative design is unclear or vague.	**6.** The relevance of the study's purpose vis-à-vis the chosen qualitative design is incoherent, messy, or missing.
Research Questions	**1.** Research questions are open ended and directly answerable; answers will clearly shed light on research problem. **2.** All research questions are interconnected; there is a meaningful relationship among them. **3.** There is direct and strong alignment among problem, purpose, and research questions.	**1.** Research questions are open ended, but it could be made clearer how answers will shed light on research problem. **2.** Relationship among the research questions could be clearer. **3.** Alignment among problem, purpose, and research questions could be stronger.	**1.** Research questions are open ended, but it is unclear how answers will shed light on research problem. **2.** Relationship among the research questions is unclear or vague. **3.** Alignment among problem, purpose, and research questions is unclear or vague.	**1.** Answers to research questions would not shed light on research problem. **2.** There is no relationship among the research questions. **3.** There is no alignment among problem, purpose, and research questions.

	Outstanding	Acceptable	Minimally Acceptable	Unacceptable
Research Design (qualitative tradition or genre)	**1.** Offers a clear and compelling justification/ rationale for selection of design.	**1.** Offers an adequate justification/rationale for selection of design.	**1.** Offers a vague or insufficient justification for selection of design.	**1.** Offers no justification for selection of design.
	2. Research design is appropriate and feasible as a means of qualitative inquiry.	**2.** Research design is appropriate and feasible as a means of qualitative inquiry.	**2.** Research design is either not appropriate or not feasible as a means of qualitative inquiry.	**2.** Research design is inappropriate and/or unfeasible as a means of qualitative inquiry.
	3. The type of data being collected is clearly described.	**3.** The type of data being collected is briefly discussed but not clearly or sufficiently described or explained.	**3.** The type of data being collected is not clearly described or explained.	**3.** Description or explanation of the type of data being collected is absent or unclear.
	4. A well-thought-out rationale is provided to justify the qualitative study.	**4.** The rationale provided to justify the qualitative study is not clearly described or explained.	**4.** The rationale provided to justify the qualitative study is unclear or vague.	**4.** The rationale to justify the study is absent.
	5. A convincing argument is made for the importance or significance of the study.	**5.** The argument made for the importance or significance of the study needs additional explanation or clarification.	**5.** The argument made for the importance or significance of the study is unclear, vague, or weak.	**5.** There is no argument made for the importance or significance of the study. If there is an argument made, it is very weak.
Methodology: Selection of Participants and Research Setting	**1.** Sample is ideal for the questions being asked.	**1.** Sample is appropriate for the questions being asked.	**1.** Sample is not appropriate for the questions being asked.	**1.** Sample is undefined.

	Outstanding	Acceptable	Minimally Acceptable	Unacceptable
	2. Specific purposeful sampling strategy is appropriate, and criteria for sampling selection are stated and explained.	2. Specific purposeful sampling strategy and criteria for sampling selection are not clearly or sufficiently described.	2. Purposeful sampling strategy and criteria for sampling selection are not clearly explained.	2. Sampling strategy and criteria for sampling are not discussed and/or are not appropriate.
	3. Participant and site information includes all necessary characteristics.	3. Participant and site information includes some but not all necessary characteristics.	3. Participant information lacks clarity, misses some details, or may include confidential details.	3. Participant information is not provided.
	4. Ethical access, informed consent, anonymity, and confidentiality are all addressed.	4. Discussion of ethical access, informed consent, anonymity, and confidentiality is vague or insufficient.	4. There is no clear reference to research ethics.	4. Ways to address ethical standards are not included.
	5. Transferability is adequately addressed regarding setting and timeframe.	5. Transferability is addressed regarding setting and timeframe but not in sufficient detail.	5. Transferability regarding setting and timeframe lacks clarity.	5. Transferability regarding setting and timeframe is either inaccurate or is not discussed.
Methodology: Data Collection	1. Strong explanation and justification for how all of the selected methods align with the problem, purpose, and research questions.	1. Research methods are moderately aligned with the problem, purpose, and research questions.	1. Lack of alignment among research design, methods and the study's problem, purpose, and research questions.	1. Methodological integrity and congruence is lacking throughout.
	2. Strong description regarding how the choice of all of the methods is congruent with the research design.	2. Adequate description regarding how the choice of methods is congruent with the research design.	2. Discussion of methods is vague or includes inaccuracies.	2. There is no rationale for selection of methods.

	Outstanding	Acceptable	Minimally Acceptable	Unacceptable
	3. The type of data being collected is clearly described and justified for the importance and/or significance of the study.	**3.** The type of data being collected is briefly outlined regarding the importance and/or significance of the study.	**3.** Inadequate description of the types of data being collected.	**3.** No mention of the type of data being collected.
	4. The process for collecting data is explained and methods are described with sufficient detail that a reader could replicate the study consistent with research questions.	**4.** The process for collecting data is briefly explained but needs additional details so that a reader could replicate the study consistent with research questions.	**4.** The process for collecting data is identified but not described in detail, and it is unclear whether a reader could replicate the study consistent with research questions.	**4.** The process for gaining ethical access, collecting data, and methods selected is not explained.
	5. It is clear that methods were used to gain ethical access to and collect data from participants.	**5.** Methods selected to gain ethical access to participants and collect data are not sufficiently explained.	**5.** Methods selected to gain ethical access to participants and collect data are vague or unclear.	**5.** If instruments were developed specifically for this study, procedures involved in development, and administration are not explained.
	6. A clear rationale for selection of instruments used is provided.	**6.** A rationale for selection of instruments used is provided but needs additional clarification or explanation.	**6.** A rationale for selection of instruments used is provided but is vague or unclear.	**6.** There is no evidence of triangulation of data collection methods.

	Outstanding	Acceptable	Minimally Acceptable	Unacceptable
	7. Instruments that were developed specifically for this study, procedures involved in development, and administration are clearly documented.	7. Instruments that were developed specifically for this study, procedures involved in development, and administration need additional clarification or explanation.	7. If instruments are developed specifically for this study, procedures involved in development, validation, and administration are vague or unclear.	7. There is no evidence of dependability, or evidence that dependability was even addressed.
	8. Triangulation of data collection methods has been achieved.	8. Triangulation of data collection methods could be clearer or more specific.	8. Triangulation of data collection methods is unclear.	
	9. Dependability has been satisfied and clearly addressed and explained. One can track the processes and procedures used to collect and interpret data.	9. Dependability has been moderately satisfied. Some, but not all, of the processes and procedures used to collect and interpret data can be tracked.	9. Dependability has been only minimally or vaguely addressed.	
Methodology: Procedure	The procedure is appropriate for the research questions and is described in order or sequence, with enough detail that a reader could replicate the study. Instructions and protocol are included. In addition:	The procedure is appropriate and the description is mostly complete, but some minor details may be missing, or some procedural aspects could be explained more clearly.	The procedure is appropriate, but description is not in order or sequence, and/or it may be difficult to follow, and/or a few major details are absent.	The procedure is not appropriate, and/or the description is unclear, and/or many major details are absent.
	1. A convincing argument for choosing qualitative research and particular research design is provided.	1. A few of the procedural criteria listed in the left column are missing or are not fully addressed.	Many of the procedural criteria listed in the left column are missing or are not fully addressed.	Most or all of the procedural criteria listed in the left column are missing and remain unaddressed.

Outstanding	Acceptable	Minimally Acceptable	Unacceptable
2. All decisions made during the course of the study, including any changes or modifications in focus, direction, and design are discussed.			
3. All limitations and delimitations pertaining to study are discussed, including how the researcher attempted to address limitations.			
4. Specialized instructions or a data collection protocol is included as part of the study or as an appendix.			
5. Methodological procedures are explained as fully meeting all ethical standards and trustworthiness requirements.			

	Outstanding	Acceptable	Minimally Acceptable	Unacceptable
Analysis of Data and Presentation of Findings	1. Data analysis is well planned. All steps in the analytic process are clearly articulated, including clear explanation of how data were managed and organized.	1. Data analysis is well planned. All steps in the analytic process are identified but may exclude clear explanation of how data were managed and organized.	1. Data analysis steps are identified, but explanation of how data were managed and organized is vague or unclear.	1. Data analysis steps are not identified.
	2. Researcher positionality is clearly and unambiguously addressed, including a clear positionality statement.	2. Researcher positionality is not adequately or sufficiently addressed.	2. Researcher positionality is briefly addressed or not addressed.	2. There is no mention of researcher positionality.
	3. The coding process is clearly described, and an organized and comprehensive coding scheme is included.	3. The coding process is described and coding scheme is included, but explanation and/or presentation could be clearer.	3. Coding process is described and coding scheme is included, but explanation and/or presentation are vague or unclear.	3. Coding process is not described and/or coding scheme is not included.
	4. All findings statements are clearly and precisely stated.	4. All findings statements are stated but could be clearer.	4. Some or all of the findings statements are unclear or vague.	4. Findings are summarized and aggregated, but large portions of data are missing. The process of summarizing data is messy.
	5. Findings are summarized and aggregated, and clearly and coherently organized and presented in direct response to the research questions.	5. Findings are summarized and aggregated in a way that mostly addresses the research questions. The process of summarizing data may not be complete or comprehensive.	5. Findings are summarized and aggregated but are not clearly organized according to research questions, nor do they directly address all the research questions. The process of summarizing data is unclear or incomplete.	5. Findings are not free from interpretation and/or are not reported accurately and objectively.

Outstanding	Acceptable	Minimally Acceptable	Unacceptable
6. Findings are free from interpretation and are reported accurately and objectively.	**6.** Findings are generally free from interpretation and are reported accurately and objectively.	**6.** Findings are not all free from interpretation and/or are not always reported accurately and objectively.	**6.** The narrative and tables/figures (as applicable) summarize the findings but do not address any of the research questions.
7. The narrative and tables/figures (as applicable) are easy to understand and summarize the findings in a way that responds to all of the research questions.	**7.** The narrative and tables/figures (as applicable) summarize the findings but do not always directly address the research questions.	**7.** The narrative and tables (as applicable) summarize the findings but mostly do not address the research questions.	**7.** Examples of specific evidence that support the findings of study are inappropriate or absent.
8. Examples of specific evidence (multiple quotations or other qualitative data including artifacts or visuals) are provided to support all the findings of the study, and offer multiple perspectives.	**8.** Examples of specific evidence (quotations or other qualitative data including artifacts or visuals) are provided to support only some of the findings of the study.	**8.** Examples of specific evidence that support the findings of study are mostly inappropriate or absent.	**8.** No insights emerge from the analysis. Instead, the results simply reflect the idiosyncratic views of the researcher. There is no theoretical/conceptual framework, or if there is one, it is unclear, and/or inaccurate and does not enhance the study in any way.
9. The study's theoretical/conceptual framework clearly and logically illuminates the relationships among the study's variables, providing insights and understanding.	**9.** Some insights emerge from the analysis. The theoretical/conceptual framework is clear and easy to understand.	**9.** Few insights emerge from the analysis. If a theoretical/conceptual framework has been developed, it is unclear or imprecise in parts.	

(Continued)

Discussion: Interpretation and Representation	Outstanding	Acceptable	Minimally Acceptable	Unacceptable
	1. Interpretations are clear, thoughtful, and reasonable. The argument flows logically and coherently.	1. Interpretations could be more clear and/or thoughtfully explained. The argument could flow more coherently.	1. Interpretations are unclear or vague. The argument does not flow logically and coherently.	1. Interpretations are unfounded, unrealistic, or naïve. The argument does not flow logically and coherently at all.
	2. Interpretations are relevant to research problem, purpose, and research questions.	2. Interpretations are mostly relevant to research problem, purpose, and research questions.	2. Interpretations are only sometimes relevant to research problem, purpose, and research questions.	2. Interpretations are not relevant to research problem, purpose, and research questions.
	3. Participant voices are credibly represented to illustrate multiple perspectives.	3. Participant voices could be more credibly represented.	3. Participant voices are missing or "hidden."	3. There is no reference to the research participants' voice.
	4. Major themes or patterns are interrelated to show a higher level of analysis and abstraction.	4. Major themes or patterns are interrelated to show a relatively high level of analysis and abstraction.	4. Major themes or patterns are somewhat interrelated but show a low level of analysis and abstraction.	4. There is no interrelationship of any major themes or patterns in the data.
	5. Analysis is positioned and discussed in terms of relevant related bodies of literature and previous research.	5. Analysis is discussed in terms of relevant related bodies of literature and previous research, but integration could be tighter.	5. Analysis is discussed in terms of relevant related bodies of literature and previous research, but integration is lacking.	5. Analysis is not discussed in terms of relevant related bodies of literature and previous research.
	6. All information presented in tables/figures is consistent with information presented in the narrative.	6. Information presented in tables/figures is mostly consistent with information presented in the narrative.	6. Information presented in tables/figures is only sometimes consistent with information presented in the narrative.	6. Information presented in tables/figures is mostly not consistent with information presented in the narrative.

Outstanding	Acceptable	Minimally Acceptable	Unacceptable
7. The researcher clearly acknowledges multiple ways of interpreting findings and is open to alternative interpretive possibilities. The researcher revisits and actively reflects upon initial assumptions and/or biases.	7. The researcher acknowledges multiple ways of interpreting findings and is open to alternative interpretive possibilities but has not revisited and reflected upon initial assumptions and/or biases.	7. The researcher infers that there are multiple ways of interpreting findings, but this is not adequately addressed. The researcher has also not revisited and reflected upon initial assumptions and/or biases.	7. The researcher does not acknowledge that there are multiple ways of interpreting findings, and has not revisited or reflected upon initial assumptions and/or biases.
8. There is clear and logical argument in support of credibility. By way of various appropriate strategies, the researcher has accurately represented what the participants think, feel, and do.	8. Credibility has been somewhat satisfied. The argument for establishing credibility could be more substantial.	8. Credibility has been only minimally or vaguely addressed.	8. There is no evidence or discussion related to credibility.
9. Comprehensive overview synthesizes and integrates all key points.	9. An overview synthesizes and integrates all key points, but this could be tighter and more comprehensive.	9. An overview summarizes key points, but there is no integration or synthesis.	9. There is no overview summary, integration, or synthesis.
10. There is clear and strong alignment and methodological congruence among all dissertation elements.	10. Overall alignment and methodological congruence among all dissertation elements could be strengthened.	10. Overall alignment among dissertation elements is unclear, weak, or vague.	10. Overall alignment among dissertation elements is unclear, incorrect, or missing.

(Continued)

Discussion: Conclusions and Recommendations	Outstanding	Acceptable	Minimally Acceptable	Unacceptable
	1. A complete picture of the research is portrayed, affording the reader an in-depth understanding of the study and its implications.	1. An almost complete picture of the research is portrayed, affording the reader a relatively good understanding of the study and its implications.	1. An inconclusive picture of the research is offered.	1. There is a very limited or flawed picture of the research.
	2. Any limitations related to context, available evidence, and alternative interpretations are acknowledged, considered, and critically evaluated.	2. Any limitations related to context, available evidence, and alternative interpretations are considered but not sufficiently considered or critically evaluated.	2. Limitations of context, available evidence, and alternative interpretations are mentioned but not sufficiently discussed.	2. Limitations of context, available evidence, and alternative interpretations are not discussed.
	3. All conclusions are presented as strong conclusive statements, are clearly derived from the study's findings and are warranted by the findings, are logical and clearly explained, and are not mere restatements of the findings.	3. Most conclusions are presented as strong conclusive statements, are clearly derived from the study's findings and are warranted by the findings, are logical and clearly explained, and are not mere restatements of the findings.	3. Most conclusions are not presented as strong conclusive statements, and/ or are not clearly derived from study's findings, and/ or are mostly not warranted by the findings.	3. The conclusions are mere restatements of the study's findings.
	4. All recommendations are justified by the findings, are actionable, and include applications for practice, policy, and further research.	4. Most recommendations are justified by the findings, are actionable, and include applications for practice, policy, and further research.	4. Most recommendations are not justified by the findings, and/or are not actionable, and/or do not have applications for practice, policy, and further research.	4. The recommendations are not justified by the findings, and/or are not actionable, and/or do not have applications for practice, policy, and further research.

	Outstanding	Acceptable	Minimally Acceptable	Unacceptable
	5. A final take-home message is clearly articulated by way of a comprehensive and integrated synthesis.	5. A final take-home message is included but is only somewhat comprehensive.	5. A simple take-home message is presented, but this needs fuller articulation and expansion.	5. The study does not include a final take-home message.
Appendix	Appendixes that are referenced in the text are customized appropriately; well organized; and include complete, accurate, and relevant details.	Appendixes that are referenced in the text are not customized sufficiently; lack organization; and are missing some components or details.	Appendixes that are referenced in the text are not customized appropriately; lack organization; are missing key components, or include incomplete, erroneous, or irrelevant details.	Some or all of the appendixes that are referenced in the text are missing.
Citations	Current, no later than five years old (unless seminal research or landmark studies); relevant scholarly literature is used appropriately; all claims are substantiated in the literature; there is an absence of personal opinion, avocation, bias, and informal language.	Almost all current, no later than five years old (unless seminal research or landmark studies); relevant scholarly literature is mostly used appropriately; most claims are substantiated in the literature; mostly there is an absence of personal opinion, avocation, bias, and informal language.	Numerous old (beyond five years) resources used; many claims are unsubstantiated in the literature; research bias is present, and claims based on personal opinion are often included; frequent use of informal language.	Mostly outdated references are used; most claims are unsubstantiated in the literature; informal language is used throughout.
References	1. References are aligned from the text to the reference list and vice versa. 2. Includes all, and only cited, publications.	1. Some references are not aligned from the text to the reference list and vice versa. 2. Omits some cited article or includes some that were not cited.	1. Many references are not aligned from the text to the reference list and vice versa. 2. Some references may not be appropriate for the topic.	1. Most references are not aligned from the text to the reference list and vice versa. 2. Reference list is more like a bibliography of related sources.

	Outstanding	Acceptable	Minimally Acceptable	Unacceptable
	3. Appropriately scholarly and appropriate to the topic.	3. Appropriately scholarly but may include some that are somewhat tangential.	3. Key references are clearly cited from other sources and not integrated.	3. Includes many secondary sources, or sources that are not current.
	4. Sufficient recent sources make the review current, and relevant classic studies are included if applicable and available.	4. Sources include a good mix of recent and classic, as necessary.	4. Sources do not include a good mix of recent and classic literature.	4. Frequent use of unscholarly materials.
	5. All references adhere to APA style and format.	5. References mostly adhere to APA style and format.	5. References mostly do not adhere to APA style and format.	5. References mostly do not adhere to APA style and format.
Academic Writing: Format and Presentation	1. Consistently follows conventions of scholarly writing, voice, grammar, spelling, tense, punctuation.	1. Mostly follows conventions of scholarly writing, voice, grammar, spelling, tense, punctuation.	1. Mostly does not follow conventions of scholarly writing, voice, grammar, spelling, tense, punctuation.	1. Does not follow conventions of scholarly writing, voice, grammar, spelling, tense, punctuation.
	2. There is clear organization to the document, and transitions are smooth and effective.	2. Organization of the document is effective, although improvements could be made. Transitions are generally, but not always, smooth, and paragraphs may stray from the central idea.	2. Organization of the document is inadequate, making the discussion difficult to follow. Transitions are sometimes there but could be improved.	2. Organization of the document is messy or confusing. Transitions are missing or are very weak.
	3. Headings and subheadings are used effectively to structure and present the discussion.	3. Writing throughout is mostly scholarly and academic. Tone is mostly appropriately formal.	3. Writing is not always scholarly, and tone is occasionally colloquial.	3. Writing is not scholarly. Tone is consistently informal or colloquial.

	Outstanding	Acceptable	Minimally Acceptable	Unacceptable
	4. Writing throughout is scholarly and academic. Tone is appropriately formal.	4. Sentences are generally concise and word choice is usually precise.	4. Sentences are not always concise, and word choice is sometimes vague.	4. Sentences are not concise, and word choice is problematic.
	5. Sentences are concise and word choice is precise, with nonbiased language.	5. Paraphrasing is usually used, and direct quotations are used appropriately where necessary.	5. Includes many quotes or improper paraphrasing that may constitute unintentional plagiarism.	5. There is much needless repetition, and/or there are parts with insufficient or missing detail.
	6. Paraphrasing is effective, and quotations are used appropriately where necessary.			6. Tends to string together quotations without sufficient original input.
APA Format and Style	1. Consistently applies fundamental APA formatting and style requirements.	1. Inconsistently applies fundamental APA formatting and style requirements.	1. Does not always apply fundamental APA formatting and style requirements.	1. Does not apply fundamental APA formatting and style requirements.
	2. TOC components are all aligned.	2. TOC components are mostly aligned.	2. TOC components are mostly not aligned.	2. TOC components are not aligned.
	3. Information is always included in appropriately titled and ordered sections.	3. For the most part, information is included in the appropriately and ordered sections.	3. Information is often not included in the appropriately titled or ordered sections.	3. Information is typically included in the incorrect or inappropriate sections.
	4. Title page, in-text citations, paper format, and reference page are in APA style with no errors.	4. Style generally includes correct spacing, fonts, and margins. Page breaks are in appropriate places.	4. There are many style errors in referencing, spacing, or headers.	4. There are multiple style errors throughout.
	5. All headers, tables and figures, margins, captions, etc., are in APA style.	5. There may be minor errors in punctuation, references, or headers.		

Source: This rubric is part of Bloomberg, L. D. (2015). *Qualitative dissertation evaluation.* Unpublished manuscript.

APPENDIX B: RUBRIC FOR EVALUATING A LITERATURE REVIEW

Category	Criterion	Outstanding	Acceptable	Minimally Acceptable	Unacceptable
1. Coverage	A. Justified criteria for inclusion and exclusion from review	— Discussed exactly what should have been in the review and was neither over- nor underinclusive.	— The review justified the inclusion and exclusion of literature.	— The review discussed the literature included and excluded.	— The review did not discuss the criteria for inclusion or exclusion.
2. Synthesis	B. The review distinguishes what has been done in the field from what needs to be done	— The review offered new perspective on the state of the field.	— The review critically examined the state of the field.	— The review discussed what has and has not been done in the field.	— The review did not distinguish what has and has not been done in the field.
	C. Situates the topic or problem within the broader scholarly literature	— The topic was examined in a way that showed a new way of thinking about it in the scholarly literature.	— The topic was clearly situated within the broader body of scholarly literature.	— There was some discussion of the broader body of scholarly literature.	— The topic was not placed in the broader scholarly literature.
	D. Situates the research within the historical context of the field	— A new and insightful way of examining the history of the topic was revealed.	— The history of the topic was critically examined.	— There was some mention of the history of the topic.	— The history of the topic was not discussed.

(Continued)

Category	Criterion	Outstanding	Acceptable	Minimally Acceptable	Unacceptable
	E. Articulates important phenomena relevant to the topic	– New and insightful definitions of existing and new constructs were attained.	– Ambiguities in definitions and/or vocabulary were resolved.	– The key vocabulary was defined. – There was some review of relationships among key variables and phenomena.	– The vocabulary was not discussed. – The key variables and phenomena were not discussed.
	F. Theoretical or conceptual framework is included as relevant.	– Theoretical or conceptual underpinnings that directly apply to the study were introduced and comprehensively explained.	– The review includes theory or concepts that have application to the study, but are not sufficiently explained.	– Theory or concepts are introduced, but it is not clear at all how these apply to the study.	– No theoretical or conceptual framework is included.
	G. Synthesizes and gains a new perspective on the literature	– New and undiscovered relationships in the literature were identified.		– There was some critique of the literature.	– The literature was accepted at face value.

Category	Criterion	Outstanding	Acceptable	Minimally Acceptable	Unacceptable
3. Methodology	**H. Identifies the main methodologies and research techniques that have been used in the field and their advantages and disadvantages**	— The review criticized the existing methods and offered new ways to think about the standard or predominant methodology.	— The research methods common to the literature were critiqued.	— There was some discussion of the research methods used to produce the claims in the literature.	— Research methods of the studies were not discussed.
	I. Relates ideas, concepts, and/or theories in the field to research methodologies	— The new methods suggested ways to resolve unjustified claims in the literature.	— The appropriateness of the research methods to warrant the claims was critiqued.	— There was some discussion of appropriateness of research methods that warrant claims in the literature.	
4. Significance	**J. Rationalizes the practical significance of the research problem**	— A new perspective was added to the practical significance of the research that was not found before in the literature.	— The practical significance of the research was critiqued.	— The practical significance of the research was discussed.	— The practical significance of the research was not discussed.
	K. Rationalizes the scholarly significance of the research problem	— A new perspective was added to the scholarly significance of the research that was not found before in the literature.	— The scholarly significance of the research was critiqued.	— The scholarly significance of the research was discussed.	— The scholarly significance of the research was not discussed.

(Continued)

Category	Criterion	Outstanding	Acceptable	Minimally Acceptable	Unacceptable
		– Includes comprehensive discussion around what is missing in theory and/or research, and/or indicates gap in knowledge.	– The gap or missing information is identified and appropriately outlined.	– The gap or missing information is mentioned but not sufficiently discussed.	– No gap or missing knowledge is identified or discussed.
5. Rhetoric (writing effectively)	**L. The review is coherent, and the structure is clear and ordered**	– The writing was coherent and well developed so that it offered new ways to write about and think about this literature, adding to the theoretical or applied knowledge base.	– The writing was well developed and coherent.	– There was some coherent structure.	– The paper was poorly conceptualized, haphazard, and/or messy.
6. Style	**M. The writing is compelling**	– The writing is generally engaging.	– The writing is engaging in some parts of the review but not in others.	– The writing overall is dull and unengaging.	– The writing is of a poor quality and difficult to follow.
	N. The tone is consistently professional	– The tone is generally professional and appropriate for an academic research paper.	– The tone is not consistently professional.	– The tone is largely unprofessional.	– It is difficult to discern the tone.

Category	Criterion	Outstanding	Acceptable	Minimally Acceptable	Unacceptable
	O. Grammar, spelling, and writing mechanics are free of errors	– There are only a few errors in grammar, spelling, and/or writing mechanics.	– There are various errors in grammar, spelling, and/or writing mechanics.	– There are many errors interspersed throughout the review.	– The writing is of a very poor quality, and sentence structure is very awkward.
7. Format	**P. Length is appropriate as required**	– The review is the correct number of specified pages.	– The length exceeds the word or page limit, or does not meet the word or page limit.	– The length exceeds the word or page limit, or does not meet the word or page limit.	– The length exceeds the word or page limit, or does not meet the required word or page limit.
	Q. Citations within the paper are accurate	– Citations, references, and APA format are all accurate and consistent.	– Citations, references, and APA format are mostly accurate.	– There are frequent errors regarding citations, references, and/or APA format.	– The review is characterized by gross inaccuracies with citations, references, and APA format.
	R. References are professionally legitimate and correctly stated				
	S. APA format is accurate and consistent				

Source: This rubric is part of Bloomberg, L. D. (2015). *Qualitative dissertation evaluation*. Unpublished manuscript.

APPENDIX C: SAMPLE TRUSTWORTHINESS STATEMENTS

EXAMPLE 1

Issues of Trustworthiness

In qualitative research, trustworthiness features consist of any efforts by the researcher to address the more traditional quantitative issues of validity (the degree to which something measures what it purports to measure) and reliability (the consistency with which it measures it over time). In seeking to establish the trustworthiness of a qualitative study, Lincoln and Guba (2000) use the terms *credibility, dependability, confirmability*, and *transferability*, arguing that the trustworthiness of qualitative research should be assessed differently from quantitative research. Regardless of the terminology used, qualitative researchers must continue to seek to control for potential biases that might be present throughout the design, implementation, and analysis of the study.

Credibility. The criterion of credibility suggests whether the findings are accurate and credible from the standpoint of the researcher, the participants, and the reader. This criterion becomes a key component of a trustworthy qualitative research design Marshall et al. (2022). Credibility involves consideration of the interrelationship between the research design components—the study's purpose, theoretical or conceptual framework, research questions, and methods. To enhance the credibility of this study, the researchers triangulated data sources as well as data collection methods. Gathering data from multiple sources and by multiple methods yields a fuller and richer picture of the phenomenon under review. The researchers employed various strategies. First, they clarified their assumptions up front, and the steps through which interpretations were made also were charted through journal writing. Second, the researchers used various participatory and collaborative modes of research, including the search for discrepant evidence and peer review, which has been discussed at length by Lincoln and Guba (2000). This entailed looking for variation in the understanding of the phenomenon and seeking instances that might challenge the researcher's expectations or emergent findings. Reviewing and discussing findings with professional colleagues was a further way of ensuring that the reality of the participants was adequately reflected in the findings.

Dependability. Reliability in the traditional sense refers to the extent that research findings can be replicated by other similar studies. Qualitative research usually does not cover enough of an expanse of subjects and experiences to provide a reasonable degree of reliability. As argued by Lincoln and Guba (2000), the more important question becomes one of whether the findings are consistent and dependable with the data collected. As the researchers understood it, in qualitative research the goal is not to eliminate inconsistencies but to ensure that the researcher

understands when they occur. Thus, it becomes incumbent on the researcher to document his or her procedures and demonstrate that coding schemes and categories have been used consistently. Toward this end, inter-rater reliability Miles and Huberman (1994) Lincoln and Guba (1985) was established by asking colleagues to code several interviews. Although coding was generally found to be consistent, there were certain instances where the raters made some inferences that could not be fully supported by the data. In these cases, the researchers reviewed the data and reconciled differences in interpretations. In addition, the researchers maintained an audit trail Lincoln and Guba (1985) that chronicled the evolution of their thinking and documented the rationale for all choices and decisions made during the research process. This trail, which Merriam (1998) describes as offering "transparency of method," depended on the researchers keeping a journal as well as a record of memos that included detailed accounts of how all the data were analyzed and interpreted.

Confirmability. The concept of *confirmability* corresponds to the notion of objectivity in quantitative research. The implication is that the findings are the result of the research rather than an outcome of the biases and subjectivity of the researcher. To achieve this end, a researcher needs to identify and uncover the decision trail for public judgment. Although qualitative researchers realize the futility of attempting to achieve objectivity, they must nevertheless be reflexive and illustrate how their data can be traced back to their origins. As such, an audit trail Lincoln and Guba (2000) was used to demonstrate dependability, including ongoing reflection by way of journaling and memo, as well as a record of field notes and transcripts, thereby serving to offer the reader an opportunity to assess and evaluate the findings of this study.

Transferability. Although generalizability is not the intended goal of this study, what was addressed was the issue of *transferability* Lincoln and Guba (2000)—that is, the ways in which the reader determines whether and to what extent this particular phenomenon in this particular context can transfer to another particular context. With regard to transferability, Patton (2015) promotes thinking of "context-bound extrapolations" (p. 491), which he defines as "speculations on the likely applicability of findings to other situations under similar, but not identical, conditions" (p. 489). Toward this end, the researchers attempted to address the issue of transferability by way of thick, rich description of the participants and the context. Depth, richness, and detailed description provide the basis for a qualitative account's claim to relevance in some broader context (Bloomberg & Volpe, 2019; Schram, 2003).

EXAMPLE 2

Addressing Issues of trustworthiness

Trustworthiness is an overarching concept in qualitative research used to show the procedures used to design and conduct a study will ensure the study's rigor and quality (Frey, 2018). In qualitative research, there are four issues of trustworthiness that need to be addressed, as opposed to quantitative research that evaluates studies based on validity and reliability (Bloomberg & Volpe, 2019). Qualitative research is focused on ensuring that the research questions were answered by the data and that the interpretation of the findings accurately represents the

experiences of the participants. The four criteria that establish trustworthiness in a qualitative study include: (a) credibility, (b) dependability, (c) confirmability, and (d) transferability.

Credibility. Credibility is the process of ensuring that the way in which a researcher presents the participants' data and experiences is accurate. There are several strategies that can be practiced ensuring credibility such as researcher journaling, triangulation with other data sources (in this case, critical incident questionnaires), attempting to find direct opposition statements or experiences, engaging in member checking (when needed) of data or transcripts, and debriefing with peers or others. Each of these strategies was used to ensure that participant data are accurately represented. Data triangulation is ensured when the researcher uses different sources of data to cross-check findings and strengthen trustworthiness Flick (2018). Frey (2018) described member checking as a technique to ensure credibility. After the interview, a verbatim transcription of the interview was sent to each participant to check for accuracy of meaning. When applicable, the participant sent an edited interview transcript back to the researcher or relayed accurate information. Consulting with professional colleagues over the course of the study allowed me to engage in dialogue around important methodological choices and decisions. Regularly engaging in these multiple credibility practices throughout data collection and analysis helped keep the research process focused, and also offered measures of trustworthiness. By stating my biases, I am very self-aware of potential gaps, concerns, or perspective issues. Further, by having a larger sample size, greater levels of data stating similar themes can demonstrate that researcher bias is minimal, and credibility is achieved.

Dependability. Dependability is established by a transparent, clear, and logical research process (Bloomberg & Volpe, 2019). Dependability is also demonstrated through a clear and well-defined set of research questions and tools. In this instance, the usage of two methods (interviews and critical incident questionnaires) helped triangulate the data gathered from the participates. Triangulation reduced potential bias and increased dependability by engaging in thick description of phenomena or patterns.

Confirmability. Ensuring confirmability allows the researcher to include impartial data collection and interpretation aids in ensuring that the findings are not due to researcher bias (Korstjens & Moser, 2018). Confirmability was addressed by using member checking, verification questions for follow up and accuracy of meaning during focus groups, researcher field notes, and ongoing self-reflection and journaling to ensure that clear patterns of thought were demonstrated.

Transferability. While qualitative research does not seek to generalize or look for causation (as in quantitative research), it does look to define opportunities for applicability and transferability to other contexts or settings (Bloomberg & Volpe, 2019). Transferability refers to how and in what ways a researcher can determine the extent of application of the findings to other contexts (Frey, 2018). It is important to remember that the reader makes the judgment of transferability, not the researcher (Korstjens & Moser, 2018). To address transferability, the methodology and design, sampling procedures, data collection, and data analysis are explained in detail, with full transparency, and with sufficient information or "thick description" for appropriate determination regarding the potential transferability of the study.

EXAMPLE 3

Trustworthiness of the Data

Trustworthiness refers to the strategies a qualitative researcher utilizes to ensure the credibility and confirmability of data collection, analysis, and interpretation Nowell et al., (2017). Establishing the trustworthiness of a qualitative research study encompasses a thick description of the researcher's credibility, dependability, confirmability, and transferability methods. Researchers need to provide a clear and concise narrative of the research approach so that the reader has an opportunity to confirm the trustworthiness criteria of the study (Bloomberg & Volpe, 2019).

Credibility. Credibility in the trustworthiness of qualitative research methods represents the relationship between the participants' words and the data. Researchers have noted that the credibility of data collection methods depends on audio taping and direct transcription (Bloomberg & Volpe, 2019). Interpreting the participants' words through direct transcription is crucial in the trustworthiness of qualitative research (Bloomberg and Volpe, 2019). The researcher has to make sure that any judgments or comments made about a theme are relevant to the actual words of the participants. Nowell et al., (2017) stated that credibility provides a fit between participants' responses and the researcher's interpretations. Therefore, the researcher conducted member checks after transcribing the interviews and focus group to ask clarification of what participants said. The researcher has to represent what the participants think and feel throughout the data collection and analysis process so that the findings are believable to the reader (Bloomberg & Volpe, 2019). Consulting with the participants to review how the researcher interpreted their words promotes credibility by bridging the findings with their reality.

Other credibility strategies that were used by the researcher include journaling (to facilitate reflexivity), seeking negative instances, prolonged engagement with research participants, and peer debriefing. Reflexivity allowed the researcher to clarify and reflect on any biases throughout the study. Additionally, reflexivity enabled the researcher to seek negative instances that brought different perspectives to the study. As an "insider", the researcher experienced prolonged field engagement with the participants by serving as a facilitator during the structured interviews and focus group session.

Peer debriefing took place by asking colleagues to review the questions formulated for the interviews and focus group session. Peer debriefers were two former bilingual education teachers. Conversations with peer debriefers included the rewording of interview and focus group questions, collapsing of questions, shared ideas, and concepts that were overlooked by the researcher. The peer debriefers communicated to the researcher that some questions were confusing and helped her clarify and reword them according to the study's purpose. During these conversations new questions also emerged and were included in the interview transcript.

Dependability. The strategies that were used by the researcher to establish dependability are data triangulation, audit trail, and peer examination. Data triangulation to establish dependability engaged the researcher in providing a thick description of the methods undertaken to explain the sequence of steps used to present transparent conclusions between the

data collection methods, analysis, and interpretation. The researcher provided an audit trail by keeping raw data, journal notes, and interpretations available for review by other researchers. Peer examination established inter-rater reliability by ensuring coding consistency between raters (Bloomberg & Volpe, 2019). Three current doctoral candidates in education were asked to collaborate in the coding process of this study. The researcher asked peer-reviewers to code data and check for consistency between codes to establish dependability. Quality conversations emerged as the peer reviewers shared their perspectives about their coding experience. As per discussion with peer reviewers, the researcher was able to reflect on the data to make revisions to the coding scheme.

Confirmability. The selected confirmability strategies involve an audit trail, theory triangulation, and reflexibility through journaling. The audit trail under confirmability represents more than the researcher's assumptions but presents the reader with the relatedness between data conclusions and literature (Nowell et al., 2017). The researcher provided an audit trail for the reader to understand that conclusions were not solely created by the researcher but emerged based on theoretical perspectives that informed the study's methodology. Theory triangulation as a strategy to establish confirmability allows the researcher to explain how the interpretations of data triangulate with the chosen method and theoretical approach (Amankwaa, 2016). The researcher explained how theory supports the study's findings. The researcher used reflexivity through journaling to account for and justify the researcher's thinking process.

Transferability. The transferability of the study was supported by purposeful sampling, detailed information regarding the data collection and analysis process, and thick description of the research findings. In-depth knowledge of purposeful sampling supported the transferability of the study by allowing the reader to connect with the participants' background, setting, and perceptions. The description of purposeful sampling and data collection methods permits other researchers to replicate this study in a similar context. To ensure writing a thick description, the researcher provided detailed information about the study's context, background, data collection methods, analysis of findings, and interpretations; all of which can serve to facilitate transferability for the reader.

EXAMPLE 4

Trustworthiness of the Study's Findings

The researcher fortified the trustworthiness of this qualitative case study by applying the four qualitative trustworthiness criteria that Lincoln and Guba (1985) established: credibility, dependability, confirmability, and transferability.

Credibility was accomplished through data source triangulation of the findings, member checking, and prolonged engagement. Prolonged engagement was achieved through the researcher being present in the research site long enough to build trust with participants. The researcher assured the participants that their level of knowledge of pragmatics or their experience that they shared with the researcher would not be criticized; thus, participants felt comfortable sharing their experience without worrying about being judged or criticized. The

participants did not only provide adequate information, but they also provided candid and detailed information about their educational and classroom experiences with regard to pragmatics. Data source triangulation was achieved by interviewing ESL teachers, conducting virtual classroom observations, and reviewing documents. To ensure the participants' ideas and perspectives have been adequately and accurately represented, member checking was employed by sharing transcripts and findings with the participants. After the interviews, each participant read their recorded answers and provided additional information when they felt that it was necessary. The researcher did not take notes during the interviews, which positively affected the comfort level of participants since there were no distractions; however, right after each interview, the researcher took notes and wrote down the highlights of each interview. Sample notes/memos are provided in Appendix E. Credibility also was achieved through a close collaboration with the dissertation chair and committee. Feedback was received and changes have been made based on the feedback to ensure that the data has been collected, interpreted, analyzed, and reported analytically and truthfully.

Dependability was achieved by providing a consistent, expressive, and detailed description of the procedures reported in the analysis of data. Preserving consistency throughout the data collection and analysis procedure ensures and protects the trustworthiness of a qualitative study (Bloomberg & Volpe, 2019). Being consistent throughout the research and achieving methodological cohesion by accomplishing alignment among the purpose of the research, research questions, methods of data collection and analysis enabled the researcher to provide more dependable findings. To ensure the alignment of interview and research questions, the researcher created an alignment matrix (Appendix C). To summarize participant data and compile what the participants said about each of the categories in the conceptual framework, a data summary table was created. (Appendix H). Bloomberg and Volpe (2019) stated, "Preparing data summary charts provide a way to highlight the evidence to support what research says she or he has found" (p. 243). Given that the researcher was working with a phenomenon happening "within a real-life context" and addressing questions of "what" and "how" to understand and create an in-depth description and analysis of the participants' experiences, the case study methodology aligned with the research questions, which led to collecting rich data filled with extensive samples of quotations from participants answering the interview questions.

Confirmability was achieved by explaining each phase of the research study clearly and thoroughly and providing evidence as to how the findings and interpretations are evidently derived from the data. To ensure both dependability and confirmability, the researcher preserved a clear record of transcripts, memos, observation checklists, and notes and provided what is known as "audit trail" Lincoln and Guba (2000). In addition, the researcher created a schema that illustrates the development of the codes and categories to themes. A chart that illustrates how the codes and categories translated to themes can be found in Appendix F. To illustrate connections between the research questions and the study's themes and how the themes were created from the codes, the researcher also utilized a sample coding and theme development table suggested by Bloomberg and Volpe (2019). A copy of the coding and theme development table can be found in Appendix G. To ensure consistency, the researcher also utilized a sample consistency chart of findings, interpretations, and conclusions created by Bloomberg and Volpe

(2019). (Appendix D). Confirmability is also accomplished by acknowledging the researcher's own effect on the process and recognizing characteristic subjectivity as opposed to attempting to eradicate bias (Bloomberg & Volpe, 2019).

The researcher aimed to ensure **transferability** through purposeful sampling and by providing a detailed and clear description of the data. To better understand community college ESL teachers' pragmatics awareness and their educational and instructional experiences with regards to integrating pragmatics in ESL classrooms, the criteria for selection of participants was that all participants were teaching ESL and they were currently teaching or had taught ESL at the research site. The findings of this study, as opposed to a quantitative study, cannot be generalized in broader populations or settings, such as other community colleges. Rather, a deeper understanding of the phenomena and findings can be derived from the participants' lived experiences within other contexts and settings. Bloomberg and Volpe (2019) stated that generalizing findings in qualitative research is not a goal. Rather, as Creswell & Poth (2018) and Yin (2018) asserted, qualitative research is predicated upon the acquisition of a deeper understanding of the core phenomenon being studied, so that the research findings may have some applicability (to a lesser or greater extent) beyond a specific context or setting.

APPENDIX D: SAMPLE ETHICAL ASSURANCE STATEMENTS

EXAMPLE 1

Any research study will involve ethical assurances from the Belmont Report which include respect for participants, beneficence, and justice (1979). Providing elementary bilingual education teachers with autonomy, a detailed explanation of the benefits, and probable harms of the research will ethically treat participants. The strategies undertaken to treat participants ethically will care for their well-being during the study.

Respect for persons involves giving the participants the autonomy to make informed choices (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979).

Respect for research participants was central to this study. Each research participant had the opportunity to make a voluntary decision to participate in the study's research after clearly understanding informed consent. The informed consent notified participants about the study's purpose, foreseeable risks, benefits, confidentiality, and contact information. To provide autonomy to the participants throughout the study, informed consent was provided before each interview and focus group session, thereby reminding participants about their choice to volunteer or leave the study at any point. Treating participants with autonomy respects their decisions and also secures their well-being.

Beneficence protects participants by maximizing benefits and minimizing harm (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). While conducting interviews is of low risk to the participants; however, confidentiality cannot be guaranteed while conducting focus group sessions. The virtual structured interviews are of minimal risk to participants. However, the focus group sessions may risk their confidential identities and shared information. Although confidentiality procedures such as pseudonyms and encrypted data will protect recordings and transcripts, the researcher cannot control or guarantee what participants may discuss outside of the focus group sessions. The data will be stored for seven years in computers with protected passwords and without internet connection under IRB requirements.

Justice refers to ethical treatment of participants by ensuring that all participants receive equal benefits throughout the study (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). The researcher cannot assure participants confidentiality during focus groups but can confirm that the benefits of participating in the research study will provide participants with improved knowledge, practical classroom strategies, and enhanced student success.

EXAMPLE 2

During each stage in the research process (pre-study development, data collection, data analysis, and sharing, reporting, and storing data) ethical consideration regarding participants must be considered (Bloomberg & Volpe, 2019; Creswell & Poth, 2018; Yin, 2018). Of primary importance is the ethical obligation of the researcher to the research participants. Researchers must anticipate any potential ethical issues that could arise during the qualitative research process and act proactively to protect all participants as well as the integrity of the collected data (Creswell & Poth, 2018). To achieve this, trust must be established between the researcher and the study participants (Yin, 2018).

Approval was sought from the University IRB before any data was collected. In addition, this study followed all federal directives to protect human rights and welfare as instructed by the IRB guidelines. There was no IRB approval needed from the employers of those who participated in this study. Ethical considerations were developed by the Belmont Report (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). This report identified three basic ethical principles that should be considered when conducting research with human subjects. These include respect for persons, beneficence, and justice.

The first principle is *respect for persons* which includes that individuals should be treated as autonomous agents and that people with diminished autonomy are entitled to special protections (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). An autonomous agent is a person who is capable of making decisions about themselves when presented with information to make a considered judgement (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). For those people who are not able to make personal judgements, due to illness, mental disability, or some other circumstance, The Belmont Report (1979) calls for special protections. The research participants were provided with information about the research and given the opportunity to volunteer based on their evaluation of the research and their ability to participate in this study. Informed consent forms were used, and all participants were informed that they could leave the study at any time without any penalty. Informed consent also included informing participants about the full nature of the study and the responsibilities of the researcher in written and/or oral language that is easy to comprehend. Participants were given an opportunity to ask questions about the proposed study at any time before, during, or after their participation. Additionally, anonymity and confidentiality was explicitly discussed with study participants.

The second principle is *beneficence* which requires researchers to do no harm to study participants and to maximize potential benefits while minimizing the possibility of harm (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). The proposed study of consortium directors has several areas where harm could be done to the participants including failure to ensure privacy and anonymity, disclosure of personal information, and/or disclosing responses or comments made during the individual interview or focus group. Every possible measure was taken to ensure that confidential or identifying

information is secured and prevented from being shared. The protection of confidential data and information is paramount to doing no harm to study participants and includes the storage, delivery, or transfer of data and/or information on computer networks, external hard drives, and computers that are accessible to people other than the researcher. Security of confidential data and/or information was achieved by storing the data on a password protected laptop and password protected thumb drive that only the researcher can access.

The third principle is *justice* which relates to the fairness in distribution of any benefit (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). The findings and analysis of the research study will be shared with participants and state officials.

Each of the principles identified in The Belmont Report (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979) were followed in this study and in accordance with University IRB guidelines. Additionally, each of the applications identified in the Belmont Report were strictly adhered to in this study and in accordance with the University IRB guidelines.

The first application is *informed consent* which includes the need to provide full and transparent information to study participants, assurance that each participant fully comprehends the study, and that study participants understand that participation is fully voluntary (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). Informed consent supports the principle of respect for persons by recognizing that each person is an autonomous agent and can voluntarily participate in the proposed study. Additionally, informed consent supports beneficence of no harm being done to study participants while also providing support for justice through the sharing of research outcomes. Research participants were fully informed about the nature of the study and be given the opportunity to voluntarily consent to their participation.

The second application is *assessment of risks and benefits* which requires that the research be justified based on the nature and scope of risks and benefits and that a systematic assessment of risks and benefits is conducted (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). This research study has a potentially low risk to study participants but a high level of benefit as the findings will guide professional development efforts. Participants remained anonymous and all responses to interview and focus group questions will be stored on a secure server with password protection and accessible only by myself. Assessment of risks and benefits demonstrates respect for persons by through an analysis of potential risks and benefits. Additionally, an assessment of risks and benefits supports beneficence of no harm being done to study participants while also providing support for justice by disseminating the findings.

The third application is *selection of subjects* which requires fair procedures in terms of the selection of participants and special procedures be followed for special populations (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). A purposive sampling method was used to identify potential participants in the proposed research project. Purposive sampling, and specifically critical case sampling, allowed for instances to be selected in a deliberate manner in order to yield the richest and most relevant

data (Yin, 2018). This study targeted 24 participants allowing for a minimum of six participants from both of the identified groups. This sample size aligns with the recommendations of Yin (2018) and Creswell and Poth (2018). This method also aligns with both respect for persons through voluntary participation and to justice through the dissemination of research findings. Additionally, selection of research participants aligns to beneficence through voluntary participation.

APPENDIX E: SAMPLE POSITIONALITY STATEMENTS

EXAMPLE 1

Self-Efficacy and its Impact on Teacher Retention and Burnout: A Qualitative Study of Teachers Who Have Persisted on the Job

With over 15 years of experience in the foreign language education field, both as a teacher and manager, the researcher serves as the Academic Specialist of UMB (one of the 8 Undergraduate schools at the DLIFLC) where the research took place. At the time of the research, the school comprises 100 faculty members and around 350 students. UMA is another Middle East School at DLIFLC with almost the same number of teachers and students that the researcher added to this study, in the hope of reaching 15 volunteers for this study that would fit the criteria of having at least five years of teaching experience. While the researcher knew many teachers in the schoolhouse, the researcher satisfied all IRB requirements, followed the Belmont Report (1979). Throughout the research and writing process I was constantly aware and intentional not to influence the participants, the analysis, nor the findings. A journal was maintained throughout the process of all notes and thoughts. This had helped put aside the suppositions and knowledge and concentrate on the actual answers from participants' experiences. As Bloomberg and Volpe (2019) explained, researchers are encouraged to become reflexive and develop critical research skills, learning the difference between reflection as a concept and the reflective practice of reflexivity. As a researcher, reflexivity helped in recognizing the changes brought about because of the study process and how these changes have shaped and impacted the journey and the research process itself. For data collection, recording, and analysis, each participant was assigned a pseudonym and a code that only the researcher will be able to identify; hence the privacy of the human subjects involved was respected. The researcher reminded the participants that their participation was voluntary and that they have the right to refuse to answer any question they feel uncomfortable with. The researcher addressed respect, beneficence, and justice as outlined in the Belmont Report (1979). The information shared by the participant continues to be both confidential and anonymous.

EXAMPLE 2

Elementary Bilingual Education Teachers' Self-Efficacy in Teaching English Language Learners: A Qualitative Case Study

The qualitative researcher's role is to describe, understand, interpret, and communicate the participants' voices in a study (Bloomberg & Volpe, 2019). The researcher's role in this study is a reflexive instrument to help understand how positionality may impact the research findings. Reflexibility allows researchers to acknowledge and disclose biased social and cultural backgrounds while interpreting data (Bloomberg & Volpe, 2019). An insider, the researcher will have prolonged field engagement with the participants by being a facilitator during the structured interviews and focus group session. Being a dyslexia interventionist and a former bilingual education teacher places the researcher as an insider within the community under study. Most of the South Texas population comes from a Hispanic culture in which the spoken language is Spanish and cultural values are shared similarly. As a former bilingual education teacher, the researcher understands that personal background experiences may differ from those of the participants. Reflexibility will be used as the primary strategy to reduce the researcher's bias and experiences from influencing the findings' analysis. Reflexivity will remain an active, intentional, and ongoing process throughout the research study to monitor and address the researcher's self-consciousness through the use of a research journal which provides an ongoing process of the researcher's thinking by creating a reflective thinking space. A reflective journal will be used to write thoughts and ideas as they emerge during the data collection and analysis process. The thoughts written in the reflective journal will be retrieved throughout the interpretation of the findings to help the researcher understand the reasoning behind specific decisions. Reflexivity will postulate the researcher as an instrument to raise her self-consciousness of social, cultural, and political positions and be aware of her role as "researcher" throughout the research process.

EXAMPLE 3

Understanding the Potential Influence of Supervision and Professional Development Experiences on the Self-Efficacy of Nonacademic Middle Managers in Higher Education: A Qualitative Case Study

Qualitative research involves the researcher as part of the inquiry itself; the researcher is both an instrument and an observer to the phenomena under review. Within quantitative research, the researcher is separate and outside of the research; the researcher and design are value free and unbiased. Conversely, within qualitative design, it is expected that the researcher as instrument is both invested personally in the experience of the research, but also acknowledges the role that their own views, biases, and values play in the discovery within the study. Conducting research via a fieldwork method such as interviewing requires innate knowledge of a subject area, the participants who live and work in that area, and the phenomena under investigation.

However, with that knowledge comes the need for this flexibility and the ways varying roles of the researcher can influence the need to restructure or redefine the research process.

Role of the researcher. Inherent in a case study design where interviews are one of the primary methods of gathering data is the notion of intimacy and reflexivity of the researcher (Bloomberg & Volpe, 2019). In this study, I was aware of potential biases, intersections, experiences, and political landscapes of their own experiences in conjunction with that of the participant. I adopted the model of 'researcher as instrument' in this study. Bloomberg and Volpe (2019) explained several benefits and potential concerns with 'researcher as participant' methodology. I brought my own past experiences and contexts to the study. The potential ethical concerns with bringing my personal experiences to the study are the lack of genuinely objective perspectives on the research. Bloomberg and Volpe (2019) clarified that qualitative research cannot be, nor should not strive to be, objective. The goal is not to have a separation between researcher, participant, and data, but rather to be working in concert with all pieces to construct a transferable study with beneficial results.

Researcher bias. Because I have significant professional experiences serving as a middle manager in multiple higher education settings, it was essential that continuous self-checking occurred throughout the participant recruitment process and data collection process. I have served in four different middle management positions across three institutions (public and private) over a continuous period of 10 years. These middle management roles have been in student affairs, auxiliary services, and academic support services. I currently serve in a nonacademic middle management position with both positive and negative experiences related to the research topic. Mitigating researcher bias was and is of prime concern within this study. I regularly revisited the data and transcripts to ensure that there was not a concern about the transference of experience or assumption making. Maintaining clarity, focus, transparency, and rigor are all key in qualitative research (Bloomberg & Volpe, 2019). This maintenance and focus help to translate into a highly credible study.

Because I can identify personally and professionally on some level with the participants, I have a basic understanding of personal significance for participants to be questioned and listened to in an academic endeavor such as this study. For some, the significance lies in a deeply personal space of being asked questions and encouraged to reflect on critical incidents that have positively or negatively shaped personal beliefs in self (Flanagan, 1954). As a soon-to-be doctoral-level professional, I have a new set of responsibilities that I must act on. I have now heard the difficult and lackluster experiences of nonacademic middle managers, and I need to identify opportunities to act on those experiences and bring change about in the academy ranks. With my education, I can use my voice, power, privilege, and capital to help mend wounds, develop new pathways, and empower individuals around me to make change for these critical leaders in higher education. With my education, I will no longer be sidelined or allow my voice not to be heard in our academic worlds; I will speak intelligently and proudly to foster change and growth in our nonacademic middle managers peers. If I fail at this, I have failed my doctoral education and I have failed those that I set out to study and understand. If I succeed at this, I have actualized my education, respected my peers, and in turn, respected myself. I will be the change I want to see in our higher education world.

EXAMPLE 4

Exploring the Impact of an Urban Teacher Residency Program on Teachers' Cultural Intelligence: An Ethnographic Study

In a qualitative study, the researcher serves as the instrument for data collection, analysis, and interpretation (Patton, 2015). Researchers bring their own biases and assumptions into the data collection and analysis phases. As a practitioner conducting scholarly research, I have worked in intercultural student development through higher education for a decade. For the past seven years, I have served as a director of multicultural student development and was recently promoted as the director of strategic diversity initiatives.

Additionally, I have served as a consultant and have worked with faculty, staff, and students to develop cultural intelligence. Throughout my tenure in higher education, I gained experience teaching and implementing numerous types of courses and workshops related to cultural competence. In February of 2019, I became a certified instructor of cultural intelligence. By following the steps outlined in the study procedures section, many of my inherent biases and subjectivities will be acknowledged. Whereas my role in intercultural development could be a benefit in understanding the scope of this study, related limitations may arise. As such, I needed to remain mindful of biases that emerged in the analysis and interpretation of the data. Researcher bias will also be a limitation related to trustworthiness. Reflexivity, as a way of thinking rather than a method, may aid in the reduction of bias. The reflexive form of thinking includes explicit self-consciousness and self-assessment by the researcher about internally held views and positions related to how they may influence the design, execution, and interpretation of research data and findings. To address reflexivity, consistent journaling occurred throughout the research for intentional self-reflection and self-awareness, which can increase trustworthiness (Bloomberg & Volpe, 2019). Using self-reflection from the researcher's journal may help to make connections between current and past thoughts and developing viewpoints about the analysis and interpretation of the collected data (Bloomberg & Volpe, 2019). The researcher focused on journaling about his perceptions of the experiences of the participants. Excerpts from this journal have been analyzed weekly along with the participants' data and shared in the findings chapter.

EXAMPLE 5

Nursing Students' Perceptions Regarding Dishonest Behaviors and Academic Misconduct: A Phenomenological Study

The researcher in this study addressed data triangulation by utilizing two different sources of data collection, focus groups and one-on-one interviews, to corroborate, or support, the findings and to develop a deeper understanding of the nursing students' perspectives on dishonesty and misconduct in nursing school. Triangulation of the data helps to ensure the trustworthiness of the study and increases the confidence that the researcher presents the participants' perspectives accurately, thus displaying credibility (Bloomberg & Volpe, 2019; Yin, 2018). A qualitative

researcher needs to engage in reflexivity, or self-reflection, throughout the study (Bloomberg & Volpe, 2019). I acknowledge that as a nurse educator myself conducting a study with nursing ed students some of my own assumptions and presuppositions may influence the study and the particular the ways in which I interpret the findings. Addressing researcher bias was accomplished by keeping an ongoing research journal and writing field notes and descriptions during the focus groups and interviews. This allowed me to reflect on how my own opinions and understanding of the topic may impact the research and the study's findings. The researcher will, to the best of her ability, attempt to keep any biases bracketed by using an interview guide to ask the same questions of all participants. I will also be cognizant of remaining non-judgmental by not reacting negatively to any participant responses and will, to the best of my ability, remain neutral regarding participants' responses during the focus groups and interviews, as outlined by Bloomberg and Volpe (2019).

One limitation of the study was the issue of power dynamics where some participants may be more likely to vocalize their perceptions, and those that are of the minority in their perceptions may be minimalized by those that are in the majority or more vocal than others. With the one-on-one interviews taking place after the focus groups, the researcher hoped that the participants that were hesitant to speak up or those that were in the minority of what they felt during the focus group would be comfortable enough to speak up to the researcher during this time.

EXAMPLE 6

Organizational Leadership Skills and Management Competencies: An exploratory Case Study of California's Adult Education Consortium Directors Implementation of Collective Impact

Researchers must anticipate any potential ethical issues that could arise during the qualitative research process and act proactively to protect all participants as well as the integrity of the collected data (Creswell & Poth, 2018). To achieve this, trust must be established between the researcher and the study participants (Yin, 2018). Trust was developed through several explicit actions. First, only participants with whom I have not worked were included in this study. This eliminated the existence of prior work history and any unfair bias. Second, no participant was included with whom I have any supervisory oversight. Currently, I do not supervise any of the consortium directors. Third, should there be a participant over whom I have influence due to their positions as consortium director, they were excluded from participation in this study. At the time this research was conducted, there were no consortium directors in this category. Fourth, participants were excluded from the sample population if I was engaged in any way with their supervisor. At the time of conducting this study, I was not consulting for anyone who supervises a consortium director. Fifth, trust was developed in part through the support for this project from the joint CAEP office that represents the CDE and the California Community College Chancellor's Office. The CAEP office confirmed that they would facilitate informing the field about this study, and would encourage participation in this research. Sixth, the informed consent process affords participants knowledge of their rights and the processes and

procedures being implemented in this proposed research to ensure safety and anonymity. Lastly, Bloomberg and Volpe (2019) discuss the need for researchers to recognize and reflect on the perceptions that participants have toward the researcher and how these perceptions reflect in the creation of rapport or trust. Included in these perceptual factors are age, gender, gender identity, ethnicity, race, career status, socio-economic status, physical appearance, and other factors.

Merriam and Tisdell (2016) noted that researchers need to be reflexive and consider issues such as positionality as well as insider/outsider influences in their research. The focus of this research is the leadership skills and management competencies needed to be a consortium director under California Assembly Bill 104. As a consultant working in this space since the law's enactment, I am immersed in its implementation and am one of a small group of consultants working in this space. I currently serve as a consortium director of two different consortia and a consultant to the consortium director at three different consortia. As such, I am an insider conducting research with a population of which I am a member. For these reasons, developing trust will be a focus of this proposed study. I will adhere to clear and consistent ethical standards, while at the same time conducting research that is vital to the performance outcomes of the legislation.

Having played a role in establishing, or remediating, several consortia, I am well known in the state and am often the go-to person when consortia are having performance outcome issues. This positionality creates both a power imbalance among the directors who will participate in the proposed research, but also relies on sense of trust through years of working together. I will actively strive to reduce bias and experiences from influencing the analysis or findings of this proposed research project through implementing the steps identified above. Trustworthiness of the data is directly related to the trustworthiness of those who collect it, analyze it and present it (Patton, 2015). Using two methods of data collection reduces the risk of systemic biases and chance association because of using any one specific method (Maxwell, 2013). I ensured that all collected data was protected against improper disclosure. Pseudonyms were used when reporting the findings and sensitive information concerning participant responses were kept private and stored electronically. All information regarding the employing agency and research participants remained secured and will not be available to anyone other than the myself for a period of seven years as required by the IRB. Reasonable steps were taken to ensure the confidentiality of all identifiable information and IRB guidelines and protocols were followed as required.

I am fully aware of how my personal experience as a consultant to consortium directors is an influence on my thoughts about the leadership skills and management competencies of consortium directors., and how my experience could influence participants during the individual interviews and focus groups. Maxwell (2013) noted that researchers, particularly those who are working in the field being researched, are faced with the inability to eliminate assumptions, personal beliefs and the perceptual lens through which they view the world. Instead of attempting to discount or eliminate my own subjectivity, I was committed to working with integrity, awareness and metacognition, and throughout the research process, remained cognizant of my own positionality to ensure the safety and anonymity of the research participants.

APPENDIX F: CHANGE MATRIX TEMPLATE

A detailed change matrix simplifies the review process and indicates to the disertation chair-person and committee that the student has demonstrated a clear and thorough response to reviewers' comments

TEMPLATE FOR CHANGE MATRIX		
Student Name:		
Title of Dissertation:		
Chapter:		
Date:		
Reviewer's recommendation **(Provide exactly as reviewer has stated)**	**How feedback has been addressed** **(Be very specific regarding your change and add explanations as needed)**	**Page number/s where change appears**
EXAMPLE: There seems to be too much in intro regarding Schema Theory. I would like the intro to be more clearly focused on this study, rather than on a theory. Theory will be explicated below under "Theoretical Framework" as well as in Chapter 2	**EXAMPLE:** I have changed this to reflect and focus on dissertation topic of study. I have shortened the explanation of Schema Theory and explained how this applies to the proposed study. I refer to the theory here only for explanatory purposes and plan to include the details of the theory in Chapter 2 where I will expand the theoretical framework.	**EXAMPLE** p.1
EXAMPLE: This is stated differently in your lit review. The purpose statement MUST be consistent throughout	**EXAMPLE:** I have changed the statement so that it is consistent throughout the entire paper	**EXAMPLE** p.5

EXAMPLE:	**EXAMPLE:**	**EXAMPLE**
This section requires citations. Remember, all claims must be substantiated by research or literature	I added citations in this section to strengthen my claims about lack of teaching professionalism. I will continue to seek current literature/research as I proceed.	pp.8-9

*Add rows as needed

APPENDIX G: SAMPLE ALIGNMENT PLAN: PROBLEM, PURPOSE, RESEARCH QUESTIONS

Alignment will likely be met if you can establish the link between the research problem, purpose, and research questions by highlighting key words. This appendix provides examples of actual studies using color coding to emphasize alignment between problem, purpose, and research questions. This is a useful exercise as you are preparing to develop the foundational elements of your study.

EXAMPLE 1

This case study was about training using the Enneagram to address the problem of teacher stress and burnout. Initially, the training program mentioned in the research questions was not present in the problem or purpose statements. Completing this exercise helped the student see what was missing, and how to better achieve alignment among all three core components.

The problem the proposed study addresses is teachers' lack the training needed to build relationship skills to maintain positive relationships thereby potentially reducing stress

The purpose of the proposed qualitative case study is to examine a training program that could help teachers' build relationship skills that could help them maintain positive relationships that may have potential to reduce stress.

The following two research questions were developed to guide the study:

RQ1. As a result of a 1-day Enneagram training program how do teachers perceive that relationship-building skills training could build their relationships with students and colleagues?

RQ2. As a result of a 1-day Enneagram training program how do teachers believe relationship-building skills could reduce their job stress?

EXAMPLE 2

This case study was about understanding the influence of supervision and professional development on the self-efficacy of nonacademic middle managers in higher education.

The problem addressed by this study was the potential influence that institutional supervision practices and professional development and training have on the self-efficacy of nonacademic middle managers in higher education is unknown.

The purpose of this qualitative case study was to explore the potential influence that institutional supervision practices and professional development and training have on the self-efficacy of nonacademic middle managers in higher education.

The following two research questions were developed to guide the study:

RQ1. How, if at all, do institutional supervision practices potentially influence self-efficacy in nonacademic middle managers in higher education?

RQ2. How, if at all, do institutional professional development and training practices potentially influence self-efficacy in nonacademic middle managers in higher education?

EXAMPLE 3

This was a case study about teachers' perceptions regarding group contingency behavior plans for early childhood students.

The general problem addressed by this study was that early childhood teachers were not adequately trained to address the disruptive behavior of their students during structured activities in the classroom. The specific problem addressed in this study was that limited knowledge has been established regarding the effective components of group contingency behavior plans at the early elementary level.

The purpose of this qualitative case study was to explore what types of group contingency plans were being used by early childhood teachers, if at all, as well as to explore the perceptions of early childhood teachers regarding the effective components of group contingencies in a suburban public elementary school located in northern New Jersey.

The following three research questions were developed to guide the study:

RQ1. What types of group contingency plans, if at all, do early childhood teachers utilize in their classrooms to reduce the disruptive behavior of their students?

RQ2. How do early childhood teachers select, implement, and monitor the use of group contingency plans?

RQ3. What aspects of group contingency plans do early childhood teachers believe to be effective in reducing the disruptive behavior of their students, and why?

EXAMPLE 4

This study examined elementary bilingual education teachers' self-efficacy in teaching English language learners.

The problem addressed in this study was that some elementary bilingual education teachers' beliefs about their lack of preparedness to teach the English language may negatively impact the language proficiency skills of Hispanic ELLs (Ernst-Slavit & Wenger, 2016; Fuchs et al., 2018; Hoque, 2016).

The purpose of this descriptive case study was to explore the perspectives and experiences of elementary bilingual education teachers regarding their perceived lack of preparedness to teach the English language and how this may impact the language proficiency of Hispanic ELLs.

The following two research questions were developed to guide the study:

RQ1. What are elementary bilingual education teachers' beliefs about their preparedness in teaching English language proficiency skills to Hispanic ELLs?

RQ2. How do elementary bilingual education teachers' beliefs about their preparedness to teach English language proficiency skills impact the instruction for Hispanic ELLs?

EXAMPLE 5

This was a single case study that explored minority teachers' experiences pertaining to their value in education.

The general problem is that minority K-12 teachers are under-represented in the United States. The specific problem that justifies the need for this study is the lack of minority teachers in urban K-12 school districts in the United States, and how minority teachers perceive their teaching practices because there is so few of them.

The purpose of this qualitative exploratory single case study is to gain a clearer understanding of minority teachers' experiences concerning the under-representation of minority K-12 teachers in urban school districts in the United States.

The following two research questions were developed to guide the study:

RQ1. What are minority teachers' perceptions concerning their under-representation of minority teachers in urban school districts?

RQ2. What are minority teachers' perceptions concerning their teaching practices and its impact on students in urban school districts?

APPENDIX H: SAMPLE LITERATURE REVIEW THEME DEVELOPMENT

Presented below is a sample of one theme ("Teacher leadership") identified amongst several within a literature review. Essential elements are highlighted and denoted to illustrate how each aspect of the required elements of a literature review are being achieved.

Teacher Leadership

The definition of teacher leadership has been scrutinized over the past 30 years in an attempt to understand the implications of teacher leadership for school improvement and student achievement. In 2004, York-Barr and Duke conducted a meta-analysis of 41 studies spanning 20 years. Analysis revealed a multitude of qualitative studies which described teacher leadership but little empirical evidence to support its positive effects on the school and students (York-Barr & Duke, 2004). York-Barr and Duke cited the lack of a definitive construct as the possible reason for insufficient empirical evidence of the effects of teacher leadership on classroom practice and student achievement (York-Barr & Duke, 2004). Since that time, researchers have followed the suggestions of York-Barr and Duke by critically analyzing the definition of teacher leadership (Bradley-Levine, 2011). Because of the broad spectrum of teacher leadership roles and responsibilities, the current definition encompasses various roles and responsibilities while focusing on improved educational practice.

> This is the heading – it identified the theme (main topic) of a bulk of research that relates to the study being proposed.

Teacher leaders focus on the improvement of education by connecting teachers to the administration, contributing to the learning community, and addressing students' educational needs (Katzenmeyer & Moller, 2009). Teacher leadership has been defined as a link between the classroom and the administration (Center for the Study of Teaching and Policy, 2009). Teacher leaders may side with peers or administration depending on student needs and school-wide best practices (Ackerman & Mackenzie, 2006). Regardless of the situation, teacher leaders focus on student learning and school improvement rather than leading (Davidhizar Birky, Shelton, & Headley, 2006). For this study, teacher leadership will be defined as teachers who "lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice" (Katzenmeyer & Moller, 2009, p. 5). This definition is congruent among teachers in various roles of leadership.

Teacher leaders may hold formal or informal leadership positions, but the definition and roles are similar. Formal teacher leaders can serve in capacities such as instructional coaches and department chairs (Bond, 2011). Informal teacher leaders work from the classroom while taking on additional roles within the school (Bond, 2011; Danielson, 2005; Davidhizar Birky, Shelton, & Headley, 2006). Teaching, learning, and school improvement are the first priority of both formal and informal teachers (Davidhizar Birky et al., 2006; Bond, 2011). Informal teacher leaders are empowered to improve teaching and learning practices within the classroom and throughout the school through collaboration, continuous professional development, and growth (Bradley-Levine, 2011; Burgess, 2012; Davidhizar Birky et al., 2006; DiMaggio, 2007; Galland, 2008; Hook, 2006; Mangin & Stoelinga, 2010; Phelps, 2008; Phillips, 2009). Most

> This section is an introduction to theme – provide definitions needed, exactly what this theme of research includes.

importantly, teacher leaders strive to create a learning community within the school while maintaining expert teaching standards and following the principles of formal leadership (Roby, 2011; Danielson, 2005). This study will focus on teacher leaders and non-teacher leaders classroom behaviors, specifically, their teaching strategies, classroom management techniques, and teaching philosophies.

Teacher leaders provide peer support while working to improve instruction (Margolis & Huggins, 2012). Informal teacher leaders are empowered to improve teaching and learning practices within the classroom and throughout the school through collaboration, continuous professional development, and growth (Ackerman & Mackenzie, 2006; Bradley-Levine, 2011; Burgess, 2012; Davidhizar Birky, Shelton, & Headley, 2006; DiMaggio, 2007; Galland, 2008; Hook, 2006; Mangin & Stoelinga, 2010; Margolis & Huggins, 2012; Phelps, 2008; Phillips, 2009). Furthermore, teacher leaders share teaching practices with their peers through collaborating, asking questions, and participating in continuous sharing and learning (Ackerman & Mackenzie, 2006; Margolis & Huggins, 2012). Hybrid teacher leaders may observe other teachers, conduct coaching sessions, or create learning experiences with peers (Ackerman & Mackenzie, 2006; Margolis & Huggins, 2012). These activities provide a support system for teachers as a means to improve instruction and promote best practices.

Teacher leadership is the utilization of teachers' talents and expertise in order to increase school achievement and student learning (Institute for Educational Leadership, 2008). Teacher leaders are considered an authority in their subject area and continue to improve their instructional practices through professional development and research (Danielson, 2005). Furthermore, they have utilized best practices in their own

> Notice in this section how synthesis of studies is being accomplished – providing overarching findings found across multiple studies – notice the level of multiple citations here – this helps indicate the synthesis that has been accomplished by the researcher

classrooms through practice, reflection, and experience (Ackerman & Mackenzie, 2006).

Teacher leaders are willing to share their expertise, which they have obtained through

experience and personal study (Ackerman & Mackenzie, 2006). They share their

expertise through collaboration and discussion (Ackerman & Mackenzie, 2006;

Danielson, 2005). Expertise is honed through continue professional development,

working together to improve learning, and strengthening relationships.

Teacher leaders have the ability to influence others through relationships.

Teacher leaders have been defined as having an influence toward improved teaching

practices (Bradley-Levine, 2011; Katzenmeyer & Moller, 2009; York-Barr & Duke,

2004). They directly influence teaching practices by working with teachers, leaders, and

parents, to create reform and increase student learning (Center for Strengthening the

Teaching Profession, 2007; Mangin & Stoelinga, 2008; Margolis & Huggins, 2012).

Through innovation, experimentation, and discussion, teacher leaders motivate others to

incorporate best practices (Katzenmeyer & Moller, 2009). Influence is achieved through

cultivated relationships by a teacher who works hard, empathizes with others, and

establishes credibility (Katzenmeyer & Moller, 2009). Positive relationships create an

environment conducive to problem-solving.

As teachers take on leadership roles, problem-solving becomes a primary activity.

Lack of participation, uncooperative team members, and insufficient follow-through

creates problems that may have detrimental results if not handled correctly by teacher

leaders (Katzenmeyer & Moller, 2009). Teacher leaders must solve problems that

accompany leadership roles such as teachers who reject change and principals who are

uncomfortable sharing power (Ackerman & Mackenzie, 2006). Teacher leaders must

> Notice how the researcher continues to provide synthesis and then gradually moves to more specific elements of studies that have bearing on the current study

overcome distrust and jealousy while maintaining professionalism and conviction (Ackerman & Mackenzie, 2006, Timperley, 2005). They may be seen as an extension of the administration and face rejection by their peers (Bradley-Levine, 2011; Danielson, 2005). However, teacher leaders have the advantage of seeing a problem from the inside, creating a new perspective for problem-solving (Bradley-Levine, 2011). Nurturing relationships and solving problems paves the way for a strong learning community.

Most importantly, teacher leaders strive to create a learning community within the school while maintaining expert teaching standards and following the principles of formal leadership (Katzenmeyer & Moller, 2009; Roby, 2011). In order to create professional communities, teacher leaders make decisions, work collaboratively, accept responsibility, and share a sense of purpose (Frost & Harris, 2003). They work within the learning community to improve education through service and influence (Katzenmeyer & Moller, 2009). Teacher leaders establish and foster relationships with teachers, students, and principals to create and sustain a vision, improve the learning community climate, and overcome obstacles to these goals (Ackerman & Mackenzie, 2006; Katzenmeyer & Moller, 2009; Roby, 2011; Sergiovanni, 1994; York-Barr & Duke, 2004). These tasks may result in the creation of a learning community in which all people take part in a learning environment and can lead to positive results within the classroom and throughout the school (Katzenmeyer & Moller, 2009; Roby, 2011; Sergiovanni, 1994).

Teacher leadership has been defined with positive connotations yet the roles and responsibilities of teacher leaders may be perceived negatively by members of the learning community (Bradley-Levine, 2011; Struyve, Meredith, & Gielen, 2014).

Bradley-Levine (2011) conducted a qualitative study that included interviews of four teacher leaders in order to explore the perceptions of their teacher leadership experiences. Participants in the study revealed feelings of isolation from their peers (Bradley-Levine, 2011). Furthermore, participants struggled with lack of respect and support when engaged in leading change (Bradley-Levine, 2011). Of the four participants, two decided to leave the teaching profession in order to become administrators (Bradley-Levine, 2011). This study is limited because the small number of participants may not represent the larger number of teacher leaders (Bradley-Levine, 2011).

Another later study included interviews of 26 teacher leaders in Flemish schools revealed similar feelings of dissatisfaction (Struyve, Meredith, & Gielen, 2014). Teacher leaders felt as if their relationships with their peers had shifted leading to isolation and loneliness. Although there was increased interaction with school members on a number of topics, interaction was emotionally demanding. Teacher leaders became frustrated with the increased workload, lack of peer approval, and friction with peers and administration. In this study, Flemish mandates required teachers to take on leadership roles that limited the results of this study (Struyve et al., 2014. Teachers in this study did not choose to become leaders that may have skewed their perceptions of their leadership roles. Teachers who choose to become leaders may perceive their roles differently. Although each of these studies have limitations, it is important to consider the possibility that teacher leadership may have negative components that influence the teacher leader, their peers, and the school thereby substantiating the reasoning for some teachers choosing not to become leaders.

Here – the researcher moves to analysis – providing the details of specific studies that highlight key aspects or findings that contribute to the study – noting limitations or gaps in the research that the current study will be addressing

Relying on the leadership theory foundation, formal and informal leaders are in the distinct position to create and sustain reform. Teacher leaders support other teachers and influence teaching practices as an authority in their subject. Teacher leaders solve problems, make tough decisions, and create relationships. The result may be a learning community that focuses on teaching and learning, implements best practices, and works together for the betterment of the school.

      Teacher leadership domains. In order to more adequately define teacher leadership by describing the organizational structure that encourages teacher leadership participation, researchers have classified behaviors and characteristics into seven theoretically based domains (Katzenmeyer & Moller, 2009). The organizational structure can be categorized into the following seven domains: autonomy, collegiality, developmental focus, open communication, participation, positive environment, and recognition (Katzenmeyer & Moller, 2001; Phillips, 2009). These seven domains consist of characteristics that encourage teacher leadership through the incorporation of leadership theories.

Here notice that the researcher has provided a sub-heading to denote a smaller sub-theme of the main topic. Note how a smaller introduction is provided here to introduce what this sub-theme is and what will be covered in this section

      Autonomy is the basic tenet of the psychological empowerment theory, which asserts that people given freedom and power will attain goals through innovation (Katzenmeyer & Moller, 2009; Phillips, 2009; Seibert, Wang, & Courtright, 2011; Yukl & Becker, 2006). Autonomy can be defined as the power and freedom to plan and implement teaching strategies, make decisions concerning the learning community, and manage resources (Öztürk, 2012). Autonomous teachers feel free to make decisions concerning teaching strategies, use of resources, and making changes (Katzenmeyer & Moller, 2009). They are included in developing a vision, making decisions about the

direction of the school, and innovating reform (Katzenmeyer & Moller, 2009). In a mandated teacher leadership environment, non-teacher leaders may feel a loss of autonomy (Struyve, Meredith, & Gielen, 2014). Loss of autonomy by non-teacher leaders may decrease job satisfaction and productivity (Seibert et al., 2011). However, loss of autonomy may not apply in cases where teacher leadership is not mandated by the administration. Autonomy is complemented by collegiality, which encourages autonomous teachers to work together.

Collegiality is the collaboration of teachers working to improve teaching and learning, and it is considered to be an effective method for improving student achievement (Davidhizar Birky, Shelton, & Headley, 2006; Killion, 2011; Phillips, 2009). Teacher leaders influence other teachers by sharing strategies and materials, observation, and communication (Katzenmeyer & Moller, 2009). Collegiality is strengthened through conversations among teachers and administrators about students, challenges, and strategies (Katzenmeyer & Moller, 2009). Collaboration among teachers and principals can lead to school improvement and increased student learning (Yager & Yager, 2012). Collegiality is a component of transformational leadership as leaders work to form relationships in order to create change. Furthermore, collegiality is one method of effective developmental focus.

Developmental focus or professional development is sought by teacher leaders to improve teaching methods and is included in many school reform policies (Killion, 2011; Lieberman & Mace, 2009). Teacher leaders are focused on improving teaching by participating in the acquirement and development of new knowledge (Phillips, 2009). Administrators assist in providing direction, coaching, and professional development

> Notice how synthesis is once again provided for this sub-theme

activities (Katzenmeyer & Moller, 2009). Teacher leaders engage in personal professional development through reading and collegiality (Katzenmeyer & Moller, 2009). Distributed leadership provides a role for teacher leaders to create a professional learning community while empowering teachers to engage in acquiring professional knowledge. Professional development is further acquired through communication.

Open communication is a transformational leadership component that stresses the importance of creating relationships through communication (Robinson, Lloyd, & Rowe, 2008; Ross & Gray, 2006). According to the theory of transformational leadership, relationships may strengthen trust, create a positive school climate, and indirectly affect student achievement (Robinson et al., 2008; Ross & Gray, 2006). Within the domain of open communication, teachers are encouraged to share information, opinions, and feelings openly and honestly (Katzenmeyer & Moller, 2009; Phillips, 2009). Teacher leaders are aware of the decisions being made and the effects of those decisions (Katzenmeyer & Moller, 2009). Teachers communicate to help one another solve problems and initiate reform for the betterment of students (Katzenmeyer & Moller, 2009). Communication among faculty, staff, and administrators is positive and productive (Katzenmeyer & Moller, 2009). Open communication strengthens relationships and may indirectly affect student achievement when teacher leaders are willing to participate in distributed leadership activities.

Effective group leadership relies on teacher leader participation in the form of committees, collective decision making, and other leadership roles (Boudreaux, 2011; Davis, 2009; Heck & Hallinger, 2009; Mangin & Stoelinga, 2010). Teacher leaders participate in making decisions in important matters such as school function,

organization, and leadership selection (Katzenmeyer & Moller, 2009; Phillips, 2009).

Decisions are made through consensus, and opinions are often sought by administrators

(Katzenmeyer & Moller, 2009). Teacher participation aids administrators in gaining

access to important information and may help in making informed decisions (DiMaggio,

2007). Furthermore, participation in the decision-making process may increase

commitment to the decision and motivation to implement change (DiMaggio, 2007).

Participation is especially important in the promotion of a positive environment.

Teacher leaders promote a positive environment, feel respected by colleagues, and

share feelings of efficacy (Katzenmeyer & Moller, 2009; Phillips, 2009). Teacher leaders

are satisfied with the work environment, enjoy working, and share mutual respect

(Katzenmeyer & Moller, 2009). Teacher leaders have the ability and obligation to help

shape the climate of the school (Roby, 2011). Helping to promote a positive climate

through teamwork is supported by the distributed leadership theory, servant leadership

theory, and transformational leadership theory. Teacher leaders promote a positive

climate by working together through constructive interaction and service oriented efforts

to create an encouraging environment for students and teachers. A positive environment

can be distinguished by the recognition of contributions and accomplishments.

Finally, teacher leaders are recognized for their efforts and afford recognition to

others (Katzenmeyer & Moller, 2009; Kouzes & Posner, 2007; Phillips, 2009). Leaders

need to recognize contributions by reinforcing positive efforts and results (Kouzes &

Posner, 2007). Personal recognition may encourage, stimulate, and motivate individuals

to perform at their highest levels (Kouzes & Posner, 2007). In the effort to recognize

others, servant leaders inspire and influence others to use their own strengths and talents

(Bond, 2011; Greenleaf, 1970). Encouragement and support or the lack thereof becomes

a motivating force in the decision to become a leader and the commitment to leadership

(Davidhizar Birky, Shelton, & Headley, 2006). Lack of recognition and appreciation for

teacher leadership efforts may lead to frustration and the desire to cease teacher

leadership activities (Bradley-Levine, 2011; Struyve, Meredith, & Gielen, 2014).

Recognition is an important aspect of the seven teacher leadership domains because

acknowledgment encourages strengthening of the other areas.

These seven teacher leadership domains consist of behaviors and characteristics

that define teacher leadership through the incorporation of leadership theories. These

seven domains harmonize in order to generate teacher leaders who work together for the

betterment of the school. Autonomy is complemented by collegiality, which is one

method of effective developmental focus. Open communication strengthens relationships

when teacher leaders are willing to participate in the creation of a positive environment.

Recognition is an important aspect of the seven teacher leadership domains because

acknowledgment encourages strengthening of the other areas. Administrators who

promote these behaviors and characteristics create an environment conducive to teacher

leadership. Teachers who participate in most or all of these seven domains of leadership

can be considered teacher leaders who may positively impact the learning community and

student achievement (Katzenmeyer & Moller, 2009).

Teacher leadership behaviors. Any teacher in a theoretically based leadership

culture who practices teacher leadership behaviors can be a leader (Katzenmeyer &

Moller, 2009). Using the seven leadership domains, Katzenmeyer and Moller (2009)

further defined teacher leadership by organizing a list of behaviors performed by teacher

A second sub-theme is identified

leaders. Teacher leadership definitions and professional contributions were used to refine and clarify these seven teacher leadership behavior clusters (Katzenmeyer & Moller, 2009). These leadership behaviors can be measured on seven scales: (1) self-awareness, (2) leading change, (3) communication, (4) diversity, (5) instructional proficiency, (6) continuous improvement, (7) organization (Katzenmeyer & Moller, 2009). Katzenmeyer and Moller (2009) defined the seven clusters of leadership behaviors and created a survey measuring a teacher's self-perception of his/her leadership behaviors. The resulting Teacher Leadership Self-Assessment (TLSA) measures the teachers' perception of their personal behaviors by measuring their specific actions within each of the seven categories of leadership behaviors on a scale of one to five (Katzenmeyer & Moller, 2009). The TLSA pinpoints specific teacher leadership behaviors in the classroom and the school. The use of the TLSA instrument may reveal possible differences between teacher leaders and non-teacher leaders classroom behavior, teaching strategy, classroom management, and teaching philosophy.

Introduction of this sub-theme

Self-awareness is the ability and willingness to reflect on teaching practices, efficacy, and philosophy (Katzenmeyer & Moller, 2009). Reflection is important to a teacher's growth and learning process (Arredondo Rucinski, Beas Franco, Gomez Nocetti, Queirolo, & Daniel, 2009; Katzenmeyer & Moller, 2009). Reflection is incorporated in teacher preparation programs and professional development research (Arredondo Rucinski et al., 2009; Katzenmeyer & Moller, 2009). Furthermore, teacher reflection has been shown to positively correlate with student achievement (Arredondo Rucinski et al., 2009; Katzenmeyer & Moller, 2009). According to the Theory of Performance, reflective practice, evaluating and learning from experience, is a practice

that can improve performance (Elger, 2007). Self-awareness is a behavior that can be utilized by teacher leaders and non-teacher leaders and can result in positive benefits for the teacher, the school, and the student.

Leading change is the teacher's ability to create school-wide change through leadership domains such as collegiality, communication, and positive environment (Katzenmeyer & Moller, 2009). Teachers displaying this behavior can become transformational leaders by instilling pride and self-respect, creating positive learning experiences, and proposing new ideas (Bond, 2011). They have the potential to initiate change by negotiating with followers to make changes that lead toward a shared vision, delegating tasks necessary to meet goals, and challenging the status quo (Bond, 2011). Teacher leaders work with the administration, colleagues, parents, and the community in order to improve the school and student outcomes (Katzenmeyer & Moller, 2009).

Communication is the teacher's ability to listen, speak, present, and write effectively (Katzenmeyer & Moller, 2009). Communication is a component of transformational leadership that stresses the importance of creating relationships through communication (Robinson, Lloyd, & Rowe, 2008; Ross & Gray, 2006). According to the theory of transformational leadership, relationships may strengthen trust, create a positive school climate, and indirectly affect student achievement (Robinson et al., 2008; Ross & Gray, 2006). Teachers communicate to help one another solve problems and initiate reform for the betterment of students (Katzenmeyer & Moller, 2009). Because teachers regularly interact with other teachers, parents, and students, effective communication skills are paramount (Bond, 2011). Communication is also a teaching strategy which

directly affects student achievement (Stronge, Ward, & Grant, 2011), therefore teacher leaders and non-teacher leaders can utilize this strategy for the benefit of the students.

Diversity is respect for differing perspectives, beliefs, values, and people (Katzenmeyer & Moller, 2009). Teacher leaders show respect for diversity by including everyone in decision making, celebration, and communication. Researchers have found that leaders who practice servant leadership are committed to community, equality, and philanthropy (Reed, Vidaver-Cohen, & Colwell, 2011; Shekari & Nikooparvar, 2012). Servant leaders exhibit respect for diversity through listening, caring, innovation, commitment, and understanding (Black, 2010). Teacher leaders incorporate the attributes of servant leadership by sharing their own beliefs while respecting and understanding the diverse values and beliefs of groups throughout the school (Katzenmeyer & Moller, 2009).

Instructional Strategies is the group of behaviors focused on teaching strategies and student achievement. Teachers leaders who utilize instructional strategies focus on student achievement through methods such as promoting a positive classroom environment, utilizing research based strategies, and dealing with others with integrity and fairness (Katzenmeyer & Moller, 2009). According to Stronge, Ward, and Grant (2011) effective teachers utilize research-based teaching strategies, maintain a positive learning environment, and create caring relationships with students based on fairness and trust. Effective teaching methods and strategies, which result in student achievement, is the goal of instructional proficiency and teacher leadership (Katzenmeyer & Moller, 2009). If the behaviors listed in the instructional strategies group are utilized effectively by teachers and non-teacher leaders, student achievement should result.

Continuous improvement is the motivation and determination to set goals and meet those goals through assessment, problem solving, decision making, and professional development (Katzenmeyer & Moller, 2009). Professional development is sought after by teacher leaders in order to improve teaching methods and is included in many school reform policies (Killion, 2011; Lieberman & Mace, 2009). Teacher leaders are focused on improving teaching and learning by participating in the acquirement and development of new knowledge (Phillips, 2009). Continuous improvement is attained through commitment to higher standards (Katzenmeyer & Moller, 2009). The behaviors in the continuous improvement group coincide with the performance theory factors that can be varied and therefore should improve performance by teacher leaders and non-teacher leaders. Performer's Mindset is a factor based on positive emotions which focuses on setting and attaining goals (Elger, 2007). Immersion refers to a person's active participation in the environment and is necessary for professional development and active learning (Elger, 2007). Reflective practice is the process of reflection on actions and learning from experience (Elger, 2007). Considering the application of the theory of performance to the continuous improvement behaviors, teacher leadership should result in improved teacher performance in the classroom and the school. However, non-teacher leaders may experience similar results when applying the theory of performance.

Self-organization is the planning and implementation of strategies in order to achieve goals (Katzenmeyer & Moller, 2009). According to Katzenmeyer and Moller (2009), organized teacher leaders have the ability to plan effectively, show self-confidence and initiative, work as a team member, and balance work and home life. Self-organized individuals achieve goals and become empowered which, in turn, increases

relevant teacher involvement activities including making curriculum, student policy, teacher development, evaluation, and budget decisions (Katzenmeyer & Moller, 2009). Empowered individuals collaborate to accomplish a specific task, initiate change, and challenge the status quo (Thomas & Velthouse, 1990; Yukl, & Becker, 2006). In addition to the positive effects of empowerment, organization has been shown to have positive effects on student achievement as well. In a study performed by Stronge, Ward, and Grant (2011), researchers found a strong correlation between increased student test scores and teacher organization. Regardless of teacher leadership status, organization may impact student achievement. Organized teachers have clearly planned, interesting lessons that flow smoothly because of excellent classroom management (Ediger, 2013). Routines and procedures are established and maintained in order to focus on learning and reduce disruptions (Ediger, 2013). Teacher leadership behaviors in the self-organization category should have positive effects on the teacher, school, and students regardless of whether or not the teacher is a leader.

Teacher leaders assume additional tasks outside of the classroom, often on their own time (Davidhizar Birky, Shelton, & Headley, 2006). They can take on the roles of formal teacher leaders by coaching peers, directing curriculum creation and planning, and coordinating professional development activities (Davidhizar Birky et al., 2006). Furthermore, teacher leaders share teaching practices with their peers through collaborating, asking questions, and participating in continuous sharing and learning (Ackerman & Mackenzie, 2006). Informal leaders solve problems that accompany leadership roles such as teachers who reject change to the status quo and principals who are uncomfortable sharing power (Ackerman & Mackenzie, 2006). These tasks may help

create a learning community where all people take part in a learning environment and may lead to positive results within the classroom and throughout the school (Roby, 2011). The seven leadership behavior categories allow teachers to utilize their strengths as leaders in order to create change by taking on leadership roles as defined by current leadership theories. When considering the teacher leadership behaviors in light of leadership theories, performance theory, and research, teacher leadership behaviors should correlate with positive changes in teacher behavior, school reform, and student achievement.

Effects of teacher leadership. The teacher leadership construct is associated with numerous positive effects that directly and indirectly impact student learning. When participating in leadership activities, teachers report feelings of empowerment, personal rewards, and increased professional significance (Davidhizar Birky, Shelton, & Headley, 2006). Teachers who have been empowered showed signs of improved performance, efficacy, and accountability (Moye, Henkin, & Egley, 2005; Ndoye, Imig, & Parker, 2010; Shariff, Kanik, Omar, & Sulaiman 2011). When teachers feel empowered, as if they are making a difference in the education system and the lives of students, performance improves and may positively affect student achievement. Thornton (2010) states that teachers who participate in policymaking and school reform show better performance in the classroom, and schools can expect a higher retention rate of those teachers. Teacher leaders catapult the initiation for school wide change thereby enhancing school improvement (Katzenmeyer & Moller, 2009). These changes have been found to positively affect student performance (Helterbran, 2010; Thornton, 2010).

A third sub-theme is identified

When supported by leadership theory, the concept of teacher leadership is associated with numerous positive effects that directly and indirectly impact student learning. Positive effects include increased personal satisfaction, efficacy, and performance (Moye, Henkin, & Egley, 2005; Ndoye, Imig, & Parker, 2010; Shariff, Kanik, Omar, & Sulaiman 2011). Teacher leaders may positively affect other teachers to embrace better teaching and learning practices (Katzenmeyer & Moller, 2009). Under the influence of teacher leadership, the school culture may become more student-centered and able to sustain change (Harris, Leithwood, Day, Sammons, & Hopkins, 2007). The positive effects of distributed leadership, empowerment, servant leadership, and transformational leadership provide a foundation for teacher leadership, which may positively correlate with student achievement.

Note synthesis

A review of research has shown that distributed leadership can positively influence organizational change (Harris, Leithwood, Day, Sammons, & Hopkins, 2007). The possibility of positive organizational change has inspired researchers to apply the distributed leadership theory to educational reform (Harris et. al., 2007). Research revealed that in order to stimulate change, three key leadership traits were necessary (Jacobson, 2011). Direction setting, stimulating dialogue, and professional development were instrumental in directing change (Jacobson, 2011). However, distributed leadership was necessary in order to sustain changes effectively initiated in schools (Jacobson, 2011). Those schools that were able to sustain the level of change showed the highest increase in student achievement, according to student test scores (Jacobson, 2011).

Research has shown that distributed leadership can positively influence educational organizations and may promote a positive significant relationship between

teacher leadership and student achievement. Davis (2009) used a survey to collect information on seven dimensions and three forms of distributed leadership from 34 elementary school teachers. Survey results were compared to student test scores in order to find the relationship between distributed leadership and school performance. Davis found a significant relationship between distributed leadership and student achievement scores. The teacher leadership dimension had a significant relationship to third grade math scores (Davis, 2009).

Heck and Hallinger (2009) conducted a longitudinal study in 195 schools. Teachers, parents, and students were surveyed three times over four years and compared the data to student achievement scores (Heck & Hallinger, 2009). Researchers found that distributed leadership and academic improvement have a reciprocal relationship in which each variable mutually reinforces the other thereby indirectly affecting student achievement (Heck & Hallinger, 2009). However, researchers were unable to link teacher effectiveness to student achievement because individual teachers were not compared to their students' test scores (Heck & Hallinger, 2009). Teacher effectiveness was a variable that may have directly affected the relationship between distributed leadership and student achievement. By definition, distributed leadership empowers teachers to participate in leadership activities with positive results, but other variables such as teaching strategies, classroom management, and teaching philosophies may confound the results.

Research has shown a correlation between empowerment and student achievement as well as other positive effects (Moye, Henkin, & Egley, 2005; Ndoye, Imig, & Parker, 2010; Shariff, Kanik, Omar, & Sulaiman 2011; Vecchio, Justin, &

| Note analysis of specific studies that inform the current study |

| Notice specifically how the researcher relates this sub-theme and findings to the purpose of their study |

Pearce, 2010). When teachers feel empowered, as if they are making a difference in the education system and within the lives of students, performance improves and may positively affect student achievement. Teachers who have been empowered showed signs of improved performance, efficacy, and accountability (Moyeet al., 2005; Ndoye et al., 2010; Shariff et al., 2011). The empowerment theory consists of six dimensions: decision making, professional growth, self-efficacy, status, autonomy, and impact (Sharif et al., 2011). When these six dimensions have been addressed by leaders, positive outcomes are possible including higher levels of commitment, attrition, and higher employee performance (Sharif et al., 2011; Vecchio et al., 2010).

synthesis

In a quantitative study by Ndoye, Imig, and Parker (2010), 348 charter school teachers responded to a survey concerning empowerment, leadership, and attrition. Results of the secondary analysis comparing leadership and empowerment composite scores to teachers' intentions to stay in or leave the teaching field revealed that teachers who felt fully supported and empowered by administrators felt increased job satisfaction and were more likely to remain in the field of education. Although this study included teachers in charter schools, restricting its transferability to the public school setting, the results were consistent with other studies regarding leadership, empowerment, and attrition (Ndoye et al., 2010). Empowering leaders place a greater amount of responsibility on a follower, which in turn may enhance self-worth and empower constituents to increase performance, commitment, satisfaction, and grow into leadership positions (Ndoye et al., 2010; Vecchio, Justin, & Pearce, 2010).

In a study to investigate the relationship between empowerment and trust in the leader, high levels of trust were found to be related to empowerment (Moye, Henkin, &

Egley, 2005). Two surveys concerning empowerment and trust were completed by 539 teachers (Moye et al., 2005). Analyzed data revealed that interpersonal trust between leaders and followers resulted in personal meaningfulness in duties (Moye et al., 2005). Moreover, autonomy became more significant, and followers became a substantial influence in the workplace (Moye et al., 2005). Significance of the relationship increased with teachers who had no administrative experience or less participation in committees (Moye et al., 2005). Less exposure to politics and negative organizational policy may impact interpersonal trust (Moye et al., 2005). Therefore it may be possible to imply that an increase in administrative duties and committee participation may decrease interpersonal trust. As trust between the leader and followers increases, followers are given more freedom to make decisions and attain a higher status, thereby feeling more effective, participating in professional growth, and making a greater impact on the school climate. However, an overabundance of political exposure may hinder trust, thereby negating the positive effects of empowerment.

analysis

Empowered teachers have the opportunity to impact the school climate through servant leadership. Research has shown a correlation between servant leadership and positive school climate (Black, 2010). Positive school climate has been shown to increase student achievement, teacher attrition, reduce violence, and maintain school reform (Black, 2010). Furthermore, the characteristics of servant leadership, expressed by teacher leaders, may improve learning (Hays, 2008). Therefore, servant leaders affect school climate, student learning, and student achievement (Black, 2010). While servant leaders positively affect school climate, transformational leaders positively affect teachers and students.

Transformational leadership was found to have a correlative effect on the teaching practices and motivation of teachers (Leithwood & Jantzi, 2005). Principals who function as an instructional leader rather than a manager may positively impact student achievement depending upon the degree to which power is distributed (Davidhizar Birky, Shelton, & Headley, 2006). Researchers have found that closer relationships between teachers and principals resulted in a more positively innovative climate (Moolenaar, 2010). As a principal was approached to answer questions and give advice, relationships were formed between the leader and the staff. Relationships were formed which created an environment conducive to innovation (Moolenaar, 2010). School administrator's leadership style affects teachers, and teachers affect students (Davidhizar Birky et al., 2006).

The positive effects resulting from the implementation of leadership theory provides a foundation for teacher leadership research, which has also produced positive findings. Teacher leadership increases teacher efficacy, retention, performance, influence, and accountability (Katzenmeyer & Moller, 2009). When participating in leadership activities, teachers report feelings of empowerment, personal rewards, and increased significance in their profession (Davidhizar Birky, Shelton, & Headley, 2006). Thornton (2010) cites that teachers who participate in policymaking and school reform show better performance in the classroom, and schools can expect a higher retention rate of those teachers. Theoretically, the incorporation of teacher leadership should positively impact the climate, teachers, and students of a learning community.

Because of the pressure induced by legislation to increase student achievement, organization leadership theories have been introduced in the education system with

positive results. Individually, these leadership theories have shown positive effects in the

school system. Collectively, leadership theories housed within the concept of teacher

leadership have positively affected education. Educational leaders who understand and

subscribe to the concept of teacher leadership may sustain the commitment of their

constituents, increase teacher attrition, reduce dysfunctional resistance, and improve the

efficacy of teachers (Moye, Henkin, & Egley, 2005; Ndoye et al., 2010; Shariff et al.,

2011; Vecchio, Justin, & Pearce, 2010). The positive effects of leadership theories and

teacher leadership should result in an increase in student achievement.

  In spite of the wealth of literature concerning the positive effects of teacher

leadership, there is a lack of empirical evidence of teacher leadership directly impacting

student achievement (Goddard & Miller, 2010; Heck & Hallinger, 2010).   Several

studies have been performed that investigate the correlation between teacher leadership

and student test scores, yet the results remain inconclusive. Conflicting data may be the

result of the different teacher leadership constructs, instruments, and settings.

> specific link from findings to the current study

  Boudreaux (2011) measured teacher leadership within the confines of distributed

leadership, which emphasizes collaboration, professional development, and participation

in school improvement in a high school setting. Teachers completed a questionnaire

about distributed leadership practices in the school, and these answers were compared to

student achievement scores (Boudreaux, 2011). Boudreaux found statistically significant

relationships between school culture, teacher leadership, and principal leadership and

student achievement at the mastery achievement level.   However, the relationship

between distributed leadership and academic achievement was insignificant (Boudreaux,

2011).

Phillips (2009) utilized the Teacher Leadership School Survey that measures the seven domains of teacher leadership as defined by Katzenmeyer and Moller (2001). Second grade teachers completed the Teacher Leadership School Survey, which measures teachers' opinion of how the school operates within the seven domains (Katzenmeyer & Moller, 2001). Survey answers were compared to student reading achievement scores. Phillips found no statistical significance between student reading achievement, teacher leadership attributes, and self-efficacy. Intervening variables such as teaching strategies, classroom management, and teaching philosophy created limitations to the research (Phillips, 2009). Phillips suggested further research to address these intervening variables which may have impacted research results.

Estes (2009) utilized three categories of teacher leadership as defined by Katzenmeyer and Moller (2001) to develop a survey instrument measuring high school principal perception of teacher leadership. The survey addressed teacher leadership of other teachers, operational tasks, and decision-making (Estes, 2009). In a mixed method study, qualitative data supported the theory of distributive leadership, but quantitative data showed that the principal's perception of teacher leadership and school performance were not related (Estes, 2009). Quantitative data and interviews revealed that principals believed that teachers participated in leadership roles within their schools, and teacher leadership positively affected student performance (Estes, 2009). However, when principal responses were compared to student achievement scores, the relationship was insignificant (Estes, 2009). Once again, variables such as teaching strategies, classroom management, and teaching philosophy were not taken into account. Because the teacher is the most influential factor in the classroom (Luschei & Chudgar, 2011; Wayne & Youngs, 2003), these variables may be the missing link for consistent results.

notice how the conclusion of the theme clearly links the findings and the theme to the current study, indicating the need for this study

APPENDIX I: SAMPLE LITERATURE REVIEW OUTLINES

EXAMPLE 1

This student outlined the review in chronological narrative form, section by section. In this way she built out the outline that would become the guiding framework for her literature review:

Nursing Students' Perceptions Regarding Dishonest Behaviors and Academic Misconduct: A Phenomenological Study

LITERATURE REVIEW OUTLINE

(In this chapter, I will be starting with the introduction followed by the documentation strategies I used to find the literature. This will be followed by the theoretical framework I used for the problem, purpose, and research questions, including the interview questions. I will then describe the different issues identified for this study based on the literature. Each section/heading will include what was found in the literature and will end with a summary of the section. At the end of the chapter, I will also include a chapter summary that describes what was discussed in the chapter.)

(Introduction regarding the purpose of the proposed study will be written here.)

Documentation Strategies

(This section will include the databases accessed and key words used to identify articles/studies used for the literature review and the study proposal.)

Theoretical Framework Explanation and Summary

(This section will incorporate the theoretical framework I used, the origin and development of the framework, the research studies I found that utilized this framework, why this framework was chosen, and how it relates to the proposed study's problem, purpose, and research questions.)

Types of Dishonest Behaviors and Misconduct in the Classroom Setting

(This section will include examples of what may constitute as dishonest behaviors and misconduct in the classroom area of nursing school.)

Types of Dishonest Behaviors and Misconduct in the Clinical Setting

(This section will include those examples of what may constitute as dishonest behaviors and misconduct in the clinical setting of nursing school.)

The Correlation Between Academic and Professional Misconduct

(This section will describe studies that have identified that there is a correlation between students that participate in dishonest behaviors and misconduct in the classroom setting with the participation of these behaviors in the clinical/workplace setting.)

Reasons Why Students Engage in Dishonest Behaviors and Misconduct in Nursing School

(This section will cover what nursing students and others have described as reasons why nursing students may participate in dishonest behaviors and misconduct in both the classroom and clinical settings while in nursing school based on the research previously performed.)

Neutralization of Academic Dishonesty and Misconduct by Nursing Students

(This section will look at how nursing students neutralize/normalize their dishonest behaviors and misconduct in nursing school based on previous studies performed.)

Deterrents to Dishonest Behaviors and Misconduct

(In this section, I will describe what previous studies have found about what may deter students from performing these dishonest behaviors.)

The Attitudes, Morals, and Personality Traits that May Contribute to Dishonest Behavior

(Here I am looking to discuss the different types of attitudes, morals, and personality traits found from previous studies that may indicate those more at risk to partake in these types of behaviors.)

The Effect of Dishonest Behaviors and Misconduct on Patient Care

(This section will incorporate how nursing students' participation in these behaviors can affect patient care and potentially cause harm to the patients these students care for.)

The Effect Dishonest Behaviors and Misconduct Can Have on Nursing Students

(In this section, I am looking to discuss how participation in these behaviors can affect students' learning and how they care for patients in the clinical/workplace setting.)

Definition of Integrity in Nursing Care

(I am adding this section to describe how integrity is important in nursing and how a lack of integrity can increase the risk of dishonest behaviors and misconduct while in nursing school.)

Policies and Honor Codes in Nursing School

(In this section, I will discuss how policies and honor codes in nursing schools can impact the risk of nursing students' participation in dishonest behaviors and misconduct. I will also discuss the role of nursing educators in developing and enforcing these policies and honor codes prior to assignments and exams, and also in the clinical setting.)

The Differing Perceptions of Nursing Educators and Nursing Students

(In this section, I will describe how previous studies note a difference in the perceptions of educators and students regarding constitutes as dishonest behaviors and misconduct.)

Patient Trust

(This section will describe how important it is for patients to be able to trust their nurses and why this is so important for nursing to know.)

EXAMPLE 2

This student used headings and subheadings to structure the literature review. If you choose this method, be sure to refer to APA 7 for correct formatting of heading levels, of which there are five. For more details about how to format headings, including headings in the introduction of a paper, see information about headings and headings in sample papers on the APA Style website.

Improving Proficiency: A Design and Development Case Study using Learning Centers Within Secondary Mathematics.

Introduction (no header) (critical review of PISA effects)

    Level 3: Database and keywords

    Level 2: Conceptual Framework (10 pages)

        Level 3: Learning Centers

        Level 3: Learning Theories

        Level 3: Discourse in Mathematics Instruction

        Level 3: Technology in Mathematics Instruction

        Level 3: Small Groups in Mathematics Instruction

    Level 2: Learning Centers (5 pages)

        Level 3: History

        Level 3: Varied Use

    Level 2: Learning Theories (10 pages)

        Level 3: Constructivism

        Level 3: Social Learning Theory

        Level 3: Connectivism and Blended Learning

        Level 3: Intelligences, Learning Styles, and Metacognition

        Level 3: Bloom's Taxonomy

    Level 2: Technology in Mathematics Instruction (10 pages)

        Level 3: Teaching Aide

        Level 3: Responsive Feedback

        Level 3: Differentiated Instruction

    Level 2: Discourse in Mathematics Instruction (10 pages)

        Level 3: Problem-solving

        Level 3: Peer Tutoring

    Level 2: Small Groups in Mathematics Instruction (10 pages)

        Level 3: Interventions

        Level 3: Academic Language

        Level 3: Differentiated Instruction

    Level 2: Summary

EXAMPLE 3

This student outlined the review, section by section. Each section would then translate into the headings and subheadings that would form the guiding framework on which to build out the complete literature review.

Exploring Culturally Responsive Teaching Practices for Low-income Black Students by Way of School–Church Partnerships: A Phenomenological Study.

Literature Review Outline

 Documentation strategies (Key words; data bases used)

I. Discussion of the definition and measure of the achievement gap between Black and White students.

 A. How the achievement gap affects possibilities later in life

 1. Socially

 2. Employment

 3. Education

 B. The perpetuating achievement gap

 C. The achievement gap as it relates to Black low-income students

 1. How parental influences may contribute to achievement gap perpetuation

 2. How access to school-related technology needs may contribute to achievement gap

II. COVID pandemic

 A. Disruption on "regular" learning scheme

 B. Contingency plans and responses by educational entities

 C. How contingencies may have contributed to achievement gaps

III. Social Justice concerns surfacing concurrent with pandemic (the 2nd pandemic)

 A. Critical consciousness

 B. Self-determination theory

 C. Critical Race Theory

IV. Culturally responsive pedagogy: Definition and usage

 A. How this assists students

 B. How this enhances educators' teaching skills/practice

 1. Black urban student and community concerns

 2. How the school climate is influenced

 C. "Fictive kinships" as a component of culturally responsive teaching

V. The influence of the black church in the lives of Black people

 A. How Black students are helped through association

 B. How schools and educators are helped through partnerships

VI. Current available research on developing church/school partnerships

 A. Possible beneficial results of development and execution

 B. Possible drawbacks of development and execution

EXAMPLE 4

This student used a narrative outline accompanied by a mind-map such as *Mindmeister* The mind-map provides a visual that guided the review.

Teachers' Perceptions Regarding Implementation of Learner-Centered Pedagogy: A Case Study of Indian Elementary Education

Restatement of purpose and problem statement
  Documentation strategies (Key words; data bases used)

Topic 1: Education of India

Subtopic: Education for All

Subtopic: Equality

Subtopic: National Policies of Education

Topic 2: Cultural Beliefs

Subtopic: Caste system

Subtopic: Scheduled caste/tribe

Subtopic: Muslim/Hindu

Topic 3: Constructivism

Subtopic: Constructivism Approach

Subtopic: Constructivism Pedagogy

Subtopic: Learner-centered models

  a) 5E learning model
  b) Experiential learning
  c) Collaborative learning

Topic 4: Indian Teacher

Subtopic: Teacher education

Subtopic: Teacher training

Subtopic: Teacher autonomy

Subtopic: Implementation of learner-centered approach

Summary
Concept Map

Education
for All

Constructivism
Approach

Construction

Equality

Learner-
Centered
Models

Education of
India

Theoretical
Framework

Role
Learning

National
Education
Policies

Constructivism
Pedagogy

Teacher perceptions
regarding
implementation learner-
centered pedagogy

Scheduled
Caste/Tribe

Implementation
of Learner-
Centered

Muslim/
Hindu

Cultural Beliefs

Teacher

Teacher
Autonomy

Caste
System

Teacher
Education

APPENDIX J: THEORETICAL FRAMEWORK BRAINSTORMING SAMPLES

THEORY	NOTES
Transformative Learning	**Definition** This is a way of learning in which a person's perspective is significantly transformed due to critical thinking and reflection. This is also sometimes referred to Transformational Learning theory (Kegan, 2000; Mezirow, 1991, 1994, 2000). **Description** Perspective transformation involves (a) an empowered sense of self, (b) a more critical understanding of how assumptions and experiences shape and influence one's beliefs and knowledge, and (c) more functional strategies and resources for moving forward. Learning is essentially about *making meaning of our experiences*, transforming what we know, which in turn influences the way we think and behave. **Application** One feature that makes transformative learning theory applicable to teaching adults is the focus on the idea that significant learning arising from critical reflection, and to achieve deep learning, ongoing critical thinking is key. Critical thinking occurs through reflection and dialogue, commonly referred to as discourse. The implication is to provide opportunities for learners to fully participate in dialogue and reflection. It is therefore essential to build critical thinking opportunities into course content by asking questions that prompts deeper thinking. One feature that makes transformative learning theory so applicable to workplace and education environments is that it views the most significant learning arising from critical reflection on premises about oneself (Taylor, 2007). **References** Kegan, R. (2000). "What 'form' transforms? A constructive-developmental approach to transformative learning." In J. Mezirow (Ed.), *Learning as transformation: Critical perspectives on a theory in progress.* Jossey-Bass. Mezirow, J. (1991). *Transformative dimensions of adult learning*. Jossey-Bass. Mezirow, J. (1994). Understanding transformation theory. *Adult Education Quarterly, 44*(4), 222-244.

(Continued)

THEORY	NOTES
	Mezirow, J. (2000). Learning to think like an adult. Core concepts of transformation theory. In J. Mezirow (Ed.), *Learning as Transformation: Critical perspectives on a theory in progress*(pp. 3–33). Jossey-Bass. Taylor, E. W. (2007). An update of transformative learning theory: A critical view of the empirical research (1999-2005). *International Journal of Lifelong Education, 26*(2), 173-191.
Community of Inquiry	**Definition** This model relates to online instructors developing collaborative working relationships and interacting with learners in order to bridge transactional distance and generate greater engagement and success (Garrison et al., 1999, 2003). **Description** There are four elements of presence that pertain to online learning environments, all of which are interconnected and interactive. These elements include: social *presence, cognitive presence, emotional presence, and teaching presence.* Research shows that presence in the online education context includes *learners' perceptions* of instructor involvement as a central factor, leading to greater satisfaction, higher levels of engagement, and a greater likelihood of course completion (Cole at al., 2019; Martin & Bollinger, 2018). **Application** Online learning, online teaching, learner engagement, teaching strategies. Through shared interaction, the instructor serves as a model for the communication, and "learning facilitator." **References** Cole, A. W., Lennon, L., & Weber, N. L. (2019). Student perceptions of online active learning practices and online learning climate predict online course engagement. *Interactive Learning Environments*, 1–15. Garrison, D. R., Anderson, T., & Archer, W. (1999). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education, 2*(2–3), 87–105. Garrison, D. R., Anderson, T., & Archer, W. (2003). A theory of critical inquiry in online distance education. In M. G. Moore & W. G. Anderson (Eds.), *Handbook of distance education*, 113–127. Erlbaum. Martin, F., & Bolliger, D. U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online Learning, 22*, 205–222.

THEORY	NOTES
Critical Race Theory (CRT)	**Definition** Critical race theory engages in transforming and studying the relationships within power, racism, and race (Delgado & Stefancic, 2017). This ties into the study because according to the literature most studies demonstrated how racism is significantly ingrained in schools and the ones with power, who are privileged, overlook disparities that exist in education. **Description** This theory can be used as an imperative tool to explain the inequity that minorities experience (Ladson-Billings, 1998). Ladson-Billings (1995) proposed culturally relevant pedagogy as a theoretical model that would aid K-12 students in affirming their cultural identity, developing perspectives that challenge inequities found in schools and other institutions, and ultimately increasing student achievement through effective teaching practices. Ladson-Billings (1995) developed culturally relevant pedagogy around practical concerns of teaching practices. The model itself is based on the work of scholars who studied grounded theory in educational research and social action research **Application** Using a CRT framework, this study will explore a clearer understanding of minority teachers' experiences concerning the under-representation of minority K-12 teachers in urban school districts in the United States. CRT can shed light on how race and racism are experienced in the lives of minorities. Since CRT focuses on racism in schools and institutions this theory allows a researcher to explore this phenomenon through the lens of race. The premise of critical race theory is to understand and remove the inequalities that exist for minorities as they experience racism. This theoretical perspective assists in explaining and breaking down the image that society has with regard to race (Ladson- Billings & Tate,1995). In light of the perception of a post-racial society, this theoretical framework is helpful in explaining and showing how society continues to view minorities (Harrison et al., 2017). Critical race theory recognizes that the voices of minorities have been silenced and ignored in ways that misrepresent one's shared experiences (Ladson-Billings, 1998). To link education and critical race theory, voices are needed for a complete view of the educational system (Delgado & Stefancic, 2017). Showcasing the voices of minorities allows the oppressed to express the pain that was caused from that of the oppressors (Delgado & Stefancic, 2017). Powerfully told stories will exemplify the images that minorities experience, hence, keeping the hold society has over them (Ladson-Billings, 1998, 2014).

(*Continued*)

THEORY	NOTES
	References Delgado, R., & Stefancic, J. (2017). *Critical race theory: An introduction* (3rd ed.). New York University Press. Harrison, L., Bimper, A. Y., Smith, M. P., Logan, A. D. (2017). The mis-education of the african american student-athlete. *Kinesiology Review, 6*(1) 60-69. Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education. *International Journal of Qualitative Studies in Education, 11*(1) 7-24. Ladson-Billings, G., Tate, W. F. (1995). Toward a critical race theory of education. *Teachers College Record, 97*(1) 8-13. Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, *32*, 465–491. doi:10.3102/00028312032003465 Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. *Harvard Educational Review*, *84*, 74–84.
Cultural Intelligence	**Definition** Cultural intelligence is defined as one's capability to function effectively in intercultural environments (Ang & Van Dyne, 2008; Earley & Ang, 2003). **Description** Given the emphasis on a person's potential to meet the demands of a wide range of intercultural contexts, the definition is consistent with the broader definition of intelligence as it emphasizes adaptability to a specific type of environment: the intercultural context (Ang et al., 2015). While similar to other perspectives on culture and intelligence, CQ advances general capabilities to function effectively in a specific culture as it is an extensive set of capabilities that facilitate effectiveness across different intercultural environments (Ang et al., 2011; Ang et al., 2015). Such differentiation highlights that one can learn to function effectively in one culture without the ability to transfer the learning for effective functioning in another culture. An example would be an educator who is very effective in a homogeneous suburban school but would struggle when located in a heterogeneous urban school. Since its initial inception, the concept of CQ has been expanded: Motivational CQ includes intrinsic interest, extrinsic interest, and self-efficacy for intercultural encounters; Cognitive CQ encompasses cultural-general and culture-specific knowledge; Metacognitive CQ includes planning, awareness, and checking; Behavioral CQ encompasses flexibility in verbal and nonverbal behaviors.

THEORY	NOTES
	Application
	A question worth exploring related to teachers and their engagement with culturally and linguistically diverse students is why some teachers seem adequately prepared, while others do not meet expectations after participating in teacher education programs (Yuksel & Eres, 2018). Research on Cultural Intelligence emerged from similar questions in the literature on culture and psychology. Earley and Ang (2003) presented the concept of cultural intelligence (CQ) to address a similar need in global business. The quest to understand the difference between success or failure in intercultural contexts led to defining CQ as the capability to function effectively in such contexts (Ang et al., 2015).
	References
	Ang, S., & Van Dyne, L. (2008). Conceptualization of cultural intelligence: Definition, distinctiveness, and nomological network. In S. Ang, & L. Van Dyne (Eds.). *Handbook of cultural intelligence*, 3–15. M.E. Sharpe.
	Ang, S., Van Dyne, L., & Rockstuhl, T. (2015). Cultural intelligence: Origins, conceptualization, evolution and methodological diversity. In Gelfand, M.J., Chiu, C.Y. and Hong, Y.Y. (Eds.), *Handbook of advances in culture and psychology.* Vol. 5, (pp. 273–323). Oxford University Press.
	Ang, S., Van Dyne, L., & Tan, M. (2011). Cultural intelligence. In Sternberg, R., & Kaufman S. (Eds.). *The Cambridge handbook of intelligence*, 582–602. New York University Press.
	Earley, C., & Ang, S. (2003). *Cultural Intelligence: Individual interactions across cultures.* Stanford University Press.
	Yuksel, A., Eres, F. (2018). The Correlation between Global Citizenship Perceptions and Cultural Intelligence Levels of Teachers. *Universal Journal of Educational Research, 6*(5), 1069–1076.
Social Learning Theory (SLT)	**Definition**
	Social learning theory (SLT) asserts that people learn within a social context (Bandura & Walters, 1977). While most notable for developing social cognitive/learning theory, Bandura (1993, 1997) also proposed the idea of self-efficacy. Self-efficacy is the belief in one's ability to complete a task or action, Self-efficacy is also known to be a contributing factor to the ability to learn and the ability to achieve new tasks (Bandura, 1994, 1997).

(*Continued*)

THEORY	NOTES
	Description SLT was developed in response to earlier learning theories including classical and operant conditioning. Unlike past learning theories, Bandura and Walters (1977) argued that learning is neither purely behavioral nor purely cognitive. Instead, these scholars believed that learning encompasses both social and cognitive processes. This theory is founded on the concept that people learn by observing others, with the environment, behavior, and cognition as factors affecting their growth. SLT advocates that people do not just respond to environmental influences but also actively seek information and learning. They are not passive receivers, but play an active role in how they behave. SLT not only creates a model in which learning can be viewed in the context of both cognitive and social processes but also helps explain how learning occurs. According to Bandura and Walters (1977), individuals learn specific behaviors or attitudes from one another through a variety of socializations including observation, imitation, and modeling. One of the primary strengths of SLT is its flexibility in explaining the differences in a person's behavior or learning, i.e., when there is a change in an individual's environment, their behavior may change. An additional strength of this theory is that it allows for different ways of learning. An individual can learn through observation or direct experiences. Where the theory falls short is where it neglects the importance of accountability in one's actions. By placing greater weight on the environment, the theory assumes one's behavior and actions are determined by society, not by how an individual addresses or processes information. **Application** This theory examines the relationship between mentorship, race and self-efficacy. As informed by social learning theory, mentorship provides a fertile learning environment because the mentee learns from observing their mentor, and interacting with them. In a professional setting, the mentor can be instrumental in helping their mentee understand mentorship position, role in the organization and how to succeed in that environment. In congruence with SLT, mentorship may be of particular importance for individuals who are underrepresented in their organization (such as women from minority racial groups), as SLT states that individuals are more likely to learn from models (i.e., mentors) they observe to be similar to themselves (Bandura, 1994). Even if a mentor is not demographically similar to their mentee, when they both work closely together and develop trust, they may very well find common ground between them, which the mentee may not necessarily feel with all their colleagues who may be racially congruent.

THEORY	NOTES
	According to SLT, the improvement of self-efficacy seen in individuals may come from the observation and to some degree imitation or modeling of mentors. SLT further posits that there are four necessary conditions for modeling attention, retention, reproduction, and motivation (Bandura, 1994). An individual learning from a mentor is well primed to meet those four conditions, as a mentor/mentee relationship exists to impart knowledge and increase self-sufficiency. The mentee would logically enter into such a relationship with the intention of paying close attention to their mentor and is motivated to succeed, as a successful professional mentor would be imparting wisdom important to the mentee's career growth. Self-efficacy can manifest in a number of different ways, such as actual work task completion, methods of supervision, identification, and actualization of work performance improvement. Leader self-efficacy, as noted by Murphy and Johnson (2016) is defined by a person's ability to succeed in a leadership context. Leader self-efficacy is a substrate of self-efficacy as a whole. Leader self-efficacy is also positively correlated to the ability to change and grow, which is an essential skill in any leadership capacity (Machida-Kosuga, 2017). Beyond Bandura's (1997) research on occupational self-efficacy, there is limited research that addresses the ways in which self-efficacy applies specifically to leadership, supervision, workplace risk-taking, and management. A further gap in the research exists when examining self-efficacy in managers within higher education (Machida-Kosuga, 2017), and this is theefore an area for further research. **References** Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory.* Prentice Hill. Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist, 44,* 1175-1184. doi: 10.1037/0003-066X.44.9.1175 Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist, 28*(2), 117-148. doi: 10.1207/s15326985ep2802_3 Bandura, A. (1994). Self-efficacy. In V.S. Ramachaudran (Ed). Academic Press. *Encyclopedia of Human Behavior, 2*(4), 71-81. Bandura, A. (1997). *Self-efficacy: The exercise of control.* W.H. Freeman. Bandura, A, & Walters, R. (1977). *Social learning theory.* General Learning Press. Machida-Kosuga, M. (2017). The interaction of efficacy and leadership competency development. *New Directions for Student Leadership, 2017*(156), 19-30. doi: 10.1177/1548051811404419

APPENDIX K: TEMPLATE FOR DOCUMENT SUMMARY FORM

Name or Type of Document: _____

Document No.: _____

Date Received: _____

Date of Document: _____

Event or Contact With Which Document Is Associated: _____

☐ Descriptive

☐ Evaluative

☐ Other _____

Page #	Keywords/Concepts	Comments: Relationship to Research Questions

Brief Summary of Contents_____

_____

Significance or Purpose of Document:

_____

_____

Is There Anything Contradictory About Document?

☐ Yes

☐ No

Salient Questions/Issues to Consider_____

_____

Additional Comments/Reflections/Issues:

_____

_____

_____

Source: Adapted from Miles and Huberman (1994, pp. 54–55).

APPENDIX L: TEMPLATE FOR PARTICIPANT SUMMARY FORM

Participant Name: _____

Type of Contact: (Check where appropriate)

☐ Face to Face

☐ Phone

☐ Videoconference (Skype, Zoom, or other online meeting platform)

☐ E-mail

Contact Date: _____

Today's Date: _____

Summary of Information for Each Research Question:

Research Question 1

Research Question 2

Research Question 3

Research Question 4

Research Question 5

Additional Information Needed:

_____

_____

_____

_____

Overall Impressions, Questions, Concerns, Issues Still to Be Addressed:

_____

_____

_____

_____

Source: Adapted from Miles and Huberman (1994, "Contact Summary Form," pp. 52–54); Miles, Huberman, and Saldana (2019, "Contact Summary Form," pp. 124–127).

APPENDIX M: SAMPLE RESEARCH METHODOLOGY FLOWCHART
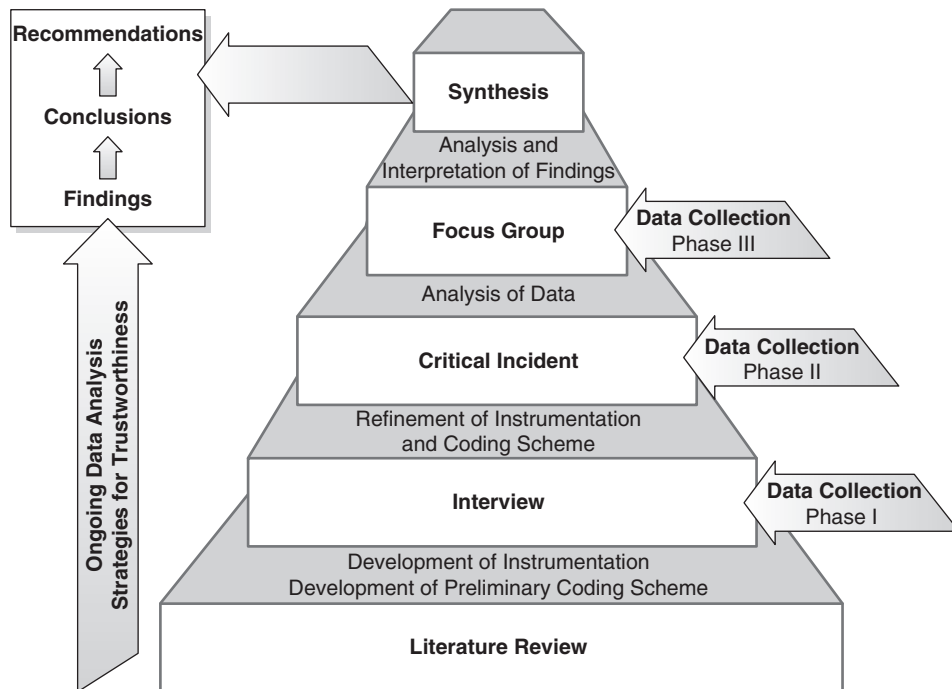
Source: This figure first appeared in Bloomberg, L. D. (2007). *Understanding qualitative inquiry: Content and process* (Part I). Unpublished manuscript.

APPENDIX N: SAMPLE MATRIX RESEARCH QUESTIONS/INTERVIEW QUESTIONS

Nursing Students' Perceptions Regarding Dishonest Behaviors and Academic Misconduct: A Phenomenological Study

Interview Questions	Research Questions		
	RQ1: How are academic misconduct and dishonest behaviors in the classroom and clinical settings perceived by nursing students in ADN and BSN nursing programs?	**RQ2: What are some reasons why nursing students may decide to engage in academic misconduct and dishonest behaviors in the classroom and clinical settings?**	**RQ3: What do nursing students perceive regarding the risk of harm to patients in the healthcare environment when they participate in academic misconduct and dishonest behaviors in the classroom and clinical settings?**
1.	For each of the following examples, discuss whether you feel the example is considered dishonest behavior/misconduct: a. Copying information from a source without properly citing the source b. Changing the words of material from another piece of work and then representing these words as your own	Why do you think nursing students may participate in plagiarism when writing papers?	Do you think if nursing students participate in plagiarism when writing papers in nursing school, that it could cause harm to patients? If so, in what ways can patients be harmed?

Interview Questions	Research Questions		
	RQ1: How are academic misconduct and dishonest behaviors in the classroom and clinical settings perceived by nursing students in ADN and BSN nursing programs?	RQ2: What are some reasons why nursing students may decide to engage in academic misconduct and dishonest behaviors in the classroom and clinical settings?	RQ3: What do nursing students perceive regarding the risk of harm to patients in the healthcare environment when they participate in academic misconduct and dishonest behaviors in the classroom and clinical settings?
	c. Submitting the same, or similar, work in more than one subject/class without prior consent of the instructor **d.** Submitting another's material as your own **e.** Borrowing and then copying another student's work with/without their permission **f.** Having someone attend a class for you as a substitute **g.** Preparing work for another student to be submitted for academic evaluation **h.** Collaborating on an assignment with others when instructed not to **i.** Taking an examination for another student or having someone take an examination for you **(The above may be considered plagiarism)**		

Interview Questions	**Research Questions**		
	RQ1: How are academic misconduct and dishonest behaviors in the classroom and clinical settings perceived by nursing students in ADN and BSN nursing programs?	**RQ2: What are some reasons why nursing students may decide to engage in academic misconduct and dishonest behaviors in the classroom and clinical settings?**	**RQ3: What do nursing students perceive regarding the risk of harm to patients in the healthcare environment when they participate in academic misconduct and dishonest behaviors in the classroom and clinical settings?**
2.	For each of the following examples, discuss whether you feel the example is considered dishonest behavior/misconduct: **a)** Using unauthorized material or fabricated data in an academic assignment/exercise **b)** Purchasing and then submitting another's written paper/work as one's own **c)** Using an improperly acquired/stolen, examination	**a.** Why do you think nursing students may make up information for an assignment? **b.** What reasons would a nursing student have to purchase and submit someone else's paper to use as their own? **c.** Why would a nursing student use an exam that they knew was stolen? **d.** Why would a nursing student sell or lend their papers/assignments to another student?	Do you think patients could be harmed when nursing students are not prepared for an exam or do not complete an assignment on their own? **a)** Why or why not?

Research Questions			
Interview Questions	RQ1: How are academic misconduct and dishonest behaviors in the classroom and clinical settings perceived by nursing students in ADN and BSN nursing programs?	RQ2: What are some reasons why nursing students may decide to engage in academic misconduct and dishonest behaviors in the classroom and clinical settings?	RQ3: What do nursing students perceive regarding the risk of harm to patients in the healthcare environment when they participate in academic misconduct and dishonest behaviors in the classroom and clinical settings?
	d) Selling or lending papers/ assignments to another student(s) for them to turn in as their own work **e)** Asking another student "what was on the test?" or telling another student what was on the test **f)** Using electronics to copy/take a picture of an exam **g)** Writing down test exam questions during an exam to share with others **(The above may be considered improper use)**	**e.** What reason would a nursing student have to take pictures or write down exam questions during an exam and why would they do this?	
3.	For each of the following examples, discuss whether you feel the example is considered dishonest behavior/ misconduct:	What reasons would a nursing student have to participate in these types of cheating behaviors?	When a nursing student participates in dishonest behaviors such as planned or spontaneous cheating, could patient harm occur in the clinical setting?

	Research Questions		
Interview Questions	**RQ1: How are academic misconduct and dishonest behaviors in the classroom and clinical settings perceived by nursing students in ADN and BSN nursing programs?**	**RQ2: What are some reasons why nursing students may decide to engage in academic misconduct and dishonest behaviors in the classroom and clinical settings?**	**RQ3: What do nursing students perceive regarding the risk of harm to patients in the healthcare environment when they participate in academic misconduct and dishonest behaviors in the classroom and clinical settings?**
	a) Using notes, cellphones, books, or other unauthorized materials during a closed-book exam to gain answers **b)** Using hidden notes to use for an exam **c)** Looking up test bank questions to study for an exam **d)** Taking a bathroom break during an exam to look up answers to questions **e)** Allowing another student to copy from your paper during an exam **(The above may be considered planned or spontaneous cheating)**		
4.	For each of the following examples, discuss whether you feel the example is considered dishonest behavior/misconduct:	**a.** Why would a nursing student have to make up false excuses to get out of taking an exam or withdraw from a course?	[This topic can be answered with question #2 above]

(Continued)

Interview Questions	**Research Questions**		
	RQ1: How are academic misconduct and dishonest behaviors in the classroom and clinical settings perceived by nursing students in ADN and BSN nursing programs?	**RQ2: What are some reasons why nursing students may decide to engage in academic misconduct and dishonest behaviors in the classroom and clinical settings?**	**RQ3: What do nursing students perceive regarding the risk of harm to patients in the healthcare environment when they participate in academic misconduct and dishonest behaviors in the classroom and clinical settings?**
	a. Leaving the classroom after attendance has been checked	**b.** Why wouldn't a student do anything when he/she saw another student cheating?	
	b. Using a false excuse to delay taking an exam in order to take a make-up exam		
	c. Using a false excuse to withdraw from a course to avoid receiving a failing grade		
	d. Passing down completed coursework to students in lower classes		
	e. Observing a student copying from another student during an exam and doing nothing with the information		
	f. Not participating in a group project but taking credit for participating and contributing to the project		

Interview Questions	Research Questions		
	RQ1: How are academic misconduct and dishonest behaviors in the classroom and clinical settings perceived by nursing students in ADN and BSN nursing programs?	**RQ2: What are some reasons why nursing students may decide to engage in academic misconduct and dishonest behaviors in the classroom and clinical settings?**	**RQ3: What do nursing students perceive regarding the risk of harm to patients in the healthcare environment when they participate in academic misconduct and dishonest behaviors in the classroom and clinical settings?**
	g. Working together with other students for an online exam meant to be done independently in order to share questions and answers **(The above may be miscellaneous types of dishonesty)**		
5.	For each of the following examples, discuss whether you feel the example is considered dishonest behavior/misconduct in the clinical setting: a. Not reporting an error or incident that involves a patient	Why do you think nursing students participate in these types of unethical behaviors in the clinical setting?	a. When a nursing student/nurse does not report an error involving a patient, can this cause patient harm? If so, in what way? b. If a treatment or procedure is not performed on a patient but was documented that it was done, does this have the potential to cause patient harm?

(Continued)

Interview Questions	Research Questions	
	RQ1: How are academic misconduct and dishonest behaviors in the classroom and clinical settings perceived by nursing students in ADN and BSN nursing programs?	**RQ2: What are some reasons why nursing students may decide to engage in academic misconduct and dishonest behaviors in the classroom and clinical settings?**	**RQ3: What do nursing students perceive regarding the risk of harm to patients in the healthcare environment when they participate in academic misconduct and dishonest behaviors in the classroom and clinical settings?**
	b. Reporting and/or documenting treatments or procedures that were not performed or assessed		**c.** If a nursing student/ nurse performs a procedure on a patient in which they may not have full knowledge of and/or does not obtain guidance or supervision before performing, what are the risks to the patient?
	c. Documenting that medications were administered when they were not		**d.** What is the harm in not replacing a sterile item when it is contaminated?
	d. Performing a procedure on a patient without adequate knowledge or failing to obtain guidance from the instructor		**e.** What type of harm can occur to a patient if their medical information was overheard by others who do not need to know about it?
	e. Breaking sterile technique and not replacing the contaminated items		

Interview Questions	Research Questions		
	RQ1: How are academic misconduct and dishonest behaviors in the classroom and clinical settings perceived by nursing students in ADN and BSN nursing programs?	**RQ2: What are some reasons why nursing students may decide to engage in academic misconduct and dishonest behaviors in the classroom and clinical settings?**	**RQ3: What do nursing students perceive regarding the risk of harm to patients in the healthcare environment when they participate in academic misconduct and dishonest behaviors in the classroom and clinical settings?**
	f. Discussing patient information in public places or with nonmedical personnel **g.** Copying other nurses' medical notes (copying and pasting in electronic health records) **h.** Making up a false excuse to miss clinical **(The above may be considered types of misconduct in the clinical setting)**		

APPENDIX O: SAMPLE MATRIX RESEARCH QUESTIONS/INTERVIEW THEMES/FOCUS GROUP QUESTIONS

EXAMPLE 1

Elementary Bilingual Education Teachers' Self-Efficacy in Teaching English Language Learners: A Qualitative Case Study

Examples of Emerging Themes from Interviews	Research Questions	
	RQ1: What are elementary bilingual education teachers' beliefs about their preparedness in teaching English language proficiency skills to Hispanic ELLs?	**RQ2:** How do elementary bilingual education teachers' beliefs about their preparedness to teach English language proficiency skills impact the instruction for Hispanic ELLs?
	Questions for Focus Group	
Theme 1: Instructional planning and decisions	What do you believe is important to consider when teaching ELLs? How do you make academic language instruction accessible to ELLs? What strategies do you use and why?	What are your beliefs regarding data and instructional decisions? What strategies do you use to make academic language instruction accessible to ELLs? Describe your experiences when it comes to planning instruction for ELLs.
Theme 2: Pedagogical strategies	To what extent do you feel prepared when it comes to differentiating instruction for ELLs?	Based on your beliefs, can you describe the strategies you implement to develop English language proficiency skills?
Theme 3: "Shy kids"	To what extent do you feel prepared in creating a comfortable classroom environment for ELLs?	

(*Continued*)

	Please describe some strategies that you use, and explain why you choose these.	
Theme 4: Teacher beliefs	What are your beliefs in teaching English to ELLs?	How and in what ways do your beliefs in teaching English to ELLs impact your instruction?
Theme 5: Unpreparedness regarding last minute changes (newcomers)	To what extent do you feel prepared when it comes to unexpected circumstances when teaching ELLs? How do your beliefs impact your instruction? What do you believe would make you feel more prepared to each ELL?	How do your beliefs impact these changes? In your experience, how have you dealt with a situation in which you have felt unprepared to teach content language to ELLs? Please explain.
Theme 6: Cultural/linguistic connections to students	To what extent do you feel prepared when it comes to embedding ELL cultural and linguistic backgrounds in your instruction? In what ways are you prepared or unprepared to embed academic language in English to content instruction?	
Theme 7: Impact of COVID-19	How and in what ways has COVID-19 impacted ELL language proficiency skills?	When it comes to developing English language skills, how, if at all, did the COVID-19 pandemic impact your instructional decisions?
Theme 8: Ongoing challenges	What are the main challenges you have encountered when teaching English to ELLs. Why? How and in what ways have these challenges impacted your instruction?	

APPENDIX P: SAMPLE CODING SCHEMES

EXAMPLE 1

Exploring the Challenges Facing Doctoral Candidates: A Case Study of the Phenomenon of "All But Dissertation" (ABD).

1. Preparedness for Dissertation Process

   P1 Very prepared
   P2 Unprepared
   P3 Somewhat prepared

2. Knowledge, Skills, Attitudes/KSA (what they think they needed)
   KSA1 Knowledge of the content; knowing what was required
   KSA2 Understanding of the process; knowing how to do it
   KSA3 Assertiveness

3. How They Learned

   Formal Learning

   FORM1 Course work
   FORM2 Post–course work seminars
   FORM3 Advisors and other faculty

   Informal Learning

   INFORM1 Dialogue with colleagues
   INFORM2 Researching
   INFORM3 Reading

4. Perceptions of Facilitators

   FAC1 Advisor
   FAC2 Other faculty
   FAC3 Colleagues/classmates
   FAC4 Personal attributes

5. Perceptions of Impediments

   IMPED1 Advisor
   IMPED2 Faculty/administration
   IMPED3 Rigidity of the process

IMPED4 Personal and family issues
IMPED5 Professional demands
IMPED6 Financial constraints
IMPED7 Lack of confidence in ability

EXAMPLE 2

A Qualitative Case Study of Teachers' Perceptions Regarding the Use of Group Contingency Plans for Early Childhood Students

Coding Scheme: Version A

Group Contingency Behavior Plan Coding Scheme			
Theme	**Research Question One Codes**	**Research Question Two Codes**	**Researcher Question Three Codes**
Professional Support		AS – Administrative Support CS – Colleague Support PD – Professional Development Support	
Type of GCP	DGCP – Dependent IGCP – Independent INGCP – Interdependent		
Benefits of a GCP			PI – Positive Impact NI – Negative Impact
Teacher Reinforcement		VR – Verbal Reinforcement RR – Visual Strategies	
Effective Strategies		VS – Visual Strategies SE – Student Engagement SET – Setting Expectations	VS – Visual Strategies SE – Student Engagement SET – Setting Expectations

Note: The coding scheme presents codes guided by the research questions and on the study's theoretical framework.

Coding Scheme: Version B

RQ 1. What types of group contingency plans, if at all, do early childhood teachers utilize in their classrooms to reduce the disruptive behavior of their students?

Theme 1. A variety of group contingency plans

Ind Independent group contingency

Int Interdependent group contingency

D Dependent group contingency

C Combination

Theme 2. Instructional needs of the students

N None

Theme 3. General classroom strategies

GCS General classroom strategies

BSP Behavior-specific praise

RQ 2. How do early childhood teachers select, implement, and monitor the use of group contingency plans?

Theme 4. Collaborating with colleagues

S/K Selecting the plan/Knowledge

T/S Training and Support

CW Coursework

Theme 5. Maintaining students' interest

IMP Implementation

R Rewards

Theme 6. Students' performance

Mon Monitor

SBI Student buy-in

RQ 3. What aspects of group contingency plans do early childhood teachers believe to be effective in reducing the disruptive behavior of their students, and why?

Theme 7. Visuals

V Visuals

SOR Schedule of reinforcement

Theme 8. Peer influence

PI Peer influence

IVG Individual plan versus group plan

Theme 9: Consistency

CE Clear expectations

EXAMPLE 3

Exploring the Impact of an Urban Teacher Residency Program on Teachers' Cultural Intelligence: A Qualitative Case Study

RQ1. What is the cultural intelligence (CQ) level of teachers participating in the University of Chicago's Urban Teacher Residency Program?

Cultural Intelligence Scale Results – Overall Global Comparison on Factors

High CQ (H); Moderate CQ (M); Low CQ (L)

MOT Motivational CQ (M)

Intrinsic (H); Extrinsic (M); Self-Efficacy (M)

Curriculum, Character, Cohort, Context

COG Cognitive CQ (M)

Business (M); Values & Norms (H); Socio-Linguistics (M); Leadership (M)

Curriculum, Character, Context, Cohort

MCOG Metacognitive CQ (H)

Awareness (H); Checking (H); Planning (M)

Curriculum, Character, Context, Cohort

BEH Behavioral CQ (M)

Verbal (M); Nonverbal (M); Speech Acts (M)

Curriculum, Character, Context, Cohort

RQ2. What elements of the University of Chicago's Urban Teacher Residency Program do teachers perceive as affecting their cultural intelligence (CQ) development?

Critical Incident Report – Positive Reflections (+) & Negative Reflections (-)

Program Experience Themes:

   Curriculum (Academics & Course Work) (+/-)

   Context (Chicago, Neighborhoods, Organizations, Schools) (+/-)

   Character (Mentoring & Coaching, Teaching/Co-Teaching Experiences) (+/-)

   Cohort (Relationships/Experiences) (+/-)

Focus Groups – Programmatic CQ Impact Themes

Program Experience Themes:

   Curriculum (Academics & Course Work) (+/-) K, S, D, A

   Context (Chicago, Neighborhoods, Organizations, Schools) (+/-) K, S, D, A

   Character (Mentoring & Coaching, Teaching/Co-Teaching Experiences) (+/-)

   K, S, D, A

   Cohort (Relationships/Experiences) (+/-) D, K, S, A

Cultural Intelligence Factor

   MOT Motivational CQ (Curriculum & Context)

   COG Cognitive CQ (Curriculum & Context)

   MCOG Metacognitive CQ (Curriculum & Character)

   BEH Behavioral CQ (Curriculum & Cohort & Character)

EXAMPLE 4

A Qualitative Case Study of Educators' Perspectives Regarding Underachieving Fourth-Grade Afro-American Males' Reading Comprehension in Southern Urban Classrooms

RQ1: According to educators, how and in what ways have positive reading interactions influenced the comprehension development of the underachieving fourth-grade Afro-American males linked to the academic accomplishments in their classrooms?

Themes	Selected Coding Categories
1. **Teacher Support**	Administrative directives, Interventions, Remediation, Work-study groups, Pacing, Incentives, Tasks, Encouragement & Praise, Scaffolding, Below level reading strategies, Mentoring
2. **Interactive group/ Partnership Learning**	Cooperative learning groups, Teams, Learning partners, Learning center, Role models, Healthy competition, Small groups, Readers theater, Read aloud, Think-pair-share
3. **Balanced Resources**	Pens, Papers, iPad, Cell phone, Digital technology smart boards, Journaling, Markers
4. **Relevant Reading Materials/ Activities**	Multi-cultural readings, Creative opportunities, Assignment choice, Current Events, Access to learning center, Project learning, Independent reading, Limited variety of books

RQ2: According to educators, how and in what ways have adverse reading interactions influenced the comprehension development of the underachieving fourth-grade Afro-American males linked to the academic accomplishments in their classrooms?

Themes	Selected Coding Categories
1. **Unhelpful Work–Study Habits**	Incomplete assignments, Rush through work, Waste time, Not stay on task, Distractions (Fidget, Bored) Passive, Disorganized, Lack of parental support, Rush through tests, Stay home from school, Assignment avoidance, Inability to follow directions, Don't ask questions, Shy/withdrawn, Weak skills
2. **Attitudes Behaviors**	Angry, Disruptive, Resent participating, Acts out, Shuts down, Playful, Unconcerned, Inattentive, Poor self esteem
3. **Lack of Interest**	See no relevance in assignment, Unable to view significance of subject matter, Unable to relate to subject, Bored, Unaccepted by others, Unaccepting of support,
4. **Deficient Vocabulary and Comprehension skills**	Reading material above reading level, Limited vocabulary, Unable to discuss topics, Responses are off topic

RQ3: According to educators, what if any, is the link between the fourth-grade underachieving Afro-American male students' comprehension development and academic accomplishments in their classrooms?

Themes	Selected Coding Categories
1. **Trained Teachers**	Research-based practices, Caring teacher, Student–teacher relationships, Enthusiasm, Discipline, Rules, Engaging all,
	Patience and concern toward students, Teacher-to-parent support, Scheduled tutorial support, Ongoing verbal affirmation, Provide encouragement regarding reading assignment, Immediate feedback, Recognition of completion of assignments, Recognition of ultimate mastery of the subject matter
2. **Relevant Instruction**	Interesting relatable materials, Allows for student voice and choice in developing assignments, Relevant, rigorous, interactive reading activities, Incorporate multiple activities, Incorporate movement, Incorporate music, Incorporate audio-visuals, Incorporate Readers Theater, Bridge connections between story with real world experiences, Practice fair and equitable assessments.

APPENDIX Q: SAMPLE CODING SCHEME DEVELOPMENT CHARTS

EXAMPLE 1

Exploring the Challenges Facing Doctoral Candidates: A Case Study of the Phenomenon of "All But Dissertation" (ABD)

Developmental Phases of Analytic Framework	Explanation and Description of Resulting Changes to Coding Scheme
1. Coding scheme version April 2005. After conducting the relevant literature reviews, the researcher developed an initial literature-based coding framework for the dissertation proposal.	1: This coding scheme, developed as part of the researcher's initial ideas about a conceptual framework, was based on Bogdan and Biklen's (2007) coding category system for organizing data. Based on this system, a simple two-level scheme was employed: a general etic level and a more specific emic level, close to the literature, but nested in the etic codes. At the outset, the original scheme includes 108 alphabetically ordered codes.
2. Coding scheme version August 2006. Based on discussions with colleagues, the researcher developed a revised conceptual framework and related coding scheme. Analytic categories directly relate to the study's five research questions.	2: This preliminary version of the coding scheme is a predefined approach to coding and is primarily developed from the literature review combined with personal experience. Five broad analytic categories as they relate to the study's three research questions are identified: (a) "Preparedness"; (b) "Knowledge, skills, attitudes"; (c) "How learning occurred"; (d) "Facilitators of learning"; and (e) "Barriers to learning." The original scheme includes 34 numeric codes.
3. Coding scheme version October 2006. Descriptors are too abstract and theoretical and need to be tied more closely to what the researcher anticipated to be participants' actual responses. Based on this critique, a new coding scheme is developed. This is framed in terms of the literature in conjunction with anticipated participant responses.	3: An initial round of open coding yielded further ideas, and the coding scheme is refined. Some descriptors are split apart to make them more precise: Under categories b, c, and d, "advisors" and "other faculty" are added as opposed to just "advisors." Six new descriptors are added: "desire for continuous leaning," "knowledge of content," "draw on experience," "post–course work seminars," "personal attributes," and "interest in topic." This scheme includes 39 alphanumerically ordered codes.

(*Continued*)

Developmental Phases of Analytic Framework	Explanation and Description of Resulting Changes to Coding Scheme
October 17, 2006 The researcher conducted three pilot interviews. Using coding scheme version 2, the transcript was open coded by the researcher and a doctoral candidate colleague.	The coding scheme is still cumbersome, and categories are overly detailed. Further descriptors are collapsed, and some are eliminated: In category a, "self-esteem" and "personal fulfillment" overlap; therefore "self-esteem" is eliminated. "Time constraints" is eliminated from category e due to overlap with "personal/family issues" and "professional demands." "Promotion" and "compensation" are both eliminated from category a because they both fall under "credentials." "Faith/confidence" and "realistic expectations" are eliminated from category b. "Trial and error" and "draw on experience" are removed from category c, and "faculty" and "advisors" become collapsed into one. The scheme now consists of 33 codes.
4. Coding scheme version December 2006. Based on a further round of discussions with an advisor and on emergent data from the open coding of pilot interviews, coding scheme is further refined and reduced.	4: The coding scheme becomes more streamlined because seven descriptors are eliminated: four from category c ("informed others," "graduates," "family/friends," "course work"), one from category d ("interest in topic"), and two from category e ("academic requirements" and "insufficient knowledge of process"). This version includes 26 codes.
5. Coding scheme version 4.1: February 2007. The researcher conducted three further interviews, open coded using version 4.1.	Coding grids are drawn up to plot which codes are being utilized and how often. This sheds light on which descriptors are relevant and which are redundant. Three more descriptors are deleted: "writing skills," "tolerance or perseverance," and "status/recognition." The final scheme consists of 23 alphanumeric codes (see Appendix L).
6. Coding scheme version 5: March 2007. As interviews are read, reread, and open coded, minor modifications are made with regard to certain descriptors. This version now constitutes the final coding scheme developed for this research. In line with qualitative research, the scheme remains flexible. As the researcher proceeded to use this coding scheme, she acknowledged that as new descriptors emerged from the data, they would be added; conversely, if descriptors became superfluous or redundant, they would be omitted from the scheme.	

Source: This chart first appeared in Bloomberg, L. D. (2007). *Understanding qualitative inquiry: Content and process* (Part I). Unpublished manuscript.

EXAMPLE 2

Understanding the Influence of Professional Development Experiences on the Self-Efficacy of Middle Managers in Higher Education: A Qualitative Case Study

The first coding wave produced 29 independent codes across both the interview transcripts and critical incident questionnaires (see Coding Scheme Development Chart). The second wave of coding included 11 codes (see Coding Schema).

Coding Scheme Development Chart	
Phases of Development	**Changes in Coding Scheme**
1. Coding scheme version August 2019. Initial coding scheme developed after initial review of transcripts and relevant literature	1: The initial coding scheme was developed based on reading relevant literature from the review as well as the first listen, transcription, and review of the transcripts. 29 initial codes were created.
2. Coding scheme September 2019. Based on review of initial codes and redundancies, codes were merged or removed.	2: After realizing a number of codes were redundant or irrelevant to the research, the codes were merged or removed. 11 codes resulted.

CODING SCHEMA

The initial coding process for the research results yielded the following 29 codes, which then was distilled into 11 codes:	
1. insufficient supervision	1. Who is non-acad MLM
2. Great quote	2. Great quote
3. PD needs unfulfilled on campus	3. Campus politics
4. adverse health effects	4. Mentoring up
5. advocacy for others	5. Off-campus PD needed
6. annual performance review	6. On-campus PD insufficient
7. autonomy	7. Oversight/micromanagement
8. campus politics	8. Self-directed learning/PD
9. change in supervisors	9. Support of supervisor (or lack of)
10. cocurricular	10. What is self-e?
11. compression	11. Why MLMs don't get training
12. disappointing supervisees	

(*Continued*)

The initial coding process for the research results yielded the following 29 codes, which then was distilled into 11 codes:	
13. feeling valued by rest of campus	
14. hierarchy	
15. who is non-acad MLM	
16. lack of support	
17. mentoring up	
18. off-campus PD needed	
19. on-campus PD insufficient	
20. oversight/micromanage	
21. positive/supportive supervision	
22. purpose of PD	
23. self-directed learning/PD	
24. self-reflection	
25. socialization	
26. support of supervisor (lack thereof)	
27. volume and variety of duties	
28. what is self-e	
29. why MLMs don't get training	

EXAMPLE 3

Elementary Bilingual Education Teachers' Beliefs About Their Preparedness in Teaching English Language Proficiency Skills to Hispanic ELLs: A Qualitative Case Study

The first iteration of coding produced 50 independent codes across both the interview transcripts and critical incident questionnaires (see Initial Coding Scheme). The second round of coding included 44 codes (see Final Coded Themes).

Version 1: Initial Coding Scheme:

RQ1: What are elementary bilingual education teachers' beliefs about their preparedness in teaching English language proficiency skills to Hispanic ELL's?

<u>Teachers' beliefs about their preparedness to teach ELLs:</u>

ET Teachers are ELLs themselves

TP Teachers feel prepared

TT Took time for teachers to feel prepared

FW Teachers find ways to feel prepared

PD Professional development

> **BPH** Teachers believe that having a bilingual program helped in their preparedness
>
> **PDH** Teachers believe that professional development helped in their preparedness
>
> **PDM** Professional development model

<u>Teachers' beliefs about teaching ELLs:</u>

TRPA Teachers believe it's rewarding, they are passionate and are advocates (Describing teachers' beliefs)

TDE Teachers describing ELLs

TIS Teachers believe learning English is important to be successful

TNL Teachers believe in developing native language first

TBC Teachers believe it's challenging to teach ELLs (can also be used to transition to next theme)

<u>Teachers' beliefs about their preparedness to make changes during instruction:</u>

NPC Teachers don't feel prepared to make changes during instruction

PC Teachers feel prepared to make changes during instruction

<u>Teachers' beliefs about their preparedness to plan instruction for ELLs:</u>

TPL Teacher Planning

> – **IT** Intentional teaching
> – **TM** Teacher Modeling

RT Reflective Teachers

TMR Teacher Mentor

CC Colleague collaboration

HE High Expectations

CCH Curriculum challenges

- – **LR** Teachers believe there are limited resources to teach ELLs
- – **CMF** Teachers believe the curriculum moves fast

RQ2: How do elementary bilingual education teachers' beliefs about their preparedness to teach English language proficiency skills impact the instruction for Hispanic ELLs?

Teachers Cultural and Linguistic backgrounds impact instruction:

ET Teachers are ELLs themselves

CB Teachers and students share cultural backgrounds

TBK Teachers background knowledge

SCLB Students' cultural/linguistic backgrounds

Data impacts teachers' instruction:

TDD Teachers are data driven

SG Students Growth

AM Accountability measures

FIA Formal and Informal assessments

Teachers' preparedness allows them to differentiate instruction for ELLs:

DI Differentiated Instruction

- • **TS** Teacher Strategies:
- • **C** Cognates
- • **BP** Bilingual Partners
- • **V** Visuals
- • **VO** Vocabulary
- • **TPS** Think pair share
- • **T** Technology
- • **TR** Recordings

- **LS** Learning Styles

- **VA** Alignment

- **CE** Comfortable Environments

- **BR** Build Relationships

- **SK** "Shy kids"

Teachers' beliefs about COVID-19 and their instruction:

VT Virtual Teaching

DES Development of English Skills

TC Teacher comparisons between in person vs. virtual instruction

Version 2: Intermediate Coding Scheme

RQ #1	Themes	Coded Themes
	Theme #1: Teachers; beliefs about their preparedness	TP-Teachers feel prepared PD-Professional Development FW-Find ways NPC-Not prepared to make changes PDH-Professional development helped PC- Prepared to make changes PDM-Professional development model BPH-Bilingual Program Helped
	Theme #2: Teacher experiences teaching ELLs influence their preparedness	TP-Teachers feel prepared TBC-Teachers believe it's challenging FW- Find ways TT- Took Time TNL-Teachers believe in developing native language first
	Theme #3: Passion for teaching ELLs impacts teacher preparedness	FW-Find ways TRPA-Teachers believe it's rewarding, they are passionate and advocates TDE-Teachers describing ELLs. TIS-Teachers believe English is important to be successful

(*Continued*)

RQ #1	Themes	Coded Themes
	Theme #4: Shared cultural and linguistic backgrounds resemble teacher preparedness	TSSCLB-Teachers and students share cultural and linguistic backgrounds
		SCLB-Students cultural/linguistic backgrounds
		SN-Student Needs
	Theme #5: Planning corroborates to teacher preparedness	TPL-Teacher planning
		HE-High expectations
		VA-Vertical Alignment
		CC-Colleague Collaboration
		TMR-Teacher Mentor
RQ #2	**Themes**	**Coded Themes**
	Theme #1: Students cultural and linguistic backgrounds impact instruction	TSSCLB-Teachers and students share cultural and linguistic backgrounds
		SCLB-Students cultural/linguistic backgrounds
		SN-Student Needs
	Theme #2: Data drives instructional decisions	TDD-Teachers are data driven
		SN-Student Needs
	Theme #3: Teachers' use of differentiated instructional strategies	DI-Differentiated Instruction
		VO-Vocabulary
		TS-Teacher Strategies
		T-Technology
		C-Cognates
		TR-Technology recordings
		BP-Bilingual Pairs
		LS-Learning Styles
		V-Visuals
	Theme #4: Creating comfortable learning environments for "Shy kids"	CE-Comfortable environments
		BR-Build relationships
		SK-"Shy kids"
		T-Technology
		TR-Technology recordings

Version 3: Intermediate Coding Scheme

RQ #1	Themes	Coded Themes
	Theme #1: Teachers' beliefs about their preparedness	TP-Teachers feel prepared TT-Took Time PD-Professional Development TBC-Teachers believe it's challenging PDH-Professional development helped PDM-Professional development model BPH-Bilingual Program Helped
	Theme #2: ~~Teacher experiences teaching ELLs influence preparedness~~ Instructional Changes During Instruction	NPC-Not prepared to make changes PC-Prepared to make changes FW-Find ways
	Theme #3: Passion for teaching ~~ELLs~~ impacts ~~teacher~~ preparedness	FW-Find ways TRPA-Teachers believe it's rewarding, they are passionate and advocates TDE-Teachers describing ELLs. TIS-Teachers believe English is important to be successful TNL-Teachers believe in developing native language first
	Theme #4: Shared cultural and linguistic backgrounds resemble teacher preparedness	TSSCLB-Teachers and students share cultural and linguistic backgrounds SCLB-Students cultural/linguistic backgrounds SN-Student Needs
	Theme #5: ~~Planning corroborates to teacher preparedness~~ Strategies Teachers use to Prepare Themselves	TPL-Teacher planning HE-High expectations VA-Vertical Alignment CC-Colleague Collaboration TMR-Teacher Mentor FW-Find ways

(*Continued*)

RQ#2	Themes	Coded Themes
	Theme #1: Students' cultural and linguistic backgrounds impact instruction	TSSCLB-Teachers and students share cultural and linguistic backgrounds SCLB-Students cultural/linguistic backgrounds SN-Student Needs
	Theme #2: Data drives instructional decisions	TDD-Teachers are data driven SN-Student Needs
	Theme #3: Teachers' use of differentiated instructional strategies	DI-Differentiated Instruction VO-Vocabulary TS-Teacher Strategies T-Technology C-Cognates TR-Technology recordings BP-Bilingual Pairs LS-Learning Styles V-Visuals
	Theme #4: Creating comfortable learning environments for "shy kids"	CE-Comfortable environments BR-Build relationships SK-"Shy kids" T-Technology TR-Technology recordings

Version 4: Final Coding Scheme

Final Codes and Themes

RQ#1	Themes	Coded Themes
	Theme #1: Teachers' beliefs about their preparedness	TP-Teachers feel prepared FW-Find ways PD-Professional Development NPC-Not prepared to make changes PDH-Professional development helped PC-Prepared to make changes PDM-Professional development model BPH-Bilingual Program Helped

RQ#1	Themes	Coded Themes
	Theme #2: Teacher experiences teaching ELLs influence their preparedness	TP-Teachers feel prepared TBC-Teachers believe it's challenging FW- Find ways TT-Took Time TNL-Teachers believe in developing native language first
	Theme #3: Passion for teaching ELLs impacts teacher preparedness	FW- Find ways TRPA-Teachers believe it's rewarding, they are passionate and advocates TDE-Teachers describing ELLs. TIS-Teachers believe English is important to be successful
	Theme #4: Shared cultural and linguistic backgrounds resemble teacher preparedness	TSSCLB-Teachers and students share cultural and linguistic backgrounds SCLB-Students cultural/linguistic backgrounds SN-Student Needs
	Theme #5: Planning corroborates teacher preparedness	TPL-Teacher planning HE-High expectations VA-Vertical Alignment CC-Colleague Collaboration TMR-Teacher Mentor
RQ #2	Themes	Coded Themes
	Theme #1: Students cultural and linguistic backgrounds impact instruction	TSSCLB-Teachers and students share cultural and linguistic backgrounds SCLB-Students cultural/linguistic backgrounds SN-Student Needs
	Theme #2: Data drives instructional decisions	TDD-Teachers are data driven SN-Student Needs
	Theme #3: Teachers' use of differentiated instructional strategies	DI- Differentiated Instruction VO-Vocabulary TS-Teacher Strategies T-Technology C-Cognates TR-Technology recordings BP-Bilingual Pairs LS-Learning Styles V-Visuals

(*Continued*)

RQ#2	Themes	Coded Themes
	Theme #4: Creating comfortable learning environments for "shy kids"	CE-Comfortable environments BR-Build relationships SK-"shy kids" T-Technology TR-Technology recordings

EXAMPLE 4

Nursing Students' Perceptions Regarding Dishonest Behaviors and Academic Misconduct: A Phenomenological Study

<u>**Version 1: Initial Coding Scheme**</u>

Name	Description	# References
Perceptions of Types of Dishonest Behaviors		
Breaking the Rules	What participants consider to be justification or validation when one blatantly breaks the rules	24
Justification	Examples of how students may justify breaking the rules	3
Validation	How students may validate their reasons for breaking the rules	2
Clear Expectations	What students discussed about instructors needing to be clear regarding what they can and cannot do - instructors need to give more clear expectations	14
Instructed not to	Participants perceptions about dishonest behavior when they were specifically told not to do something	7
Morals, Ethics, Integrity	Examples participants consider having to do with morals, ethics, and/or integrity	16
Peers	Discussions about what nursing students do to help their peers out and their perceptions about this	
Helping others succeed	How students help each other in school to succeed and their perceptions about it.	47
Sharing what's on the test	How students feel about telling others what's on a test and examples of this	29
Personal Examples-Stories	Some personal examples of students that have either participated in dishonest behaviors, maybe how they felt about it, and when they heard of other students participating in dishonest behavior	45

Name	Description	# References
Personal Participation-Observing Others	Examples of students who have participated, witnessed others, or heard about examples of dishonesty/ misconduct	6
Attendance	How students feel about others being dishonest about attendance issues	12
Frustration	Examples of students that feel very frustrated when others are dishonest with their schoolwork or in clinical settings	19
Reporting	How student nurses feel about reporting dishonest behavior that they see or hear about	26
Examples-Discussion on reporting misconduct	Perceptions of students when a fellow student is dishonest - and reasons why they may or may not report it	10
Karma	Nursing students' feeling that even if they don't say anything about witnessing dishonest behavior, karma will come and take care of the ones that are dishonest	6
Not my business	Nursing students feel that it is not up to them to report dishonest behavior	10
Slippery Slope	How students feel that once dishonest behavior starts, it can lead to more dishonest behavior	1
Leads to More Dishonest Behaviors	How students feel that once dishonest behavior starts, it can lead to more dishonest behavior	6
Social Media-Groups Texts	Examples of different types of social media students use, online sites students use to cheat with, and use of group texts for sharing information on tests, assignments, etc.	13
Test Banks-Quizlet	Student perceptions on using test banks and other types of online tools that students use for misconduct/cheating	31
Resources		
Where to go find the answers	Places students go, other students, online resources, etc., to help them study, find answers - may be used in dishonest ways as well	21
Responsibility-Professionalism	Perceptions how students should be accountable with what they do - whether honest or not. Examples of a student who lies to get out of doing something	0
Accountability	Examples of how nurses and students need to be accountable for their behavior as professionals	27
Risking Everything	Perceptions on why it's not worth participating in dishonest behavior in nursing school & nursing	8
Perceptions on Reasons for Dishonesty	Student perceptions on why nursing students may participate in dishonest behavior	

Name	Description	# References
Classroom Environment	Different reasons why students may participate in dishonest in the classroom - assignments, group work, etc.	
Fear - Desperation or Panic	Students participate in dishonest behavior out of fear - they may be desperate for a decent grade due to the risk of failure or panic because they weren't prepared and use dishonest means for an assignment/test	16
Financial	Examples of how students may receive monetary benefit with participating in dishonest behavior	6
Lack of Knowledge	Student examples of how someone may participate in dishonest behavior because they weren't aware it was dishonest or didn't know the correct way to do something (i.e. plagiarism).	23
Lack of Preparation - Procrastination	Examples of what students may do when they aren't prepared for a test, assignment, lab, clinical	10
Laziness-Lack of Caring	Examples/feelings of when students participate in dishonesty because they don't care or don't feel like doing the work	14
Opportunity	How students may participate in dishonest behavior because they have the opportunity - examples	10
Other Obligations	Students may participate in dishonesty because they have other obligations and do not have the time to prepare as much as they would like to	14
Pressure-Stress	Examples of how pressure & stress may cause someone to participate in dishonesty	15
Time Management	Students are dishonest because of poor time management or just don't have enough time	12
Clinical Environment	Perceptions on reasons for dishonest behaviors in the clinical area	
Burnout	Burnout with nurses - lack of caring	2
Intimidation-Fear	Nurses/students may not report something out of fear of getting into trouble, feeling intimidated - lack of confidence	8
Stress-Pressure	Students' perceptions on the stress and pressure in the clinical environment for reasons why	5
Thoughts on Patient Harm	Perceptions on how participation in dishonest behaviors in both the classroom and clinical environments can lead to patient harm	1

Name	Description	# References
Effects of Classroom Dishonesty-Misconduct	Nursing student perceptions on how classroom dishonesty can lead to patient harm in the clinical environment	40
Effects of Clinical Dishonesty-Misconduct	Nursing student perceptions on how participation in dishonesty in the clinical environment can lead to patient harm	44

<u>Version 2: Intermediate Coding Scheme</u>

Perceptions on Reasons for Dishonest Behavior & Misconduct

- **Classroom Environment**
  - Lack of Knowledge
  - Pressure/Stress
  - Time Management
  - Fear - Desperation/Panic
  - Financial
  - Other Obligations
  - Laziness/Lack of Caring
  - Opportunity
  - Lack of Preparation/Procrastination

- **Clinical Environment**
  - Intimidation/Fear
  - Burnout
  - Pressure/Stress

Perceptions on Types of Dishonest Behaviors & Misconduct

- Responsibility/Professionalism
  - Accountability

- Resources
  - Where to go to find the answers

- Peers
  - Helping others succeed
  - Sharing what's on the test

- Breaking the Rules
  - Validation
  - Justification

- Clear Expectations
  - Instructed not to…

- Risking Everything

- Observing Others/Witnessing
  - Attendance
  - Reporting
    - Examples of Reporting
    - Karma
    - Not my business
  - Social Media/Group Texts
  - Test Banks/Websites
  - Slippery Slope
    - Leads to more dishonest behaviors

- Frustration

- Morals/Ethics/Integrity

- Personal Examples/Stories

School/Instructor Deterrents/Ways of Prevention

- Proctoring/Monitoring

- Prevention

Thoughts on Patient Harm

- Effects of Classroom Dishonesty/Misconduct

- Effects of Clinical Dishonesty/Misconduct

Version 3: Final Coding Scheme

CONCEPTUAL FRAMEWORK/CODING SCHEME

Perceptions on Reasons for Dishonest Behavior & Misconduct

- **Classroom Environment**
  - Lack of Knowledge
  - Pressure/Stress
  - Time Management

- Fear - Desperation/Panic
- Financial Reasons
- Other Obligations
- Laziness/Lack of Caring
- Opportunity (Online Classroom)
- Lack of Preparation/Procrastination
- **Clinical Environment**
  - Intimidation
  - Burnout
  - Lack of patient cooperation

Perceptions on Types of Dishonest Behaviors & Misconduct

- Responsibility/Professionalism
  - Accountability
  - Honesty

- Resources
  - Where to go to find the answers
  - Test Review

- Peers
  - Helping others succeed

- Breaking the Rules
  - Validation
  - Justification

- Clear Expectations
  - Instructed not to…

- Risking Everything

- Observing Others/Witnessing

- Reporting

- Karma

- Not my business

- Slippery Slope
  - Leads to more dishonest behaviors
  - Frustration

- Morals/Ethics/Integrity

- Personal Examples/Stories
  - Test banks/Quizlet
  - Social Media/Group Texts

- No Tolerance

School/Instructor Deterrents/Ways of Prevention

- Proctoring/Monitoring

- Perceptions of Ease or Difficulty of Performing Dishonest Behaviors/Misconduct in Both Classroom & Clinical Environments

Thoughts on Patient Harm

- Effects of Classroom Dishonesty/Misconduct

- Effects of Clinical Dishonesty/Misconduct

APPENDIX R: SAMPLE SEGMENTS OF CODED INTERVIEW TRANSCRIPTS

EXAMPLE

Teachers' Perceptions Regarding Group Contingency Behavior Plans for Early Childhood Students: A Qualitative Case Study

Group Contingency Behavior Plan Coding Scheme			
Theme	**Codes for Research Question 1**	**Codes for Research Question 2**	**Codes for Research Question 3**
Professional Support		AS – Administrative Support CS – Colleague Support PD – Professional Development Support	
Type of GCP	DGCP – Dependent IGCP – Independent INGCP – Interdependent		
Benefits of a GCP			PI – Positive Impact NI – Negative Impact
Teacher Reinforcement		VR – Verbal Reinforcement RR – Visual Strategies	
Effective Strategies		VS – Visual Strategies SE – Student Engagement SET – Setting Expectations	VS – Visual Strategies SE – Student Engagement SET – Setting Expectations

PARTICIPANT 3: CODED TRANSCRIPT

Participant 3: Interview

Name of participant: Maribel

Teaching Certification(s): Elementary K-6;

Education Level (Highest degree attained) M.A.

Total years of teaching experience: 5

Years of teaching students in preschool through third grade? 5

Date & time of interview: 8/3/18- 11:00

1. **Are you currently or have you ever implemented a group contingency plan to manage your students' behavior? (If the response if "yes" then ask all questions-; if the response is "no" then proceed to use** questions 8-10**)**

    Yes.

2. **How long have you been implementing group contingency plans? How did you learn about the plan?**

    The last three years. So my two years before this district, I taught in Oakland California and it was like a disadvantaged community I guess really a different environment than what I teach in now. so ==I spent a lot of time with their school psychologist like talking about how to manage behavior so things that I was like building== **(AS)** *but it's like the last three years is when I really like started to implement them.*

3. **Describe the type of group contingency plan you are using.(If not provided in the answer, ask about behavior criteria, schedule reinforcement, types of reinforcers, BSP, tracking system, use of visuals.)**

    ==*I'm currently using a sticker chart… so I have like 12 different classes that I see in a*== ==*week. And the chart would just have the class name on the chart and then for any like positive behavior during whole class transitions or when everyone is focused on the assignment, or everyone follows directions the first time, they can earn like earn the star or a sticker* **(SET)**…== ==*and then for every like 15 stars or stickers they earned like a classroom reward.* **(INGCP)**== *which was usually like 10 or 15 minutes of free time so like at the end of the* ==class once they completed their task they can move on to either like free computer game or they could build with some of the building materials.== **(RR)**

4. **How did you decide to use this type of plan?**

    ==*I had seen another teacher use it maybe another like specialist teacher***. (CS)** *I just use those tracker things. I like to keep it posted. So in previous years I used class dojo but it wasn't always accessible when I had something else on the smart board.* ==I liked having this that they can even==

see it when we are using the smart board. Also I can have a helper do the stars or stickers for me as like a responsibility. They were also excited to do that **(SE, VS)** *so I tried class dojo and some other ones and they were still a group wide and still like the interdependent where everyone needed to be doing it. But I saw this one and thought I could be easier to manage for me so I gave it a try and for the most part think it went well this year.*

5. **How do you monitor the effectiveness of this plan? Does anyone else assist in monitoring or overseeing the plan?**

   I guess I see how many stars they like are earning. it also checks me, like am I rewarding them when I should be. **(SR)** *And if that's like a motivating factor so if I were to say something like if you have a smooth transition back to your desks you'll earn a sticker. Or we need like three more to get to our goal. If that seems to be like… like …some of them students get like really excited about that. Or they'll come in and be like two more and we get be free time today.*

6. **How do you determine what the reinforcers will be associated with the group contingency plan?**

   so that I have tried it for a couple years. I don't want to spend money on like a treasure chest I also think it could be a lot for having 300 kids. I felt like giving them free time with things they liked seemed to have worked. Like something that they were looking forward to earning…so in general I go by their interests. **(RR)** *They like playing on the computer just like free games and some like to build so they kind of have a choice of couple different things.*

7. **Do you believe this plan has decreased disruptive behavior and increased appropriate behavior (Ask their beliefs about specific components they believe contributes to reducing disruptive behavior and increasing appropriate behavior, if not provided)?**

   For me I think making it like posted and available for them to see changed it. **(VS).** *This way I can have someone in charge of stars for that week and their job was to be like anytime I noticed that were on task they get to put it on and they liked having that responsibility. So I think having a visually accessible to them so they can check with it at any minute and compare themselves to other classes or grade levels.* **(VS).** *They will be like wow we have like the most in second grade. This competition helped them to behave. That was a factor, but not the main thing.*

8. **Have you ever implemented an individual contingency plan?**

   Yes. I do find that the individual plans are challenging when I have so many classes like I need to be more organized with like remembering that. Or sometimes they don't always have the datasheet **(NI).** *But as far as my class, the group plan is effective overall because I only have like 40 minutes with the students* **(INGCP)**

9. **What behavior management resources/supports are currently available to you for managing classroom behavior?**

   Well I have definitely come to the child study team now I know that the school psychologist and the school social worker did a presentation on classroom management and I use a lot of the

resources they provided **(PD, AS).** *It gave me a lot of ideas and things I might try next year and add on to what I am doing. I have also asked other teachers. And teachers in a similar position as mine, that see multiple classes for a shorter period of time So mostly just like talking to more experts, since I still only have taught for a few years* **(CS, PD).**

10. **Are there any final thoughts or feelings concerning behavior management you wish to share?**

    Um I just feel like this is something that like I'm always working on. And I definitely have a hard time figuring out what works because my set up is different than a classroom teachers. So I'm still struggling to figure out what works for me and like the students. I do feel like organization would help me be better at it. I do think that sometimes this plan isn't working for this class, but it is for another class. Do I abandon it completely, change it for that one class. How do I make it fit for everyone? I ask myself, is that really a possibility? **(PD)**

PARTICIPANT 3: CRITICAL INCIDENT REPORT

During the interview process, you indicated that you have or currently are implementing a group contingency plan. Please respond to the following questions. You may handwrite or type your responses. Thank you for your time.

Have you experienced any positive or rewarding outcomes regarding the implementation of a group contingency plan? If your answer is yes, please describe your experience(s) in detail. If your answer is no, please indicate whether you would change your implementation of a group contingency plan, and why.

Yes, I have noticed some positive behavior changes with challenging classes. I have also noticed some challenging students shift some of their behaviors due to the group contingency plans because they want to fit in and they want to earn the group reward **(PI).**

Have you experienced any unsuccessful outcomes regarding the implementation of a group contingency plan? Please describe.

Yes, there are some classes or some specific students who have not found success with the group contingency plans because they did not meet their needs and/or did not motivate them to change their behavior **(NI).** *For example, I had one student who had frequently had meltdowns in class and was not socially motivated so his behavior was not impacted by the group contingency plan.*

PARTICIPANT 5: CODED TRANSCRIPT

Participant 5: Interview

Name of participant: Carla

Teaching Certification(s): Elementary K-6;

Education Level (Highest degree attained) M.A.

Total years of teaching experience: 7

Years of teaching students in preschool through third grade? 3

Date & time of interview: 8/13/18- 12:00

1. **Are you currently or have you ever implemented a group contingency plan to manage your students' behavior? (If the response if "yes" then ask all questions-; if the response is "no" then proceed to use** questions 8-10**.)**
    Yes.

2. **How long have you been implementing group contingency plans? How did you learn about the plan?**
    Well I feel like it depends on the year because there's some years where my classes needed it more than others. So I'm going to probably say past few years I've become more consistent with it so we can say half the time maybe 5 years. <mark>*Well just from reading and seeing what other teachers are doing for class management*</mark> **(CS).**

3. **Describe the type of group contingency plan you are using.(If not provided in the answer, ask about behavior criteria, schedule reinforcement, types of reinforcers, BSP, tracking system, use of visuals.)**
    So this year I started using the beeper system. So I would set a timer for a certain amount of time and it would always be varied. It could be 5 minutes, it could be 2 minutes, it could be 10 minutes. And the students would never know when the beeper would go off. But when the beeper did do off I would do a quick scan around the room and those students that were on task would get a hole punch. If they had a certain amount of hole punches they could cash it in for a reward…But I would also use it as well, the same plan for the whole class. <mark>*So I used it for whole group things and individual things*</mark> **(INGCP,** *DGCP)***.** *I made it clear there were times where everyone had to be doing something so that everyone can get a point and then there were individual students I would recognize. The students knew what was expected of them, how to earn, what the reward would be. There was a whole discussion about it so that there would be no surprises* **(SET).**

4.   **How did you decide to use this type of plan?**

I've struggled with this and have used various things over the years. *The plan was shared with me by one my coworkers, the school social worker, and then another teacher using a punch card* **(CS).** *So I kind of just (pause) sort of married the two of them together. um I made it my own I had to feel comfortable with it was a period of time where I thought like you know what I can't be setting the beeper all the timeso I'm just going to sort of overall if the class is quiet during that time we can all get a punch. When I first started it, I thought about the periods where I felt like either my class was having the most difficult time being quiet.* **(SR)** *I mean I kinda feel like yes it's nice to be rewarded but at the same time there's just certain expectations that like we need to be quiet during reading we need so reading workshop was always a quiet time in my class I didn't really use it. But I used it for other times where I felt like the chattiness could be an issue. and I think I would continue to do that I think the second graders talking when it's not really time to talk um you that when I feel I need this the most.*

5.   **How do you monitor the effectiveness of this plan? Does anyone else assist in monitoring or overseeing the plan?**

I think it was effective because truthfully like most of the time when I gave them a reminder about the behavioral expectation, I do really feel like they responded to it. Um the kids seemed excited about it. **(PI, SET)** *They loved the punch cards. Um and overall I think I had a really well managed class so to me that's sort of the evidence. I mean I don't know for sure maybe if I didn't have this they would have been not as well behaved. um and I feel like because I varied when they were going to get them sometimes I didn't say that I'm looking for a quiet class but I'm when I noticed the kids are really quiet I would say know wow everyone's been doing such an amazing job I'm going to come around and give everyone a punch. So it was very unexpected that's why I didn't know we need the buzzer all the time I think you know I just kept them on their toes.* **(SE)** *Um and overall I think I had a really well managed class so to me that sort of the evidence I mean I don't know for sure maybe if I didn't have this they would have been but I think it's nice to have a visual and know kids are earning.* **(VS)**

6.   **How do you determine what the reinforcers will be associated with the group contingency plan?**

Once the kids hit 20 punches, they could earn a prize. Sometimes it [the reward] would be a homework pass, other times it would be something else and we talked about what were things that they would want. So it was really based on their interest, so that um they were really invested in it. **(RR, SE)**

7.   **Do you believe this plan has decreased disruptive behavior and increased appropriate behavior (Ask their beliefs about specific components they believe contributes to reducing disruptive behavior and increasing appropriate behavior, if not provided)?**

I think the individual students seeing that maybe other students happen to have gotten more hole punches made them see that others were really doing their work, and I think just seeing that the kids thought that they better get to work **(PI).**

8. **Have you ever implemented an individual contingency plan?**

   Yes, I have done different plans. Other kids wanted rewards. You know other years when I had sticker charts for certain kids the prize associated with it in school the other kids would question it. So yeah I mean I think kids do get excited with it um get excited about it when they see other kids are getting. So I think the group plan is better. **(SE)**

9. **What behavior management resources/supports are currently available to you for managing classroom behavior?**

   Well definitely piggybacking off of other teachers as a resource I'm always asking other teachers and the child study team, I think they always have really good ideas being that they work with so many different kinds of kids those are probably the two **(CS, PD).** *You know I don't do so much research online like Pinterest I just don't find it helpful I like to sort of what's been tried and done by people that I respect.*

10. **Are there any final thoughts or feelings concerning behavior management you wish to share?**

    I think that that my thoughts have changed a little bit about it. Like I said before I have had some years where I haven't done anything you know I have done some individual work for the kids that need it up but never for everybody. But I kind of feel that even if you have a really good class sometimes it's nice to be rewarded and it's that positive feedback. So often we focus on the negative. so I think that whether I have like an amazing… ya know like going to target chattiness during quiet work, even if I have an amazing class, I think it's still nice to be able to continue to reward for that so that continues. **(VR)** *Because I think that with second graders they can slide. So I just thinking going in with a fresh thought that it's important to have something you know to start the year out with and set the standards.*

PARTICIPANT 5: CRITICAL INCIDENT REPORT

Have you experienced any positive or rewarding outcomes regarding the implementation of a group contingency plan? If your answer is yes, please describe your experience(s) in detail. If your answer is no, please indicate whether you would change your implementation of a group contingency plan, and why.

Yes- I have noticed my students are invested in the plan and want to reach the goal. They get excited when I announce that I am looking for quiet workers or announce the beeper has been set. Their body language and verbal language is proof they are invested. More importantly, I see good behavior when the plan begins for that time period. **(PI)**

Have you experienced any unsuccessful outcomes regarding the implementation of a group contingency plan? Please describe.

No, I have not experienced unsuccessful results. However, I do think I need to do a better job at varying the reward to keep it fresh. **(RR)**

PARTICIPANT 6: CODED TRANSCRIPT

Participant 6: Interview

Name of participant: Jaxon

Teaching Certification(s): P-3; Elementary K-6; Sp.Ed P-12

Education Level (Highest degree attained) M.A.

Total years of teaching experience: 2

Years of teaching students in preschool through third grade? 2

Date & time of interview: 7/23/18- 10:00

1. **Are you currently or have you ever implemented a group contingency plan to manage your students' behavior? (If the response if "yes" then ask all questions-; if the response is "no" then proceed to use** questions 8-10**.)**
    Yes.

2. **How long have you been implementing group contingency plans? How did you learn about group contingency plans?**
    I guess the last two school year. I learned about the plan through the CST who introduced the program and gave me a few articles to read on group contingency plans and the background on the specific plan … I also learned about class plans during my first year. I did work with an experienced teacher um who observed me in the classroom and reviewed with me different strategies and techniques to improve student behavior. **(AS, CS, PD)**

3. **Describe the type of group contingency plan you are using.(If not provided in the answer, ask about behavior criteria, schedule reinforcement, types of reinforcers, BSP, tracking system, use of visuals.)**
    So it's a whole class behavior plan that [pause] um it uses a visual of a caterpillar that has circles that move up to the head of the caterpillar. **(INGCP, VS)** *And the overall goal is to encourage students to follow classroom rules and routines. As they follow those rules and make positive choices in the classroom a butterfly moves up the circles of the caterpillar and once the butterfly reaches top of the caterpillar's head there is a whole class wide reward system. So in a bag there's visual cards that show what the reward would be so for example there's a dance party, umm they could time with bubbles, they could earn free choice time.* **(VS, RR)** *That part of the plan is adaptable based on the interests of the student and once the top of the caterpillar is reached we pull one of those visuals from the bag and the entire class gets to participate in reinforce.* **(SE)** *[pause] It is important to review with students what the classroom rules and expectations are and to let students know that you're initiating the plan so you can use it at different times during the day.* **(SET)** *I mainly used it during circle time and other whole group activities.*

4. **How did you decide to use this type of plan?**

    ==*From mentoring and advice from the CST.*== **(PD)** *And then also once I started using the plan I saw the benefits and effectiveness of it so I continued to use it.*

5. **How do you monitor the effectiveness of this plan? Does anyone else assist in monitoring or overseeing the plan?**

    I guess based on how often the reinforcers are met, so how often we meet the goal.

6. **How do you determine what the reinforcers will be associated with the group contingency plan?**

    ==*Just based on what I've seen in my classroom and the interests that I know my students have.*== **(SE)** *So for example they love go noodle which we have used in the past so I knew that would be something they would want to earn. Um also on the playground we have used bubbles before and they loved it…so I kind of use my own background knowledge on the students and then also in class discussion about it.*

7. **Do you believe this plan has decreased disruptive behavior and increased appropriate behavior (Ask their beliefs about specific components they believe contributes to reducing disruptive behavior and increasing appropriate behavior, if not provided)?**

    Yes, um… ==*I think during a whole group activity if I'm able to pinpoint a student who is making a good choice it reminds me to give that verbal praise*== ==*and then it's coupled with the visual movement up the chart which really motivates the other students because they see the direct reward*== ==*and because they are working as a whole group it gives them the feeling of teamwork*== ==*and the students want, you know they want to get the rewards so once they see that one student helped them get to the top it encourages the other students to make similar choices.*== **(VR, RR, VS, INGCP, PI, SE)**

8. **Have you ever implemented an individual contingency plan?**8.

    ==*Yes I have. I really like how the whole group contingency plan works because it takes the emphasis off of just one student and really puts the responsibility on the class as a whole*== **(INGCP)***… so you're able to focus on more behaviors at one time... and it encourages a classroom culture and it allows you to kind of spread your praise around versus constantly either redirecting or praising one student.* ==*When the whole class works as a team to make good choices, the entire class benefits and receives a class wide reinforcer which increases the effectiveness of the plan.*== **(PI)** *The plan has also encouraged my students to work cooperatively and has motivated the entire class. I have run an individual plan along with the group plan. I think in a way the whole group is more beneficial… because it gives…say you have one student that does require some type of behavior plan and you are using an individual plan it can sometimes I guess need like constant change… whereas I feel the whole group plan doesn't lose um its interest as much, so you can change it up a little bit more and I think that sometimes if you give maybe a child that needs redirecting or needs some assistance in the classroom, if you give them too much attention for a specific behavior it could increase the behavior.* ==*Where this really limits how much attention is just given to one student while they still are being encouraged by the plan and*==

the reinforcer and it shows the whole class that when everybody does make good choices (pause) or a specific student that their friends could benefit from it as well as versus just one student getting a reinforcer. **(RR, SE)**

9.   **What behavior management resources/supports are currently available to you for managing classroom behavior?**

Um it wasn't so specific but we definitely reviewed in my coursework we reviewed different types of plans you can use different types of reinforcers **(PD)** *so I wasn't familiar with this specific plan but I've definitely been introduced to the use of positive praise in the classroom, um how to increase certain behaviors and decrease certain behaviors. Um so I would think like a general overview of behavior management in some course, not specific a course.*

10. **Are there any final thoughts or feelings concerning behavior management you wish to share?**

So I always had a visual rules board in my classroom which works really nice actually with this specific plan because you can reference it at the beginning of a whole group activity and um I like to make those rule charts with my students so that they are a part of coming up with what they think would be effective rules to have in our classroom. **(VS, SE)** *I think through this whole group contingency behavior plan I've really increased my use of positive reinforcement in the classroom and positive praise which I think just lifts the overall sentiment in the classroom and the students aren't seeking to gain as much attention because it's already built into the way the whole group activities work and really limiting the use of redirecting in a sense of using language that explains what the students shoulddo versus what they shouldn't do.* **(PI, SET)**

PARTICIPANT 6: CRITICAL INCIDENT REPORT

During the interview process, you indicated that you have or currently are implementing a group contingency plan.Please respond to the following questions. You may handwrite or type your responses. Thank you for your time.

Have you experienced any positive or rewarding outcomes regarding the implementation of a group contingency plan? If your answer is yes, please describe your experience(s) in detail. If your answer is no, please indicate whether you would change your implementation of a group contingency plan, and why.

Yes I have experienced positive and rewarding outcomes while implementing a group contingency plan in my pre-K classroom. The plan has enabled the students to work as a team to follow classroom rules and has greatly increased my use of positive reinforcement. the visual nature of the plan has also helped my students to clearly see the benefits of their positive choices. The plan is also adaptable, allowing the positive reinforcers to be directly related to the interest of the students. When the whole class works as a team to make good choices, the entire class benefits and receives a class wide reinforcer which increases the effectiveness of the plan. the plan has also encouraged my students to work cooperatively and has motivated the

entire class. *the plan has also helped me by reminding me to repetitively review classroom rules and to set clear and concise expectations*. *the plan also encourages the use of behavior specific praise connected with the visual increase which allows the whole class to again hear expectations coupled with a visual response that brings them closer to receiving their class-wide reward.*
(PI, VS, SE, VR, RR, SET)

Have you experienced any unsuccessful outcomes regarding the implementation of a group contingency plan? Please describe.

No response provided

PARTICIPANT 9: CODED TRANSCRIPT

Participant 9: Interview

Name of participant: MiaJoy

Teaching Certification(s): Elementary K-6;

Education Level (Highest degree attained) M.A.

Total years of teaching experience: 12

Years of teaching students in preschool through third grade? 9

Date & time of interview: 8/3/18- 5:00

1. **Are you currently or have you ever implemented a group contingency plan to manage your students' behavior? (If the response if "yes" then ask all questions-; if the response is "no" then proceed to use** questions 8-10**.)**
    No
    PROBE: Why have you not implemented a group contingency plan? Please describe the specific reasons why you have not implemented a group contingency behavior plan with your students.
    I feel that my students would not benefit, at the age and skill level that I teach, from that type of reinforcement system. Most of the students entering have very few skills. I need to teach basic readiness skills which need to be broken down and reinforced immediately. I am fortunate enough to have and always have had enough support in my classroom to have a staff/student ratio of 1:1 or 1:2 so that readiness skills can be taught and reinforced immediately in an individual format, rather than a whole class approach. **(IGCP)** *I also feel like the students need to have some sort of social awareness of others for a dependent or interdependent group contingency plan to work. They need to realize that their behavior affects everyone else and care about that fact.*

2.   Have you ever implemented an individual contingency plan?

> Yes, so *I use a token boards for all my students for work completion.* **(SE)** *It could be for different things. Initially, clearly the children have to understand how a token works. So usually I would do a 1:1 token for a response and then maybe move to 5 or 10 responses. Then you would just change the ratio of how you would reinforce. You can also change the amount of tokens before a child earns a reward. it also could be a time based like you're going to earn tokens over a certain amount of time. So, I have done it different ways, it depends on the student. so, there is usually a choice board, so they can choose what they want to work for, I would have a visual.* **(VS)** *And that would go on the board somewhere. And when they earn the token, they would receive their reinforcement. The CST and the other teachers help me. I mean I think really everybody on the team, the related service providers, um you know are valuable in their own way. It can be based on their experience, or um you know whatever their expertise is. Sometimes there might be behaviors related to their area. So, if we are doing a gross motor activity and there is a problem I can ask the OT or PT for suggestions to see if there is something I can do. I mean it's really everybody that helps.* **(CS)**

3.   What behavior management resources/supports are currently available to you for managing classroom behavior?

> *The school psychologist and the school social worker have provided a lot of the resources that I use on a daily basis. These are very helpful to me.* **(AS)**

4.   Are there any final thoughts or feelings concerning behavior management you wish to share?

> *I think in my type of classroom if you can't get the behavior under control, then it… that's primary, you have to do that first or else you are never going to get to teach. And I also look like its that it is preschool and that social/emotional component um is almost more important in the very beginning than teaching the letters and the numbers. I mean it's almost secondary to focusing on behavior and how you…just generally thing about the behavior. And the other things like sitting in a chair, participating, those kind of learner behaviors. As well as refraining from hitting and screaming and all those things. That primary and has to be focused on first before you can even get to anything else. I kind of feel like when we focus on those other things (not that they are not important) but it just like not accurate, if that can show all those skills, but can't behavior, then those skills are not functional. You can't use it if you can't behave. So, it's really… I feel like my job with the kids I have, is to getting the behavior as under control as a I can in order to start teaching things other preschoolers may be learning.* **(SR)**

THIS RESEARCH PARTICIPANT DID NOT COMPLETE A CRITICAL INCIDENT REPORT SINCE SHE DOES NOT IMPLEMENT GROUP CONTINGENCY PLANS

APPENDIX S: QUALITATIVE DATA ANALYSIS SOFTWARE RESOURCES (QDAS)

There any currently many software packages for qualitative data analysis (QDAS). Software can perform specialized searching and sorting tasks, but it cannot do the thinking for you! These programs do not engage in interpretive work, nor were they designed to do this!

Program Name	Website
ATLAS.ti	http://www.atlasti.com/ Friese, S. (2019). *Qualitative data analysis with ATLAS.ti* (3rd ed.). SAGE. (See note 2)
Dedoose	http://www.dedoose.com/ A cross-platform app for analyzing mixed methods research with text, photos, audio, video, and spreadsheet data.
HyperRESEARCH (ResearchWare Inc.)	http://researchware.com
NVivo12 PRO (QSR International)	https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/about/nvivo Jackson, K. & Bazeley, P. (2019). *Qualitative data analysis with NVivo* (3rd ed.). SAGE. (See note 3)
MAXQDA	http://www.maxqda.com/ Analyzes text, imagery, audio and video files, tweets, focus group discussions, and survey responses
QDA Miner (Provalis Research)	https://provalisresearch.com/products/qualitative-data-analysis-software/freeware/
Quirkos	https://www.quirkos.com/

Note 1: Information regarding the features, functions, and capabilities of the software is included in each of the program websites.

Note 2: Friese (2019) is a step-by-step guide to using Atlas.ti, featuring methodological and technical support, practical exercises, and a companion website with online tutorials.

Note 3: Jackson and Bazeley (2019) is a useful introductory text for planning and conducting qualitative data analysis with NVivo. This text includes practical instruction and real-world examples; illustrating how NVivo can accommodate analysis across a wide range of research questions, data types, perspectives, and research designs.

APPENDIX T: SAMPLE DATA SUMMARY TABLES

EXAMPLE 1

Elementary Bilingual Education Teachers' Beliefs about Their Preparedness in Teaching English Language Proficiency Skills to Hispanic ELLs: A Qualitative Case Study.

Data Summary Tables

X- In red are focus group responses (triangulation purposes)

	ELL Themselves (ET)	Prepared (P)	Took Time (TT)	Finds Ways (FW)	Not Prepared Changes to Instruction (NPC)	Bilingual Program Helped (BPH)	PD Helped (PDH)	Rewarding Passionate Advocates (TRPA)	Describing ELLs (TDE)	"Shy Kids" (SK)	Learning E is Imp (TIS)	Native Lang (TNL)	Challenging (TBC)
1	XX	X	X		X	X	XX	X		X		X	X
2	X	X		X	X	X	X	X	X			XX	
3	X		X		X	X		X		X			
4	X	X		X		X	X	X	X	X			
5	X			X		XX	X		XX	X		X	XX
6	X			X	XX		XX	X	XX	X			
7		X	X	X	X	X	X	X		X	X	X	X
8	X	X	X	X		X	X	X				X	X
9	X	X	X		X	X	X					X	X

(Continued)

[Continued]

	ELL Themselves (ET)	Prepared (P)	Took Time (TT)	Finds Ways (FW)	Not Prepared Changes to Instruction (NPC)	Bilingual Program Helped (BPH)	PD Helped (PDH)	Rewarding Passionate Advocates (TRPA)	Describing ELLs (TDE)	"Shy Kids" (SK)	Learning E is Imp (TIS)	Native Lang (TNL)	Challenging (TBC)
10	XX	X	XX	XX		X	XX	X	XX		XX	X	
11		X	X	X	X	X	XX	X	X			X	
12			X	X	X	X	X	X	X	XX		X	X
13	X	X		X	X	X	X	X	X		X	X	X
14	XX			X	X	X	X		XX		XX		X

	Virtual Teaching (VT)	Build Relationships (BR)	Students Cultural/ Linguistic Backgrounds (SCLB)	Data Driven (TDD)	Technology (T)	Learning Styles (LS)	Recordings (TR)	Reflective Teachers (RT)	Prepared Changes to Instruction (PC)	High Expectations (HE)
1	XX	X	XX	X	X	XX	XX	X	X	XX
2	XX									
3	X						X			
4	X		X		X		X	X		
5		XX	X	XX		X		X	X	XX
6		X	XX		XX	X		X		X

	Virtual Teaching (VT)	Build Relationships (BR)	Students Cultural/ Linguistic Backgrounds (SCLB)	Data Driven (TDD)	Technology (T)	Learning Styles (LS)	Recordings (TR)	Reflective Teachers (RT)	Prepared Changes to Instruction (PC)	High Expectations (HE)
7		X	X		X					X
8			X	X					X	X
9	X		X			X			X	
10	XX	X	X	XX	X	X	XX	XX		
11			XX	X	X	X				XX
12			X	X	X	X		X	X	XX
13			X		X		X		X	
14	X			X						

	Colleague Collaboration (CC)	Teachers and Students Share Cultural Backgrounds (CB)	Teacher Planning (TPL)	Visuals (V)	Vocabulary (VO)	Vertical Alignment (VA)	Differentiated Instruction (DI)*	Bilingual Partner (BP)	Teacher Mentor (TMR)	Accountability Measures (AM)
1	X	X	X	X				X		X
2	X	XX	X	X	X	X	X	X		
3		X			X	X			X	X

(*Continued*)

(Continued)

	Colleague Collaboration (CC)	Teachers and Students Share Cultural Backgrounds (CB)	Teacher Planning (TPL)	Visuals (V)	Vocabulary (VO)	Vertical Alignment (VA)	Differentiated Instruction (DII)*	Bilingual Partner (BP)	Teacher Mentor (TMR)	Accountability Measures (AM)
4	X			X				X		
5	X		X	XX	XX	X		X		X
6					XX			XX		
7			X	X	X					
8	X							X	X	
9				X	X					
10	X	XX	X	XX	X	X		XX	X	X
11	X			XX	X		X	X		
12	X		XX	X	X	X		XX		
13	X		X	X		X		X		X
14		X		X	X	X		X		X

	PD Model (PDM)	Think Pair Share (TPS)	Limited Resources (LR)	Prepared Bilingual Program (PBP)	Development of English Skills (DES)	Teachers Background Knowledge (TBK)	Comfortable Environments (CE)	Student Growth (SG)	Cognates (C)	Teacher Modeling (TM)	Teacher Comparisons (TC)
1							X			X	X
2							X			X	X
3	X	X	X	X							
4					X					X	
5	X		X			X	XX			XX	
6							X	X			X
7							X	X	X	X	X
8		X	X			X					
9											
10							XX	X	XX		X
11							X				
12							X			XX	XX
13			X						X		
14			X								X

(Continued)

(*Continued*)

	Intentional Teaching (IT)	Student Needs (SN)	Curriculum Moves Fast (CMF)	Formal and Informal Assessments (FIA)	Parental Involvement (PI)	Updated Professional development (UPD)				
1			X							
2										
3										
4										
5		X								
6			X	X						
7										
8										
9	X									
10	X				X	X				
11										
12										
13	X	X								
14										

EXAMPLE 2

Nursing Students' Perceptions Regarding Dishonest Behaviors and Academic Misconduct: A Phenomenological Study.

Data Summary Table:
Perceptions of Dishonest Behaviors/Academic Misconduct

Example of Dishonest Behavior/Misconduct	Perceptions of Nursing Student Participants											TOTAL #(%)
Participants	Celeste	Maggie	Sarah	Jessica	Naomi	Debbie	Carla	Caitlyn	Joanne	Theresa	Brittany	
Copying information from a source without properly citing the source	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11(100%) Yes
Changing the words of material from another piece of work and then representing these words as your own	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11(100%) Yes
Submitting the same, or similar, work in more than one subject/class without prior consent of the instructor	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	9(82%) Yes 2(12%) No
Submitting another's material as your own	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11(100%) Yes
Borrowing and then copying another student's work with/without their permission	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11(100%) Yes
Having someone attend a class for you as a substitute	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11(100%) Yes

(Continued)

Example of Dishonest Behavior/Misconduct	Perceptions of Nursing Student Participants											TOTAL #(%)
Preparing work for another student to be submitted for academic evaluation	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11(100%) Yes
Collaborating on an assignment with others when instructed not to	Y	N	N	N	N	Y	Y	N	N	N	Y	6(45%) Yes 5(55%) No
Taking an examination for another student or having someone take an examination for you	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11(100%) Yes
Using unauthorized material or fabricated data in an academic assignment/exercise	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11(100%) Yes
Purchasing and then submitting another's written paper/work as one's own	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11 100%) Yes
Using an improperly acquired/stolen examination	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11(100%) Yes
Selling or lending papers/assignments to another student(s) for them to turn in as their own work	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11(100%) Yes
Asking another student "what was on the test?" or telling another student what was on the test	Y	N	Y	Y	Y	N	Y	Y	Y	N	Y	8(73%) Yes 3(27%) No

Example of Dishonest Behavior/Misconduct	Perceptions of Nursing Student Participants											TOTAL #(%)
Using electronics to copy/take a picture of an exam	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11(100%) Yes
Writing down test exam questions during an exam to share with others	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11(100%) Yes
Using notes, cellphones, books, or other unauthorized materials during a closed-book exam to gain answers	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11(100%) Yes
Using hidden notes to use for an exam	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11(100%) Yes
Looking up test bank questions to study for an exam	Y	N	N	Y	Y	Y	N	Y	Y	N	Y	7(64%) Yes / 4(36%) No
Taking a bathroom break during an exam to look up answers to questions	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11(100%) Yes
Allowing another student to copy from your paper during an exam	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11(100%) Yes
Leaving the classroom after attendance has been checked	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	10(91%) Yes / 1(9%) No

(Continued)

Example of Dishonest Behavior/Misconduct	Perceptions of Nursing Student Participants											TOTAL #(%)
Using a false excuse to delay taking an exam in order to take a make-up exam	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y	9(82%) Yes 2(18%) No
Using a false excuse to withdraw from a course to avoid receiving a failing grade	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y	9(82%) Yes 2(18%) No
Passing down completed coursework to students in lower classes	Y	Y	N	Y	Y	Y	Y	N	Y	N	Y	8(73%) Yes 3(27%) No
Observing a student copying from another student during an exam and doing nothing with the information	Y	N	Y	N	Y	Y	Y	Y	Y	Y	N	8(73%) Yes 3(27%) No
Not participating in a group project but taking credit for participating and contributing to the project	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11(100%) Yes
Working together with other students for an online exam meant to be done independently in order to share questions and answers	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11(100%) Yes

Example of Dishonest Behavior/ Misconduct	Perceptions of Nursing Student Participants											TOTAL #(%)
Not reporting an error or incident that involves a patient	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11[100%] Yes
Reporting and/or documenting treatments or procedures that were not performed or assessed	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11[100%] Yes
Documenting that medications were administered when they were not	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11[100%] Yes
Performing a procedure on a patient without adequate knowledge or failing to obtain guidance from the instructor	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11[100%] Yes
Breaking sterile technique and not replacing the contaminated items	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11[100%] Yes
Discussing patient information in public places or with nonmedical personnel	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11[100%] Yes
Copying another nurses' medical notes (copying and pasting) in electronic health records	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11[100%] Yes
Making up a false excuse to miss clinical	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	10[91%] Yes 1[9%] 100% No

APPENDIX U: CODED TRANSCRIPT SUMMARY CHARTS

EXAMPLE 1

Teachers' Perceptions Regarding Group Contingency Behavior Plans for Early Childhood Students: A Qualitative Case Study

Participants	Research Question I Codes	Research Question II Codes	Researcher Question III Codes
Themes	Types of GCP	Professional Support Teacher Reinforcers GCP Teacher Strategies	GCP Behavior Impact GCP Teacher Strategies
Participant 3	I'm currently using a sticker chart... so I have like 12 different classes that I see in a week. And the chart would just have the class name on the chart and then for any like positive behavior during whole class transitions or when everyone is focused on the assignment,	I spent a lot of time with their school psychologist like talking about how to manage behavior so things that I was like building [AS] I had seen another teacher use it maybe another like specialist teacher.[CS] I guess I see how many stars they like are earning, it also checks me, like am I rewarding them when I should be.[SR] once they completed their task they can move on to either like free computer game or they could build with some of the building materials. [RR] Like something that they were looking forward to earning....so in general I go by their interests.[RR]	I can have a helper do the stars or stickers for me as like a responsibility. They were also excited to do that [SE] For me I think making it like posted and available for them to see changed it.[VS]....So I think having a visually accessible to them so they can check with it at any minute and compare themselves to other classes or grade levels.[VS]. I do find that the individual plans are challenging when I have so many classes like I need to be more organized with like remembering that. Or sometimes they don't always have the datasheet [NI].

Participants	Research Question I Codes	Research Question II Codes	Researcher Question III Codes
	or everyone follows directions the first time, they can earn like earn the star or a sticker ...and then for every like 15 stars or stickers they earned like a classroom reward. [INGCP] But as far as my class, the group plan is effective overall because I only have like 40 minutes with the students [INGCP]	Well I have definitely come to the child study team now[PD]. I know that the school psychologist and the school social worker did a presentation on classroom management and I use a lot of the resources they provided [AS]... I have also asked other teachers. And teachers in a similar position as mine, that see multiple classes for a shorter period of time [CS] So mostly just like talking to more experts, since I still only have taught for a few years[PD]. I do think that sometimes this plan isn't working for this class, but it is for another class. Do I abandon it completely, change it for that one class. How do I make it fit for everyone? I ask myself, is that really a possibility? [PD]	I liked having this that they can even see it when we are using the smart board. [VS] I have also noticed some challenging students shift some of their behaviors due to the group contingency plans because they want to fit in and they want to earn the group reward [PI]. the class name on the chart and then for any like positive behavior during whole class transitions or when everyone is focused on the assignment, or everyone follows directions the first time, they can earn like earn the star or a sticker [SET]
Participant 5	So I used it for whole group things [INGCP] and individual things [DGCP].	Well just from reading and seeing what other teachers are doing for class management [CS]. The plan was shared with me by one my coworkers, the school social worker, and then another teacher using a punch card [CS]. um I made it my own I had to feel comfortable with it was a period of time where I thought like you know what I can't be setting the beeper all the time so I'm just going to sort of overall if the class is quiet during that time we can all get a punch. [SR] When I first started it, I thought about the periods where I felt like either my class was having the most difficult time being quiet. [SR]	I think it's nice to have a visual and know kids are earning. [VS] I varied when they were going to get them sometimes I didn't say that I'm looking for a quiet class but I'm when I noticed the kids are really quiet I would say know wow everyone's been doing such an amazing job I'm going to come around and give everyone a punch. So it was very unexpected that's why I didn't know we need the buzzer all the time I think you know I just kept them on their toes. [SE]

Participants	Research Question I Codes	Research Question II Codes	Researcher Question III Codes
		So it was really based on their interest, so that um they were really invested in it. [RR] *Well definitely piggybacking off of other teachers as a resource [CS].*	*I think the individual students seeing that maybe other students happen to have gotten more hole punches made them see that others were really doing their work, and I think just seeing that the kids thought that they better get to work [PI]* *More importantly, I see good behavior when the plan begins for that time period.* **[PI]**
		I'm always asking other teachers and the child study team, I think they always have really good ideas being that they work with so many different kinds of kids those are probably the two [PD.] *So often we focus on the negative. so I think that whether I have like an amazing... ya know like going to target chattiness during quiet work, even if I have an amazing class, I think it's still nice to be able to continue to reward for that so that continues. [VR]* *I do think I need to do a better job at varying the reward to keep it fresh. [RR]*	*I made it clear there were times where everyone had to be doing something so that everyone can get a point and then there were individual students I would recognize. The students knew what was expected of them, how to earn, what the reward would be. There was a whole discussion about it so that there would be no surprises[SET]* *I think it was effective because truthfully like most of the time when I gave them a reminder about the behavioral expectation, I do really feel like they responded to it. Um the kids seemed excited about it.* **[PI, SET]**
Participant 6	*So it's a whole class behavior plan that [pause] um it uses a visual of a caterpillar that has circles that move up to the head of the caterpillar. [INGCP VS]*	*I learned about the plan through the CST who introduced the program and gave me a few articles to read on group contingency plans and the background on the specific plan ...I did work with an experienced teacher um who observed me in the classroom and reviewed with me different strategies and techniques to improve student behavior. [AS, CS]* *So in a bag there's visual cards that show what the reward would be so for example there's a dance party, umm they could time with bubbles, they could earn free choice time. [VS, RR]*	*It is important to review with students what the classroom rules and expectations are and to let students know that you're initiating the plan so you can use it at different times during the day.[SET]* *Just based on what I've seen in my classroom and the interests that I know my students have. [SE]*

Participants	Research Question I Codes	Research Question II Codes	Researcher Question III Codes
	Yes I have. I really like how the whole group contingency plan works because it takes the emphasis off of just one student and really puts the responsibility on the class as a whole[NGCP]	*So it's a whole class behavior plan that [pause] um it uses a visual of a caterpillar that has circles that move up to the head of the caterpillar. [NGCP, VS]* *That part of the plan is adaptable based on the interests of the student and once the top of the caterpillar is reached we pull one of those visuals from the bag and the entire class gets to participate in reinforce.[SE]* *When the whole class works as a team to make good choices, the entire class benefits and receives a class wide reinforcer which increases the effectiveness of the plan.[PI]* *Where this really limits how much attention is just given to one student while they still are being encouraged by the plan and the reinforcer and it shows the whole class that when everybody does make good choices [pause] or a specific student that their friends could benefit from it as well as versus just one student getting a reinforcer.* **[RR, SE]** *Um it wasn't so specific but we definitely reviewed in my coursework we reviewed different types of plans you can use different types of reinforcers [PD]*	*So I always had a visual rules board in my classroom which works really nice actually with this specific plan because you can reference it at the beginning of a whole group activity and um I like to make those rule charts with my students so that they are a part of coming up with what they think would be effective rules to have in our classroom.[VS, SE]* *I think through this whole group contingency behavior plan I've really increased my use of positive reinforcement in the classroom and positive praise which I think just lifts the overall sentiment in the classroom and the students aren't seeking to gain as much attention because it's already built into the way the whole group activities work and really limiting the use of redirecting in a sense of using language that explains what the students should do versus what they shouldn't do.[PI, SET]* *the plan has also helped me by reminding me to repetitively review classroom rules and to set clear and concise expectations.*

Participants	Research Question I Codes	Research Question II Codes	Researcher Question III Codes
Participant 9	I am fortunate enough to have and always have had enough support in my classroom to have a staff/student ratio of 1:1 or 1:2 so that readiness skills can be taught and reinforced immediately in an individual format, rather than a whole class approach. [IGCP]	I use a token boards for all my students for work completion. [SE] So, if we are doing a gross motor activity and there is a problem I can ask the OT or PT for suggestions to see if there is something I can do. I mean it's really everybody that helps. [CS] The school psychologist and the school social worker have provided a lot of the resources that I use on a daily basis. These are very helpful to me. [AS]	there is usually a choice board, so they can choose what they want to work for, I would have a visual. [VS] I feel like my job with the kids I have, is to getting the behavior as under control as I can in order to start teaching things other preschoolers may be learning. [SR]

EXAMPLE 2

Teachers' Perceptions Regarding Group Contingency Behavior Plans for Early Childhood Students: A Qualitative Case Study

Presentation of the Findings

Category	RQ2 – Themes How do early childhood teachers select, implement, and monitor the use of group contingency plans?	Supporting Quotations
Classroom Management Plan	Interdependent	**Participant #3.** *"I'm currently using a sticker chart... so I have like 12 different classes that I see in a week. And the chart would just have the class name on the chart and then for any like positive behavior during whole class transitions or when everyone is focused on the assignment, or everyone follows directions the first time, they can earn like earn the star or a sticker..."* **[2.1 – CMPINT]** **Participant #5.** *"I think the individual students seeing that maybe other students happen to have gotten more hole punches made them see that others were really doing their work, and I think just seeing that the kids thought that they better get to work."* **[2.1 – CMPINT]** **Participant #6,** *So it's a whole class behavior plan that [pause] um it uses a visual of a caterpillar that has circles that move up to the head of the caterpillar. And the overall goal is to encourage students to follow classroom rules and routines. As they follow those rules and make positive choices in the classroom a butterfly moves up the circles of the caterpillar and once the butterfly reaches top of the caterpillar's head there is a whole class wide reward system."* **[2.1 – CMPINT]**

Category	RQ2 – Themes — How do early childhood teachers select, implement, and monitor the use of group contingency plans?	Supporting Quotations
Teacher Rewards	Ease of Use	Participant #3, *"I don't want to spend money on like a treasure chest I also think it could be a lot for having 300 kids. I felt like giving them free time with things they liked seemed to have worked."* (6.4 – TREU) Participant#3, *"It gave me a lot of ideas and things I might try next year and add on to what I am doing."* (6.4 – TREU) Participant #5, *"They loved the punch cards."* *"So I kind of just (pause) sort of married the two of them together. um I made it my own I had to feel comfortable with it."* (6.4 – TREU)
Motivation	Visual	Participant #3, *"For me I think making it like posted and available for them to see changed it."* (4.1 - MV) Participant #5, *"Um and overall I think I had a really well managed class so to me that sort of the evidence I mean I don't know for sure maybe if I didn't have this they would have been but I think it's nice to have a visual and know kids are earning."* (4.1 - MV)

Category	RQ3 – Themes: What aspects of group contingency plans do early childhood teachers believe to be effective in reducing the disruptive behavior of their students, and why?	Supporting Quotations
Motivation	Rewards	Participant #3, *"I guess I see how many stars they like are earning, it also checks me, like am I rewarding them when I should be. And if that's like a motivating factor so if I were to say something like if you have a smooth transition back to your desks you'll earn a sticker."* (4.2 – MR) Participant #6, *"The plan has also encouraged my students to work cooperatively and has motivated the entire class."* (4.2 – MR)
Motivation	Competition	Participant #3, *". So I think having a visually accessible to them so they can check with it at any minute and compare themselves to other classes or grade levels. They will be like wow we have like the most in second grade. This competition helped them to behave."* (4.5 – MC) Participant #5, *"I think the individual students seeing that maybe other students happen to have gotten more hole punches made them see that others were really doing their work, and I think just seeing that the kids thought that they better get to work."* (4.5 – MC)
Motivation	Student Choice	Participant #3, *"Like something that they were looking forward to earning...so in general I go by their interests. They like playing on the computer just like free games and some like to build so they kind of have a choice of couple different things.* (4.3 – MSC) Participant #6, *"Just based on what I've seen in my classroom and the interests that I know my students have."* (4.3 – MCS)

APPENDIX V: SAMPLE THEMATIC CHARTS

EXAMPLE 1

A Model for Educational Change Initiatives: Addressing Readiness for Change and Awareness of the Need for Change

(A separate chart is created for each emergent theme.)

THEME 1: CHANGE READINESS

Question: To what extent are schools ready to embrace change?

Keywords: readiness to embrace change; awareness of need for change.

OVERVIEW

XYZ (Systemic Change Process) offered a model of educational excellence, creating the impetus for schools to define success by providing a framework or structure for a way to make changes. *Readiness for change* and *awareness of the need for change* are key precursors for any educational change effort. Readiness and awareness engenders buy-in and commitment to the change process.

To be effective a change process requires buy-in and ongoing commitment from all stakeholders. XYZ created awareness of the need to change and as such provided both the impetus for change and the resources and support to facilitate change.

Paradoxically, those who are least ready for change are often those who need it most. Engendering awareness of the need for change thus becomes an important function of any change effort.

FINDINGS/OUTCOMES

1. In some schools, change was already under way. XYZ invigorated and validated the change process, providing further impetus; change had already begun to take root, and XYZ provided further stimulation to move the change process forward.

2. In other schools, XYZ provided the very *awareness* of the need for change. Awareness is not always associated with *readiness*, however, and so change was embraced and as such occurred at different rates and in different ways in the schools.

3. Those schools that were less "ready" for change took longer to embrace change.

4. In many cases, the pace of change could not be anticipated. Change and transformation have been differentially experienced, and this has been an incremental process.

(*Continued*)

PARTICIPANT PERSPECTIVES

"We had begun changing. XYZ provided the needed impetus for moving from the traditional education model of simply being a supplementary education program to the model of creating a true learning environment taken seriously by teachers, students, and parents. It helped garner support among board members that led to increased funding of our program. The model that developed during the process still guides our decision making and is the foundation of our program." (Education director)

"We were already going through a transformation, and the school was changing. This change continued throughout the XYZ process, and became supercharged by XYZ. XYZ provided validation of our direction and change. We are no longer shooting in the dark." (Education director)

"XYZ brought about a huge systemic and culture change, and now it has become the norm. We didn't start to see the change and benefits until years four and five." (Education director)

"XYZ came into our lives at a time when we were experiencing a lot of change; the community was looking for more rigor in their education, more substance, more thoughtful education. We had parents demanding that." (Lay leader)

"XYZ is focused on bringing excellence in education into the school. We were slow to come to the table in understanding that. XYZ has been very helpful in making us aware of a lot of things that are necessary in our school system." (Professional leader)

"There were the beginnings of some curricular changes prior to XYZ, but through XYZ we began writing curriculum that was tailored to our own needs. Our education director got guidance and support from XYZ staff. So the process was rejuvenated." (Teacher)

"We had support for XYZ then that wasn't present before. We were amending our vision because the community was looking for something new. XYZ was the right thing at the right time. I'm not sure if it would have grabbed hold 10 years earlier." (Lay leader)

"What we gained through XYZ is that it made us aware of what we needed. Having awareness, however, was not enough to bring about change. We needed help in recognizing the need for change. And we needed to be ready for change." (Lay leader)

"XYZ offered us goals and a sense of what we could be; something to aim for. We were unhappy with what we had, but we didn't know what we wanted to be. We needed a model for what a school should and could be like." (Teacher)

"It was time for the school to mature and change. XYZ helped bring about change in the classroom, and bring the teachers along with all the changes." (Lay leader)

"There is now more connection and collaboration. It has a lot to do with XYZ. XYZ is all about community. It took time to make changes, but we are making them." (Principal)

MOVING FROM FINDINGS TO ACTION

Key questions include:

1. What motivates impetus for change?

2. What are the key facilitators and barriers involved in readiness for change?

3. How can *awareness* of need for change be nurtured?

4. What structures need to be in place to nurture the change process as it unfolds?

5. What is the extent of consensus among stakeholders regarding buy-in and commitment to the change process?

6. To what extent can discrepancies among stakeholder perspectives be addressed in the interests of authentic organizational change?

7. How and in what ways can follow-up measures be set in place to ensure that embrace of change is ongoing and long-lasting?

8. Which logistical issues need to be addressed regarding buy-in and commitment to change? Why?

THEME 2: SYSTEMIC IMPACT

Question: To what extent do the components or "parts" speak to and inform one another?

Keywords: interconnection of structures and systems; integrated whole; intentionality of parts; communication; coherence; holistic; vision congruence.

OVERVIEW

XYZ is based on the premise that programs that are integrated into a systemic and aligned whole will create the synergy necessary to facilitate and promote transformational change in a school's culture.

XYZ approaches change from a systems perspective, viewing the organization as being synergistically interconnected as an "integrated whole." As such, achieving and sustaining enduring change of necessity requires *systemic alignment*.

XYZ was conceptualized as a holistic and comprehensive change effort, and is generally appreciated as such. XYZ provided tools and support that continue to enable and contribute to multiple changes including integrated curricula, improved pedagogy, and transformed infrastructure of lay and professional leadership, including well-structured committees with high levels of lay leadership involvement.

FINDINGS/OUTOMES

1. XYZ is viewed as bringing about long-lasting change in school culture. Those who experienced XYZ view their schools as purposeful and goal oriented.

2. Participants understand the systemic and holistic nature of change, and recognize that achieving long-term impact requires that all stakeholders share commitment to the process. XYZ components are for the most part understood as interconnected and necessary, and the full process is viewed as rich and effective.

3. While some stakeholders perceived weaknesses in particular areas, and while some felt that the full complement of components simultaneously applied was exhausting, most felt that all of the XYZ components were essential for schools to receive maximum benefit.

4. Moreover, stakeholders believe that a school's capacity for ongoing change, development, and improvement reflects the systemic nature of the change process itself.

PARTICIPANT PERSPECTIVES

"Through XYZ we learned that change has to be systemic and that all players have to have buy-in and a stake in what we do for the program to be successful. I don't think that any one component was more important than the others. I don't think we would have had success if any component was eliminated." (Education director)

"We wouldn't have been as successful if we hadn't gotten all the pieces. All the pieces together led to systematic growth and development. All the components work well together, and are interconnected." (Education director)

"All the pieces fit together. I cannot conceive of implementing only one part. One needs all the supporting structures to derive the full benefit." (Lay leader)

"I am not really sure that I can think of how we may have turned out if we only had part of XYZ. Everything seemed to be so vital to us." (Lay leader)

(*Continued*)

"The strength of XYZ is the comprehensiveness. Doing two pieces won't work. I think that from a logical view that would not have been enough. In past we had done that; we had improved only this or that." (Principal)

"XYZ was a systemic change effort and brought about curriculum revisions, board changes and growth, and professional development. These are all components of a system that work together and rely on each other." (Professional leader)

MOVING FROM FINDINGS TO ACTION

Key questions include:

1. What is the extent of consensus and/or discrepancy among stakeholders regarding systemic impact? Why?

2. What are the key facilitators and barriers involved in creating and implementing XYZ as an integrated whole?

3. What structural processes need to be in place to keep the process moving forward as an "integrated whole"?

4. What action needs to be taken to strengthen existing resources?

5. How and in what ways can additional information/experiences/training and/or resources be introduced to enhance ongoing systemic impact?

6. What follow-up measures or methodology can be set in place to encourage and ensure ongoing systemic impact?

7. Which logistical issues need to be addressed? Why?

8. What are the challenges to addressing logistical issues? Why?

THEME 3: ENCULTURATION

Question: To what extent is the culture significantly transformed?

Keywords: commitment; visibility; common language; history; norm; institutional memory; model of excellence; artifacts, espoused beliefs and values; assumptions.

OVERVIEW

Guided by a belief in the centrality of an integrated systems approach, XYZ is based on the premise that only those programs that are integrated into a coherent systemic whole will create the synergy necessary to facilitate and promote transformational change in a school's culture.

Culture is an abstraction, yet the forces that are created in social and organizational situations deriving from culture are powerful. At the surface is the level of artifacts; the visible products of a group, including its language, style, stories, and observable rituals and ceremonies. At deeper levels culture includes espoused beliefs and values and basic underlying assumptions (Schein, 2010).

Even if a "visible entity" is not apparent, cultural assumptions and values must be strong enough to sustain change and ongoing growth. An issue for consideration is whether and to what extent the culture is ingrained in schools, and whether not just the impact but the *process and underlying philosophy* of XYZ are identifiable.

FINDINGS/OUTCOMES

While the systemic impact of XYZ is clearly evident, and while XYZ for the most part is integrated with the schools' history and culture, in most cases XYZ is no longer a "visible" entity in itself.

While a majority of teachers surveyed report that the XYZ approach to teaching and learning is still strongly felt in their school, a lesser number of teachers report that XYZ is still spoken about or discussed in their schools.

While XYZ may have become institutionalized as the "norm," the finding that it is not a term that is widely used or recognized suggests that not in all instances has XYZ been strongly sustained to the degree that it is part of a school's culture and history. Moreover, many point out that XYZ practices are not regularly revisited. This raises a concern regarding sustainability of the change process, which is discussed as Theme 6.

PARTICIPANT PERSPECTIVES

"Things are so ingrained and systematized that we don't talk about 'XYZ' anymore. Many laypeople came in after NESS was in place. The education director has the history, but they (laypeople) don't have the history, so we don't talk about XYZ per se." (Education director)

"Those who went through XYZ understand what it was, and what it set out to achieve. Those who didn't go through XYZ themselves understand what it means to be a XYZ school. We don't use 'XYZ language,' but our actions, behaviors, expectations, the way the school runs as a whole, is 'XYZ' . . . We are so many years out, so we don't talk about 'XYZ', but it has become who we are; it's the norm." (Education director)

"We don't mention XYZ anymore. A lot of the practices have become part of the school's culture in terms of raising the bar professionally." (Education director)

"I like to think that we have integrated what we have gained through XYZ. We don't look at it as a stand-alone entity any more. My hope is that rather as a 'special program' XYZ becomes an indication of institutional change." (Education director)

"XYZ is not a word anybody would recognize. XYZ is not visible. I'm not sure how much XYZ is still apparent in this school." (Education director)

"Some of us have lived through the initial period of XYZ, and now it is institutionalized; but it isn't something that is talked about." (Lay leader)

"We were very excited about XYZ and that positive things came out of it . . . I would like it to be back in the forefront, and have open discussions and thinking around what XYZ is about." (Principal)

"There is no culture or language that would speak directly to XYZ. They talk about XYZ here, but on the whole I don't see it as part of the ongoing life of the school. As a whole, I don't think it is part of our regular currency." (Teacher)

MOVING FROM FINDINGS TO ACTION

Key questions include:

1. To what extent are stakeholders aware of XYZ as an ongoing change effort including its philosophy, process, and impact? Why? Why not?

2. What is the extent of consensus and/or discrepancy among stakeholders regarding cultural change in XYZ schools? Why?

3. In what ways can the impact of XYZ become identifiable?

4. How can XYZ as a "brand" (process and philosophy) be identifiable?

5. What structural processes need to be in place to sustain the XYZ culture?

6. What are the key facilitators and barriers involved in sustaining the XYZ culture?

EXAMPLE 2

Performing Arts in the Digital Space: Handling Uncertainty by Reshaping Expectations and Seizing Opportunities

The study's conceptual framework was guided by connected learning as intersected with a Freirean view of emancipatory education. In their analysis, the researcher took both a top-down (deductive) and bottom-up (inductive) approach; first, seeking how elements of connected learning (i.e., *shared practices toward shared purposes; connections across settings; sponsorships of youth interests*) were manifested in the interviews; and second, how interview anecdotes informed emergent themes. The connected learning (CL) elements were complemented by a Freire-inspired (F) element the researcher called *handling uncertainty*. After a close and iterative analysis of the interviews, seven emergent themes were derived that illustrate how performing arts teachers adapted their instruction online as a result of the COVID-19 pandemic.

TABLE A ■ Turning to the Digital Space in the Times of COVID-19: Emergent Themes.			
Connected Learning (CL) Element/ Freirean (F) Element	**Name of Theme**	**Definition**	**Example**
Shared practices toward shared purposes (CL)	Centering collaboration	Coming together to collaborate on a project toward a shared goal	*Students worked together to create part of a chain story.*
Connections across settings (CL)	Centering community	Bridging the home and school environments	*The extension to family is really key, and to the wider school community.*
Sponsorship of youth interests (CL)	Centering student voice	Student ideas are accounted for, sought, and implemented	*Allowing the students to sort of guide the direction that we go in, whatever the topic*
	Shifting of power	Democratization of the classroom, with students and teachers on equal terms	*You could start talking about democracy (...) when we all have the same screen, same space on the screen.*

Connected Learning (CL) Element/ Freirean (F) Element	Name of Theme	Definition	Example
Handling uncertainty (F)	Changing expectations	COVID-19 has necessitated a change in expectations	*This whole idea of meeting kids where they're at. It's like absolutely the most important thing and has to be done in order to keep them with us.*
	Embracing opportunities	COVID-19 has opened up the door to new opportunities	*Look for the opportunities that this in itself presents. That could be something that we wouldn't have been able to achieve in person.*
	Facing challenges	COVID-19 has come with an undisputed number of challenges	*That's something I've been struggling with, because with performance and storytelling it's about the in-person dynamics*

APPENDIX W: SAMPLE INTERPRETATION OUTLINE TOOL

EXAMPLE 1

Exploring the Challenges Facing Doctoral Candidates: A Case Study of the Phenomenon of "All But Dissertation" (ABD)

ANALYTIC CATEGORY 1: COURSE WORK DID NOT PREPARE STUDENTS FOR THE DISSERTATION PROCESS

It is conceivable that the course work is not the primary reason that students are not progressing. Why? What are other possibilities? There are two major underlying themes: program design and personal factors.

Program Design

Why?

- The primary purpose of higher education is to foster critical thinking by exposing students to philosophical and theoretical concepts. The focus, therefore, is not to prepare students to be practitioners, but rather to develop students as academic scholars.

- Aside from the research skills, writing skills are not easily taught. Course work cannot be expected to fully prepare one for a project as intense and complex as a dissertation.

- Unlike quantitative research, qualitative research is not as structured, systematic, and procedural. Students have no prior experience with this type of work. It is unfamiliar to them. As such, course work cannot fully prepare students for the experience of *doing* it. Students learn by *doing*; that is, through experience.

- Doctoral programs arec not always designed to provide a supportive environment.

- The academic institution in general and doctoral programs in particular have an expectation that students working on a terminal degree will most likely be highly self-directed. This expectation is often unspoken. Is this expectation realistic? The expectation among many doctoral students is that, as part of their educational experience, they will be prepared to carry out research and write a dissertation.

- Unprepared may mean that students are *unsocialized* as to the scope and meaning of a dissertation. This is about the traditional institution of a doctoral dissertation and all the expectations that go along with it, including the political aspects involved with faculty, the university system/institutional protocol (ambiguities, nuances, rules, regulations), working with committee members (who often have differing requirements), and so on. Students often do not have a good grasp of the policies and procedures involved. The "system" is oten unfamiliar to them, hence the general feeling of "unpreparedness."

- NOTE: We must acknowledge that some programs do a much better job at preparing their students than others. This is not reflected in this study's sample.

Personal Factors

Why?

- Personal idiosyncrasies can come into play, including such things as motivation, commitment, academic ability, and other psychological and personal factors and inadequacies. It may be that some students are not sufficiently motivated to do the rigorous work, others are not con-ident in their own ability, and still others simply do not possess the requisite skills to conduct research and write the dissertation.

- NOTE: Some students do succeed. So what are the factors that lead to success?

Links to literature on higher education/doctoral programs and adult learning theory (self-directed learning; experiential learning; informal learning).

ANALYTIC CATEGORY 2: WHAT STUDENTS NEEDED TO LEARN AND HOW THEY ACQUIRED THAT LEARNING

Students acknowledged that to do the dissertation they needed knowledge of both content and process. Why? Because content and process are intertwined. There were two areas of knowledge: Content knowledge and process knowledge.

Content Knowledge

Why?

- It may be that during the course work students were focused on other course demands. That is, they were not ready to learn about research because they had not yet begun really thinking about their dissertations. Therefore, the work was not yet "relevant."

- When they did start paying attention to dissertation work, they didn't always know how to go about conducting research.

Process Knowledge

Why?

- When students later embarked on dissertation work, it was completely unfamiliar. They have never carried out a research project like this before and did not understand the rigor involved in doctoral-level research.

- They were not receiving the necessary support in the process.

- They didn't have the confidence that they would get the help they needed from advisors or through post–course work seminars.

- Motivation is dissipating. Students have spent many years at this point and, despite all good intentions, are not sufficiently motivated to complete the dissertation.. Both extrinsic and intrinsic factors come into play. Which are more compelling?

Because their course work was seemingly not preparing them adequately, students sought knowledge and support elsewhere.

How Did They Derive the Knowledge They Needed? This Occurred Both Informally and Formally:

Largely Through Informal Learning

Why?

- **Reliance on self.** Reading and conducting literature searches. Why? We draw on personal strengths when all else fails.
  We have a preference for finding things out on our own. Adults want to be independent.

- **Reliance on colleagues**. Why?
  We draw on strengths of others "in the same boat" both for support and for know-how. Learning with colleagues is less threatening than approaching "experts."
  Literature shows that adults tend to learn best through dialogue, reflection, and collaboration, rather than in isolation. Therefore, seeking out a learning community is intuitive.

- Informal learning is not surprising. Why?

- The adult learning literature consistently illustrates that adults tend to learn informally in unstructured ways.

Sometimes Through Formal Learning Why?

- Students received some help in post–course work seminars.

- Seminars are not always successful. Why?

    In the dissertation process there is oftentimes a lack of accountability. Because of a "loose" program structure, students can tend to experience a lack of commitment. Oftentimes, students are not involved in planning their goals and setting their own objectives and outcomes. As a result, they are therefore often disconnected from the program structure and course requirements.

This connects to literature on adult learning as it relates to cognitive development (Knowles's principles of adult learning; informal learning theory) and theories of motivation (Houle, Wlodkowski).

ANALYTIC CATEGORY 3: SUPPORTS AND BARRIERS INFLUENCING STUDENTS' PROGRESS

In the absence of formal support, through either course work, faculty, or advisement, students had to rely on themselves and their peers to try to understand and carry out their research.

Supports:

- Personal attributes. People speak about needing dedication, commitment, determination, tenacity, perseverance, and persistence.

- Colleagues

Why?

Reasons discussed in Analytic Category 2.

Barriers/Impediments to Progress: Advisement Was Seen as the Biggest Impediment. Why?

- Advisors plays a critical role at all stages of the dissertation process.

- Advisors needed for guidance and support.

- Students want to be able to seek advice from their advisors.

- Students can often have unrealistic expectations of their advisors.

- Advisement can indeed be inadequate, and thereby not adequately meet the needs of students.

- Not all advisors are committed to their students. Some might prefer the European method; that is, students should largely be independent and fend for themselves.

Advisement can intentionally or unintentionally be less than suitable; that is, it can be a real impediment to students' progress.

NOTE: We must acknowledge that all things are not equal; some advisors do much more to prepare their students than others, and this contrast is not reflected in this study's sample.

Professional Work Demands and Personal Life Issues Are Also Impediments. Why?

- Dissertation work is highly demanding and iterative.

- Dissertation work is often in conflict with life and career demands and other commitments.

- Most of the participants are working adults who are confronted with the challenges and demands of both work and school. There is a need to understand these challenges holistically within the context of adulthood.

- Look across cases: It does not appear in this study that any demographics played a significant role in explaining the findings one way or another.

The reasons that some students do not progress more quickly and that others abandon the process altogether are most likely the result of a complex set of factors and combinations of factors. In other words, it does not appear to be a function of course work not preparing students, advisors not providing adequate guidance, students not being able to handle the pressures of daily life, or students not being sufficiently motivated or self-directed. It is most likely due to a combination of these factors, as this research sheds light on.

Link to literature on higher education/doctoral programs and adult learning theory.
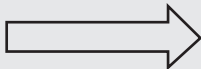
Source: An initial version of the interpretation outline tool first appeared in Bloomberg, L. D. (2007). *Understanding qualitative inquiry: Content and process* (Part I). Unpublished manuscript. A revised version appears in Bloomberg, L. D. (2011). *Understanding qualitative research: Content and process* (Part III). Unpublished manuscript.

APPENDIX X: SAMPLE ANALYTIC CATEGORY DEVELOPMENT TOOL

Research Question	Finding Statement	Outcome/ Consequence (Research Problem)	Analytic Category
1. On completing course work, to what extent do participants perceive that they are prepared to conduct research and write the dissertation?	**Finding 1:** A majority of participants indicated that course work did not adequately prepare them to conduct research and write a dissertation.	Students remained ABD because of the gap that existed between course work and dissertation work. ⟹	**Category 1:** Acknowledging the gap between course work and dissertation work
2. What do participants perceive they needed to learn in order to complete their dissertation?	**Finding 2:** All participants expressed the need to know the content and process involved in conducting research and writing a dissertation.		
3. How do participants attempt to develop the knowledge, skills, and attitudes they perceive are necessary to complete a dissertation?	**Finding 3:** The majority of participants attempted to learn by reaching out to colleagues and others through informal means.	The content-process gap could be closed through self-directed learning and other informal learning strategies. ⟹	**Category 2:** Closing the content-process gap
4. What factors do participants perceive might assist them in completing their dissertation?	**Finding 4:** The majority of participants indicated that they were self-reliant. More than half indicated that colleagues were instrumental in facilitating progress.		

(*Continued*)

Research Question	Finding Statement	Outcome/Consequence (Research Problem)	Analytic Category
5. What factors do participants perceive have impeded their progress in working toward completing their dissertation?	**Finding 5:** The majority of participants cited lack of timely and consistent advisement as a barrier to progress.	Support pertaining to dissertation-related obstacles was lacking. →	**Category 3:** Leveraging dissertation support

Source: This tool appears in Bloomberg, L. D. (2010). *Understanding qualitative research: Content and process* (Part II). Unpublished manuscript.

APPENDIX Y: SAMPLE CONSISTENCY CHART OF FINDINGS, INTERPRETATIONS, AND CONCLUSIONS

Findings	Interpretations	Conclusions
1. The overwhelming majority of participants indicated that the course work did not prepare them to conduct research and write their dissertations.	• Course work cannot fully prepare students for the practicalities involved in conducting research and writing a dissertation. • Doctoral programs do not provide a supportive environment. • There are unrealistic expectations on the part of programs vis-à-vis what students should be able to do. • There are unrealistic expectations on the part of students. • Personal idiosyncrasies come into play.	Students who enroll in doctoral programs should not expect that course work alone will or can fully prepare them to conduct research and write their dissertations. Completion of a dissertation is a journey the student undertakes that is content specific and, as such, becomes a process of discovery. The primary purpose of course work is to provide a sound theoretical foundation.
2. All 20 participants expressed the need to know the content and to understand the process involved in conducting research and writing their dissertations.	• Content and process are intertwined. • During course work, students are not yet ready for the content knowledge. • Later, when students embark on dissertation work, they don't understand the rigorous process. • Students are unmotivated to carry out the process.	Being grounded in theory alone is insufficient. Students also need practical know-how, and they need to acquire this through more informal means. In the absence of formal preparation, students need to be open to learning informally.

(*Continued*)

Findings	Interpretations	Conclusions
3. A majority of participants attempted to learn what they needed to know by reaching out in dialogue with colleagues and others, rather than through more formal means.	• Adults learn best through dialogue, reflection, and collaboration, and so students struggling through the dissertation process seek out their colleagues. • Learning with colleagues who are in the same boat is comforting and might be less threatening than approaching "experts" to ask for advice.	Dialogue with colleagues in a similar situation can provide a source of support. Dialogue also offers the opportunity for reflection and action. Collaborative opportunities hold the potential for development of new understanding and new learning.
4. A majority of participants indicated that they relied on themselves to facilitate their progress. More than half of these same participants also said that colleagues were instrumental in helping them.	• Adults generally want to feel in charge. • Adults generally want to be self-reliant. • When students find themselves in a "common" situation, they tend to band together in camaraderie and are empathic toward one another. • Determination is important!	Most adult students have a preference for directing their own learning. Progress also is largely a function of personal characteristics as well as motivation and drive.
5. A majority of participants cited lack of good, timely, and consistent advisement as a major barrier standing in the way of their progress.	• The advisement that is available does not always meet students' needs. • Students might have unrealistic expectations of their advisors. • Advisement might be intentionally or unintentionally ineffective, and may in fact be a real impediment to students' progress.	To move forward, students need support, feedback, and guidance from advisors. Timely and consistent advisement must be an integral part of the doctoral experience. The experience cannot function optimally as a solitary endeavor.

APPENDIX Z: DISSERTATION MANUSCRIPT CHEAT SHEET

Front matter

- Make use of a template if you have been provided with one. There may be different templates based on your institution's department and/or program so be sure to use the correct version.
- Be sure to follow each chapter's structure as set forth by your institution.
- Start with the title page. (your name, study title, University etc.)
- The title page is not numbered.
- Update the table of contents and check it is aligned with your actual pages.
- All pages leading up to introduction are Roman numerals. The introduction will begin on page 1.
- Abstract and acknowledgements are not included in the dissertation proposal (DP), only the dissertation manuscript (DM).
- Abstract is essentially a succinct summary of the entire dissertation (no more than 250 words).
- List of tables and list of figures are only included if you actually have any tables and figures. If not, you can remove this from the front matter.
- Abide by academic writing rules and style format throughout as per APA 7th edition.

Chapter 1

- Refer to your institution's requirements regarding page limit for this chapter.
- Introduction: Provides relevant details about your topic. Include relevant background information to situate and frame the study.
- **Key research elements must be clearly aligned;** including the research problem, research purpose, and research questions.

Commented [LB1]: Ensure every section in the document meets the following requirements:

- Use 12-point and Times New Roman font or one of the other fonts as prescribed by APA 7.

- Write in the future tense when referencing the proposed study in the dissertation proposal. Write in the past tense when referencing the completed study in the dissertation manuscript.

- Use economy of expression to present information as succinctly as possible without oversimplifying or losing the meaning.

- Support all claims with recent, scholarly, peer-reviewed sources published within 5 years of when the dissertation will be completed, unless these are seminal sources or no other literature exists.

- Clearly and precisely define key terminology upon their first use only.

- Use **consistent terminology** throughout. When you restate your problem and purpose, do not change or alter the wording. This is not the time to be creative with wording!

- **The problem statement** should be written concisely: "The problem to be addressed in this study is [identify the actual problem or issue in need of resolution]. Explain the negative consequences that may occur if this problem is not addressed. Include empirical citations to indicate that your problem is situated within the literature. Refer to your institution's requirements regarding word/page limit for this section.

- **The purpose statement** should be written clearly and explicitly: "The purpose of the study is to identify/explore/examine …[state the issue in need of research]. The purpose must be directly aligned with research problem. The purpose explains what you will actually DO in the study**.** Identify the population, sample, study site etc. Refer to your institution's requirements regarding word/page limit for this section.

- **Research questions** must directly address the research purpose, and are therefore clearly aligned with the purpose. In qualitative studies these questions are typically open ended.

- Introduce your **theoretical or conceptual framework**, which must be directly connected to the stated problem and purpose. Choose only one (or two if needed) solid frameworks to support your research. This discussion will be expanded in Chapter 2, "Literature Review"

- **Introduction to methodology, research design and methods** includes an explanation of qualitative research and why this is a good fit for the study. Additionally, provide a solid rationale for your chosen research design and why this is a good fit for the study. Cite the seminal works related to the selected methodology and design. This discussion will be expanded in chapter 3. "Presenting Methodology and Methods."

- **Significance** addresses the contribution/s made by the study to the field of practice (EdD) or to the existing body of literature (PhD). Highlight the positive

consequences of completing your study. Why is the study important? How will this research contribute to your field?

- **Definition of key terminology:** Provide definition of all terms used that do not have a common meaning, or which may carry the possibility of being misunderstood by readers.

- **Summary** must be succinct and include only key points made in this chapter. No new information is introduced in the summary.

- Make sure to abide by the academic writing rules and style format as set out in APA 7th edition, including correct use of headings.

Chapter 2

- Refer to your institution's requirements regarding page limit for this chapter.

- The **purpose of the literature** review is to indicate that you are familiar with the existing literature on your topic, and how your study is situated within the existing literature and research.

- Here, you are not writing about your own study, but rather a synthesis of appropriate literature and research.

- Include a fully expanded theoretical or conceptual framework.

- **Use only peer-reviewed academic literature**.

- **Currency of citations** is imporertant. A good rule of thumb is that approximately 85% of references must be peer-reviewed literature that was published within the last five years. Using outdated litertature and research undermines the currency and relevance of your study.

- Develop an objective overview of the relevant literature and research, and be careful not to insert opinion-based or emotive words.

- When describing the research use past tense verbs.

- Make sure to include seminal sources related to your topic.

- All material must include relevant citations to avoid plagiarism (or even unintended plagiarism).

- **Summary** must be succinct and include only key points made in this chapter. No new information is introduced in the summary.
- Make sure to abide by the academic writing rules and style format as set out in APA 7th edition, including correct use of headings.

Chapter 3

- Refer to your institution's requirements regarding page limit for this chapter.
- Begin by restating the research problem and purpose to reorient your reader to the study's foundation.
- **Research methodology (qualitative research) and research design (qualitative tradition or genre)** must be explained in detail. Your choice of design must be clearly outlined as each research design has its own specific philosophy, features, and requirements. Terminology matters, as this is an indication that you are familiar with your chosen methodology and design! Include seminal authors to support your statements.
- Describe the characteristics of the target population and the research sample. Remember, the sample is drawn from the population by way of purposeful sampling!)
- **Purposeful sampling techniques** use in your study must be explained thoroughly and clearly, including criteria for selection. Explain how the sampling guidelines that are associated with your chosen research design (tradition or genre) were followed. Note any modifications that may have been made to recruit participants, and why such modifications were made. Sample recruitment has changed due to COVID-19 restrictions, and can include social media options. Address all options that you considered and those that you actually used.
- Describe all **materials, instruments/tools, and data sources** used. This establishes an audit trail, which ensures overall trustworthiness.
- If you used a pre-existing instrument include evidence that permission was granted to use this. Also, address any modifications that you may have made.

> **Commented [LB2]:** Explain how the sampling guidelines that are associated with the chosen methodology and design were followed. Present evidence that saturation was reached. Note any modifications that may have been made to recruit participants

> **Commented [LB3]:** Describe all instruments that were used
> If you used a pre-existing instrument include evidence that permission was granted to use this.
> Address any modifications that you may have made.

- Describe any field tests or pilot tests that were conducted. If a pilot test was conducted be sure to indicate that you received prior IRB approval.

- Describe your **study procedure** step by step and in sufficient detail so the study could be easily replicated by another researcher. This includes all data collection and data analysis methods.

- Describe the specific strategies used to code the data, and any software that was used. Describe how the data were processed and analyzed (the specific ways in which you developed themes from codes), including all triangulation efforts. Be sure to avoid a "black box", where detail and transparency is lacking.

- Address all **four trustworthiness criteria** to substantiate the ethics, rigor, and feasibility of the study: credibility, confirmability, dependability, transferability. Make sure you clearly explain how you addressed each criterion as it related specifically to your study.

- **Researcher assumptions** must be clearly stated, along with the corresponding underlying rationale.

- Address all known **limitations** (factors that are beyond your control) and **delimitations** (boundaries that you intentionally set). Remember to indicate what you did to mitigate the limitations. Describe the study delimitations along with the corresponding underlying rationale.

- Address all relevant **ethical assurances** in terms of all three principles of the Belmont Report (respect of persons, beneficence, and justice). Explain how you ensured anonymity and confidentiality. Note how you securely stored your data. If your study posed more than minimal risk to participants, discuss the relevant ethical issues and how these were addressed.

- Confirm your study received IRB approval, and indicate the date you received approval.

- Discuss relevant issues you faced as a researcher, including power, positionality, biases, as well as personal and professional experiences vis-a-vis the topic, problem, and context. Explain strategies you employed to minimize these biases and experiences from influencing the analysis and findings.

Commented [LB4]: Describe the specific strategies used to code the data, and any software used. Describe how the data were processed and analyzed, including all triangulation efforts.

Commented [LB5]: ▪Confirm your study received IRB approval, and indicate the date you received approval
▪ If your study had more than minimal risk to participants, discuss the relevant ethical issues and how they were addressed.
▪Explain how you ensured anonymity and confidentiality.
▪ Note how you have securely stored your data
▪Discuss relevant issues you faced as a researcher, including positionality, biases as well as personal and professional experiences with the topic, problem, or context.
▪Explain strategies you used to minimize these biases and experiences from influencing the analysis or findings.

- **Summary must be** succinct and include only key points made in this chapter. No new information is introduced in the summary.
- Make sure to abide by the academic writing rules and style format as set out in APA 7th edition, including correct use of headings.

The Dissertation Proposal (Chapters 1-3)

- Make sure your title accurately reflects your study.
- Ensure that your table of contents is up to date, aligning with each heading and sub-heading.
- Ensure that the list of tables and list of figures is included as needed.
- Do not include abstract and acknowledgments. This only appears in the final dissertation manuscript.
- Make sure that the research problem, purpose, and question are worded exactly the same throughout. Consistency is key!
- Write the dissertation proposal in future tense, as the study has not yet been conducted. Once your proposal is approved you will change chapters 1-3 to past tense to include these in the dissertation manuscript.
- Check on alignment throughout all foundational elements.
- Make sure to use only scholarly and academic sources and references.
- Cross-check that all citations and references are complete and accurate. All citations must appear in the reference list.

Chapter 4

| Commented [LB6]: This is typically one of the longest and most developed chapters as you are reporting on study's findings |

- Refer to your institution's requirements regarding page limit for this chapter.
- In this chapter **you are objectively reporting out what you found**, with no interpretation.
- This is typically one of the longest and most developed chapters as you are structuring and reporting on your study's actual findings.

- Organize your findings by research questions. Discuss all the data that you collected in the way that this addresses each research question.
- **Summary** must be succinct and include only key points made in this chapter. No new information is introduced in the summary.
- Make sure to abide by the academic writing rules and style format as set out in APA 7th edition, including correct use of headings.

Chapter 5

- Refer to your institution's requirements regarding page limit for this chapter.
- In this chapter **you are interpreting the study's findings in order to make deeper meaning of these**. This is an opportunity to be creative and interpretational, and express your own voice.
- **Address the major findings and the implications of each finding** vis- a-vis the real world (EdD), or according to theory (PhD).
- Provide plausible explanations for unexpected or divergent findings. Make sure you did not ignore any negative cases or disconfirming evidence as that indicates a lack of transparency and rigor.
- Here you will also discuss the extent to which the findings were consistent with existing research, literature, and/or theory that you covered in your literature review.
- The focus must be on convergence and divergence regarding the literature and the theoretical/conceptual framework. Include relevant citations to substantiate all claims.
- **Summary** must be succinct and include only key points made in this chapter. No new information is introduced in the summary.
- Make sure to abide by the academic writing rules and style format as set out in APA 7th edition, including correct use of headings.

Chapter 6

- Refer to your institution's requirements regarding page limit for this chapter.
- **Conclusions** are not the same as findings, but these emanate from the findings.
- Be very clear and specific regarding the conclusions that you draw.
- The conclusions you draw provide a strong and meaningful take-home message that encapsulates the essence of the study and its findings.
- **Recommendations**: This is an opportunity to suggest what might be done differently based on the study's findings. Here you find your voice as a researcher and offer your own ideas and insights.
- Recommendations are based on and must align with your study's findings.

  ➢ **For practice and/or policy:** Be clear and specific. How can your findings actually be put into practice? Focus on your specific field of practice, and be sure that your recommendations are indeed "actionable"!

  ➢ **For further research**: What new questions emerged from your study that can be the basis for new and additional research? Be explicit regarding what future researchers might do to learn from, and build upon your study, and describe what the next logical steps might be in this line of research.

> **Commented [LB7]:** Focus on your specific field of practice, and be sure that these recommendations are in fact "actionable"!

> **Commented [LB8]:** Explain what future researchers might do to learn from and build upon your study, and what the next logical steps are in this line of research.

The Dissertation Manuscript

- This is your final chance to do a thorough check throughout all your chapters!
- Make sure your title accurately reflects the content of your study.
- Ensure that your table of contents is up to date and accurately aligned with pages, headings, and sections.
- Ensure that the list of tables and list of figures is included as needed.
- Make sure that key research elements (problem, purpose, and research questions) are worded consistently throughout all chapters.
- Add abstract and acknowledgments.

- Whereas the dissertation proposal is written in future tense (as a "proposed study"), the dissertation manuscript is written in past tense to reference the completed study.
- Cross-check again that all citations and references are accurate and complete. Remove all unscholarly or unacademic references.

Additional Writing Tips:

- Use economy of expression to present information as succinctly as possible without oversimplifying or losing the meaning.
- Support all claims with recent, scholarly, peer-reviewed sources published within 5 years of when the dissertation will be completed, unless these are seminal sources or in cases where no other literature is available.
- Clearly and precisely define key terminology upon their first use only.
- Refrain from jargon (overly technical language).
- Refrain from overuse of acronyms (abbreviations) unless these are universally or officially accepted. Using too many acronyms is not reader-friendly. Do not create your own acronyms!