**Title of Paper**

By Your Name

Month Year

A Thesis

Submitted to the Graduate Faculty

Of Saint Mary’s University of Minnesota in Partial Fulfillment

Of the Requirements for the Degree of

Educational Specialist

Minneapolis, Minnesota

20xx

**Abstract**

In the first couple of sentences of the abstract, describe the overall research problem being addressed and indicate why it is important (i.e., who would care if the problem is solved). You can include a general introduction of the issue in the first sentence, but you need to quickly move to a clear statement of the research problem being addressed. Identify the key results, one or two conclusions, and recommendations that capture the heart of the research. Conclude with a statement on the implications for positive social change. Do not include citations in the abstract. The abstract should not exceed one page.

Dedication Page (optional)

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Chapter One

**Research Problem to be Investigated**

Purposes, Assumptions and Limitations

 In this section include the reason or purpose and rationale for this study. Also included will be any assumptions that were made during this study. These assumptions may include assumptions in design, development, and implementation of the study.

Justification

 This section provides justification for this study. It may include rationale provided by a district or department situation. Provide background information as part of the justification. Justify the design of the study that was developed and implemented. Provide rationale for the subjects selected to participate, and the instruments used to gather the data needed to address the purpose of the study. Review what has occurred previous to this study, if applicable. Include definitions of instruments used, if not well known, instruction that will be provided for validity and reliability of the study and its components, and any additional information that would provide justification for your study.

**Overarching Research Question of the Literature Review**

This is the big question you are answering with your action research. It is stated the exact same way each time you state it in your paper.

Sub Research Questions of the Literature Review

 Write the sub questions you want answered by your Literature Review that will provide you with the background information you need to develop an action research project that will positively impact the academic achievement of students. Be sure to write questions broad enough to provide you with enough information and yet narrow enough so that you are not overwhelmed by the amount of information you read.

**Chapter Two**

**Review of Literature**

 Write a narrative that reviews the information found in enough sources to provide you with a solid review of the information and research already done on your topic. Use as many primary sources as possible, as they provide you with data from studies that have been done. This review will recap what was read in the literature that addresses the purpose of the study. Subheadings will be used to guide the reader and must be included in the Table of Contents. The subheading will be printed in bold font on the left-hand margin of the paper. The first line of print is indented on the line below the heading. Write using third person, past tense in this section. See the headings in other sections to see how headings should appear. But here is an example of how headings might appear in a paper on fruit:

**Chapter Two**

**Review of Literature**

**History of Changes to Fruit**

(1ST level heading-biggest section)

**Ancient Fruit**

(Ancient fruit is 2nd level: a division of the heading **History of Changes to Fruit**)

**Mendelian Genetics**

(Mendelian Genetics is 2nd level: a division of the heading **History of Changes to Fruit**)

**Genetic Modification**

(Genetic Modificationis 2nd level: a division of the heading **History of Changes to…**)

**Types of Fruit**

(1ST level heading-biggest section. Because we are no longer talking about history, I need a new section that is equal to **History of Changes to Fruit**)

**Citrus Fruit**

(2nd Level)

***Oranges***

(3rd Level-This is a division of **Citrus Fruit**)

***Grapefruit***

(3rd Level-This is a division of **Citrus Fruit**)

***Limes***

(3rd Level-This is a division of **Citrus Fruit**)

***Lemons***

(3rd Level-This is a division of **Citrus Fruit**)

**Apples**

(2nd Level)

***Fuji***

(3rd Level-This is a division of **Apples**)

***Granny Smith***

(3rd Level-This is a division of **Apples**)

**Bananas**

(2nd Level)

 Organize your material in a logical manner that supports your topic. Be careful of the book report model of the literature review where you describe the work of one author and then another. You need to synthesize information on your topic from several researchers through the lens of your question. Background information provides the reader with what has happened up to this time in relation to your topic.

 Only information read and reviewed is included in this section. Begin the narrative with a short introduction, stating your overarching research question followed by a description of how the research has been organized in your Literature Review. This would include your sub questions of the Literature Review. This is followed by the body of the review and ends with a summary section of what was read and reviewed. This section of your paper should be approximately 60 pages in length.

**Chapter 3**

**Action Research Plan**

Background Information and Purposes of the Action Research Project

 Use this section to state specifically the purposes of your project, interjecting information gathered from your review of the literature to direct and focus your study. Begin each paragraph with an indent. Be thorough in your report of the background information and provide rationale for the purposes of your study.

Overarching Research Question and Sub Research Questions of the Research Review now Action Research Project.

 The Action Research Project addressed the following question(s): Write your questions here.

**Overarching Research Question**

***Sub Research Questions***

(These are the same questions used in your Literature Review)

Definitions of Terms

***Term One***

Define the term, using a grammatically complete sentence. Definitions should be derived from professional or academic sources, not from dictionaries, and should include an APA style citation.

***Term Two***

Note that major works are capitalized in Level 1 and Level 2 headings. But in level 3 headings, only the first words are capitalized. Note also that every level must contain at least 2 headings at that level.

Research Design

 A sample of each tool you will use are discussed here and placed in a separate

appendix at the end of your paper.

 This is a comprehensive discussion about how you conducted your study. In the following sections you will provide: an introduction to your study, background information and all information to help the reader understand the importance and relevance to the subjects, school, or site of the study.

 In this subsection identify the design methodology for your study (for example, “This study was a quantitative, non-experimental comparative study”).

Population

 Define the subjects of your study. Be all-inclusive and specific with your description. Include such information as diversity and student demographics. (This data may be included in tables or figures to provide specificity to the narrative information.)

Sample

 In this section, you will discuss the smaller groups of subjects who were selected to participate in the study and including how they represent the larger population from which they were selected. Include the selection process that was used to select the subjects and any limitations to the selection process. Include any factors that were taken into consideration to limit threats to the validity or the reliability of the study.

Instrumentation

 Thoroughly describe each instrument and how each instrument was scored. Include information on rubrics used, scores given to surveys, Likert scales, or other measures used. Also include information about where the instrument came from or how you designed it, how you piloted it, improvements (if any) you made as a result of the pilot, and so on.

Procedure

 At this point you will provide information about how the study was designed. Describe what was done to gather the information necessary to complete the study and why that information was needed. This section will probably have several subheadings because each different data gathering technique will have its own section. These headings may include: Study Timeline, Interviews, Pre and post-test assessments, Likert survey, and Questionnaire, among others. Be specific in describing the exact detailed procedures that were used, any changes that you made to the procedures and how you progressed, limitations you ran into, obstacles that you encountered, assistance you received, etc. Explain your rationale for including each instrument, or procedure used.

Validity and Reliability

 In this section discuss the forms of validity that were addressed in the study and how they insured that the information gathered was valid and reliable. If there is a question about validity of an instrument, further discussion on why the instrument was used is warranted. This is a very important part of the design. Much thought must go into the discussion of the instruments used. Discuss any internal or external threats that were possible threats to the study and how they were addressed so as not to affect the results.

 Reliability of the instruments is also addressed. A discussion of inter-rater reliability tests that are used should be included in this section. Also include a discussion of results that were gathered during the use of these tests. Formula used is also appropriate for this section with a discussion following it. Subheadings may be included in this section and may include such heading as: Measures of Inter-rater Reliability, Comparison of Scoring Sessions.

Ethical Considerations

 In this section, describe steps you took to assure the study meets ethical standards for educational research. Be sure to address the points identified in the modules on ethics.

Concerns and Limitations

 In this section discuss the concerns and limitations that were considered during the development and implementation of this study. Include concerns and limitations with the instruments used and the data gathered. Determine if these could be used of the data for reasons other than those stated in the design of the study.

**Chapter 4**

**Results**

 In this section, report the data obtained from your action research project. Include any tables and figures necessary to illustrate your findings.

Findings

 This is the section in which what was found in the data is revealed and discussed. Narrative information may be interspersed with graphs and tables, correctly labeled and headed, to explain what is being shown. Be specific about all areas researched. Break the information down into pieces that answer one finding at a time.

Interpretation of Results

 In this section explain the significance of the results--what they mean and why they are important. The discussion should be thorough and include information about how the results relate to your research question. Any limitations or factors that should be taken into account when interpreting the results should be included here.

Application and Conclusions

 In this section explain how your research will influence your professional practices. Use the first person when describing how you will apply the results of the action research and of the findings of the literature review. This section should be thorough and detailed.

**Chapter Five**

Next Steps Forward: Implementation

 Create a plan or course of action for applying the findings from your literature review and action research. You are to apply the knowledge and skills gained in the course, literature review, and action research in a summative discussion of the leadership actions that can be implemented in your current setting or another setting. Suggest any changes needed to further implement your findings.

**References**

 Put a hard page break before you begin this page to ensure that the reference page always begins at the top of a new page.

Begin typing on the line directly below the heading, References. Do not press the Enter key until the entire entry has been typed. Press Enter to begin the next entry. The references below are provided only as examples. (By typing over this entry, you will have the correct hanging indent format for this section.)

Dewan, S. (2010, February 12). Experts say schools need to screen for cheating. *The New York Times.* http://www.nytimes.com/2010/02/13/education/13erase.html?ref=education

Gibbs, J. T. (Ed.). (1991). *Children of color.* Jossey-Bass.

Harding, T. (2010). Fostering creativity for leadership and leading change. *Arts Education Policy Review*, *111*(2), 51-53. https://doi.org/10.1080/10632910903455827

Rhodes, C., & Brundrett, M. (2009). Growing the leadership talent pool: Perceptions of heads, middle leaders and classroom teachers about professional development and leadership succession planning within their own schools. *Professional Development in Education, 35*(3), 381-398. ERIC database. (EJ863450)

(Add a hard page break after the last source in your reference list to ensure that the appendices begin on a new page.)

**Appendixes**

 The information you put in the appendix or several appendixes is additional information in the form of tables, additional sources of information, not included in the literature review, materials prepared prior to sharing the results, or any other material may be included in this section. This may also include any grants written as a result of this study.

 If your thesis has only one appendix, label it “Appendix”; if there are multiple appendixes, label each with a capital letter (e.g., “Appendix A,” “Appendix B”). You must refer to each appendix at least once in your text (e.g., “See Appendix B”). See Section 2.14 of the APA Manual for additional formatting guidelines.

**Curriculum Vitae**

 The curriculum vitae (CV) is the final item listed in the table of contents. A copy of the Author’s CV must be included at the end of the thesis. The CV may be formatted in either basic outline form, as a résumé, or in full-sentence form. The CV must conform to the same margin specifications as the thesis and be included in the pagination.