



# Gwynedd-Mercy College

**GUIDELINES FOR SUBMITTING THE THESIS**

**GRADUATE EDUCATION  
MASTER OF SCIENCE PROGRAMS**

**GWYNEDD-MERCY COLLEGE  
GWYNEDD VALLEY, PENNSYLVANIA**

SPRING 2009

## Letter to Students

Dear Students,

Congratulations on reaching this point in your academic and professional career! The thesis is the capstone of your Master of Science Degree. We expect that, although it requires much effort and thought, it will be a rewarding experience for you; and not only you, but your colleagues and students as well.

These guidelines are meant to assist you in formatting your final thesis document. Please think of this document as a supplement to the *Publication Manual of the American Psychological Association (5<sup>th</sup> ed.)*. Your thesis advisor may have minor points of change and/or clarification. Several sources were consulted in gathering material for these guidelines, including consulting what other colleges and universities have presented. Hopefully, you will also be able to consult theses that are available in Lourdes Library. However, please know that graduate education professors are striving to standardize formatting; therefore, you may notice some discrepancies in theses that appear prior to 2007.

Your thesis will require a process of thorough editing. Find a good editor for your work, i.e., a family member, friend, or colleague. Please use the resources available at the GMC Academic Resources Center. Be sure to perform a serious proofreading prior to your submitting your text to your thesis advisor. Your advisor is willing to assist you yet should never be depended upon as a proofreader.

The faculty members of the Graduate School of Education of Gwynedd-Mercy College extend to you our best wishes for success in this exciting endeavor.

The School of Education Graduate Faculty

## Table of Contents

Arrangement of the Thesis .....	4
Submitting Manuscripts.....	5
Margins.....	5
Spacing.....	5
Indentation.....	5
Font.....	5
Pagination.....	6
Table of Contents.....	6
Headings.....	7
Appendixes.....	7
Title Page.....	7
Signature Page.....	8
Definition of Terms .....	8
Other .....	8

## Arrangement of Thesis

Each thesis must be arranged as follows:

Title Page

Signature Page (supplied by the professor)

Acknowledgements (optional)

Abstract

Table of Contents

Text – first page of Chapter I begins p. 1

References

Appendix Section

NB. When using this booklet please understand that all pages are numbered for your convenience; however, in the thesis certain pages are not numbered or the number appears at the bottom of the page.

Whenever you see a page number in a box, e.g.,  know that no page number should appear in the thesis.

## Submitting Manuscripts

Submit one copy of the final manuscript to your advisor. Two additional ones will be copied and bound. One copy will be sent to the library (if appropriate), one will remain in the Graduate School of Education files, and one will become your property.

## Margins

Setting the margins at the beginning of the writing process will be of great benefit to you.

- Right side and bottom – one inch
- Left side – one and one-half inch
- Top – one inch  
Except: first page of each chapter – two and one-half inches
- Justify – left

See example in sample p. 9.

## Spacing

No page should appear crowded – no more than 25 lines of type per page.

Standard double-spacing is used throughout the text. Exceptions follow:

- Four spaces between major subdivisions of a chapter
- Four spaces below chapter title before beginning text.
- Double spacing applies to references.
- Direct quotations that are long (e.g., 40+ words) should be in block form. Do not use quotation marks with this form. However, the citation does follow the block quote.

## Indentation

The first word of every paragraph is indented.

## Font

The Times New Roman typeface must be used throughout the text – 12 characters per linear inch.

Other fonts may be acceptable in some sections of the project (e.g., appendix material).

Check with your advisor.

## Pagination

### Preliminary pages (Abstract, Acknowledgements, Table of Contents)

- Use lower case Roman numerals, bottom-centered
- The title page is counted, but not numbered,
- The abstract is the first numbered page (ii).
- All subsequent preliminary pages are numbered consecutively with lower case Roman numerals.
- See sample on pages 10-11.

### Placement of Page Numbers

- Roman numerals – centered, bottom margin (i.e., one inch)
- Arabic numerals – top, right margin

### The Body of the Text

- Use Arabic numerals.
- The first page of the text is the first page of Chapter One, and is counted as page 1.
- Suppress the page numeral on the first page of every chapter.
- The first numbered page of the text is page 2 of Chapter One.
- All pages displaying chapter titles and other display pages (e.g., first page of reference section) are likewise counted but not numbered.

See sample on page 12-14.

## Table of Contents

Include the chapter titles and major headings only. Subheadings need not be included. Preliminary pages are not included in the table of contents.

Please note the (.....) format included in the sample on page 11-12.

## Headings

Generally, 3-4 levels of heading are used.

*Level 5 Heading* is used for the TITLE OF THE THESIS, THE TITLE OF EACH CHAPTER, the TABLE OF CONTENTS, ABSTRACT, REFERENCES, and APPENDIXES.

Example:

### CHAPTER II

#### LITERATURE REVIEW

*Level 1* Major Topic of the Chapter

*Level 2*  
A Sub Topic

*Level 3*  
A point supporting the sub topic. Indent.

Level 4 – generally not needed in a MS thesis.  
See sample on pages 12-14.

## APPENDIXES

For the rationale for using an appendix please see page 205 of the *APA Publication Manual*.

Label each appendix with a capital letter in the order in which it appears in your text (e.g., Appendix A, Appendix B). Refer to the appendix by its title (see Appendix A).

The Appendix section appears at the end of your document. Introduce each appendix separately with a capital letter and the title in upper and lower case letters.

Usually pages of the Appendixes are not numbered.

See sample on page 15.

## Title Page

There is a uniform format for the title page. Please follow the spacing carefully.

See sample on page 16.

## Signature Page

The Signature Page is the first page after the title page. It is not numbered or counted. It requires that you follow the directions for spacing and supplying your advisor's name. Your advisor will sign and date this page after it has been approved. See sample on p.17.

## Definition of Terms

Terms are usually defined in Chapter I of the thesis. Definitions cited directly from a text need to be cited.

## Other

A **running head** is generally not used in the thesis manuscript, except when required by the advisor.

**Copywriting** is accomplished by the fact that it is noted on the title page.

1 inch margin – top  
Except when beginning a chapter – 2.5 inches

## CHAPTER I

### INTRODUCTION

1.5 inch  
margin – left

Today's classrooms are like airport hubs; student passengers arrive from many different backgrounds and headed for various destinations. Their particular takeoffs into adulthood will demand different flight plans and require several ways in which to instruct and assess each plan (Heacox, 2002). This analogy not only pertains to older students but to younger students as well, even kindergarten.

1 inch margin - right

Currently, I am in my first year of teaching kindergarten and have encountered various learning readiness levels, learning styles, and interests in my classroom. My class's skill levels range across the spectrum of learning readiness. Many of the students know how to read and write full sentences, and some students do not know how to write their first name. Some of the students excel in mathematics and others express frustration with the concepts being taught.

In addition, each child has a different preferred style of learning. Several of the students are auditory learners and like to make oral presentations. Many of the students are visual learners and like drawing, watching videos, or looking at pictures. Other students are more tactile-kinesthetic learners and prefer the more hands-on approach to learning.

TABLE OF CONTENTS

CHAPTER I INTRODUCTION.....1

CHAPTER II LITERATURE REVIEW.....5

What is Differentiated Instruction?.....6

Implementing Differentiated Instruction.....10

Student Interests.....8

Learning Cycle.....8

Learning Styles.....10

Methods for Differentiating Instruction.....14

Differentiated Assessments.....26

Conclusion.....33

CHAPTER III DIFFERENTIATING KINDERGARTEN

MATHEMATICS.....34

Plan of Action.....35

Pre-Assessments.....36

Implementation of Supplemental Math Activities.....38

Conclusion.....46

Sample



CHAPTER IV DISCUSSION OF RESULTS.....47

Pre-Assessments.....48

Differentiating Mathematics Instruction.....49

Post-Assessments.....50

Limitations of Differentiating Kindergarten Math.....51

Conclusion.....52

REFERENCES.....53

APPENDIX A Teacher Survey

APPENDIX B Student Work Preference Survey

APPENDIX C Journal Entries

APPENDIX D Center Rotation Cycle

APPENDIX E Flexible Grouping by Performance

Flexible Grouping by Social Readiness

Flexible Grouping by Outcome

APPENDIX F Cooperative Learning for Counting and Addition

APPENDIX G Cooperative Learning for Shapes

APPENDIX H Cooperative Learning for Time

Sample

## Understanding Differentiated Instruction

Heading - level 1

All students have individual learning preferences, backgrounds, and needs. According to Heacox (2002), today's educational research enables us to better identify variables that can affect a student's performance in school. Once educators are aware of the differences that exist in their classrooms, they are able to differentiate instruction and more effectively meet the needs of their students.

### *Defining Differentiated Instruction*

Heading - level 2

In today's classroom differentiating instruction is seen as an integral part to the goals of engaging every student in the learning process and allowing them to demonstrate their mastery of content through various forms of assessment. Carol Ann Tomlinson (2002) states that teachers need to differentiate instruction in order to effectively reach out to students who span the spectrum of learning readiness, interests, and learning profiles. It is the responsibility of the educator to ensure that students compete against themselves and not other students as they develop.

In addition to Tomlinson, Amy Benjamin (2006) states that differentiated instruction encompasses the way we treat our students, design our curricula, establish rules, and discuss learning. If teachers want to differentiate, they must value their students' choice, understand how their students learn, and embrace their role as a facilitator. By valuing the choice of students, the students have a sense of self determination that forms into an increased commitment to learning. In order to

understand how students learn, the educator must utilize various forms of assessment and instruction to encompass a broad spectrum of abilities and modes of expression in their classroom. Lastly, the educator must embrace their role as the facilitator of differentiation since they will ultimately be the one who will need to reassure the parents and administrators that their students will not fall behind with various forms of instruction and assessment.

In order for educators to value their role as the facilitator of differentiation, they must first trust their “inner voices” and use these voices to guide them through the process. Debbie Silver (2005) makes the analogy that differentiated instruction resembles a marching band with the educator as the leader. Silver (2005) states that, “Keeping pace with a classroom full of diverse learners first requires that teachers become acquainted with their own distant drummers” (p. 13). Once the educator has determined their own rhythm, they must determine their overall educational goals and develop a classroom that is conducive to each of these goals. Then, teachers need to look at each individual student and recognize their unique interests, styles, and needs. Following this investigation, teachers must then take both of these factors into account and present new information in a meaningful way appropriate to each learner’s existing knowledge.

Heading – level 2

### *Content, Process, and Product*

Diane Heacox (2002) states, “If you’re able to respond directly to individual learning needs and preferences, more students will be confident about their ability to learn and thus be more successful” (p. 10). There are several modifications in various areas that a teacher must make in order to differentiate the instruction. These areas include: content, process, and product.

Heading Level 3
-----------------

*Content.* According to Heacox (2002), content includes the curricular topics, concepts, or themes presented to students. Content can be differentiated by focusing on the most essential concepts, process, and skills or by increasing the complexity of learning. Some students need additional instruction and practice, and some students need less. For the more advanced students, teachers can eliminate certain concepts or move at a faster pace with the presentation of certain concepts.

Heacox (2002) suggests that educators can differentiate content by pre-assessing students' skills and knowledge and creating activities based upon their learning readiness. Offering students a choice regarding topics for further exploration is another way of differentiating content. Selecting resources related to a curricular topic, including some that are basic and others that are more sophisticated is yet another way to differentiate content.

Heading - level 3
-------------------

*Process.* Process is another area that Heacox (2002) suggests educators can differentiate instruction. Heacox refers to process as the “how” of teaching. In differentiated instruction, the way an educator teaches reflects the learning styles and preferences of each student. Teachers can modify their process by adding greater complexity to tasks, engaging students in critical thinking, or by increasing the ways to learn.

Heading - level 3
-------------------

*Product.* The final area of differentiation that Heacox (2002) discusses is product. Product is the end result of learning. Heacox (2002) states, “The work of Bloom and Gardner helps us differentiate products by providing greater challenge, variety, and choice in how students demonstrate or represent what they’ve learned” (p. 11).

APPENDIX A

TITLE OF APPENDIX

**Sample**

Gwynedd-Mercy College

Graduate Education

2.9" The Title of Your Thesis Goes Here

**Sample**

A Thesis

By

4" Your Name

5.4" Submitted in Partial Fulfillment

Of the Requirements  
For the Degree of

Master of Science in Education

7.5" May 2007

9.6" Copyright 2007 by Your Name

A signatory page follows the title page. For purposes of numeration it is not counted.

**Sample**

**3.6''** The Action Research Thesis

Of

Your Name

**5''** Title of the Thesis

**5.7''** Has been read and approved.

**8''** \_\_\_\_\_  
Thesis Advisor's Name  
School of Education

**9''** \_\_\_\_\_  
May 200X