Teacher Preparation Programs

Conceptual Framework

Nova Southeastern University provides:

S tandards-based instructional and leadership programs that link theory to practice with the

U se of data for evaluation, ethical decision-making, and intervention for the

N eeds and accommodations for diverse students who provide

R eflective and ethical practice based on meaningful field and clinical experiences as part of

I nnovative and convenient postsecondary delivery systems with a

S hared responsibility for quality education programs and professional advocacy with stakeholders with an

E mphasis on technology and best practices for dynamic learning environments

This conceptual framework is reflected in the following course syllabus:

Course number: CUR 526

Course title: Educational Research For Practitioners

Program name: Graduate Teacher Education Program

Content Area Faculty: Dana Fredebaugh, PhD

I.   **COURSE PREFIX, NUMBER, AND TITLE: CUR 526 EDUCATIONAL RESEARCH FOR PRACTITIONERS (3 credits)**

II.   **INSTRUCTOR/FACULTY MEMBER:**
            Instructors, please provide the following contact information to students
                            on the first day of class.
        Name:
        Email: @nsu.nova.edu
        Telephone:
        Fax:
        Office Hours:
            Students should contact their instructor for any questions regarding this course.

        CONTENT AREA FACULTY (Responsible for Syllabus):

        Name: Dana Fredebaugh, Ph.D.
        Telephone: 954-262-8632 / 1-800-986-3223, ext. 28632
        Office: Nova Southeastern University/GTEP
                1750 NE 167th St.
                North Miami Beach, FL 33162

        NOTE: To ensure program consistency, all sections of each course in the Fischler School of Education and Human Services, regardless of delivery format, follow the same course requirements as listed in this syllabus that is provided by the Content Area Faculty. Instructors may modify readings, topics, or assignments only after consultation with the Content Area Faculty listed above.

III.   **COURSE DESCRIPTION**
        A. **Catalog Course Description:** This course introduces students to the concepts and skills needed by educational practitioners in accessing, critically reviewing, and designing research. These skills include the use of electronic databases, synthesizing research for application in instruction and training, developing objectives to evaluate both progress and process, and collecting and analyzing data within an educational context. Students are required to design an action research project that is relevant to their specialization.

        B. **Course Rationale:** Education practitioners must be knowledgeable consumers and users of research in order to be effective teachers. By using research skills, students and teachers alike must be able to navigate the various information highways to facilitate learning and to enhance the educational process.

IV. COURSE OBJECTIVES:

Upon successful completion of CUR 526, Educational Research for Practitioners, the student will:

1. Demonstrate understanding and differentiation of basic models and principles of research, as shown by a passing score on the final exam. (INTASC #1/AP#8 Knowledge of Subject Matter)

2. Identify the steps in the scientific process, as shown by a passing score on the final exam.(INTASC # 9 Reflection & Responsibility, AP#6 Ethics, INTASC #1/AP# 8 Knowledge of Subject Matter)

3. Explain basic statistical terms, principles, and procedures and their role in data collection, as shown by a passing score on the final exam. (INTASC #1/AP# 8 Knowledge of Subject Matter)

4. Use the Internet to locate educational research and resources to successfully complete the annotated bibliography and literature review. (INTASC #4 Variety of Instructional Strategies, AP#12 Technology, INTASC #9 Reflection & Responsibility, #3 Continuous Improvement)

5. Analyze, interpret, and synthesize educational research presented in professional journals to successfully complete the literature review. (INTASC #9 Reflection & Responsibility, AP#3 Continuous Improvement, INTASC #1/AP #8 Knowledge of Subject Matter)

6. Design, implement, and collect data from a valid needs assessment to identify an educational problem. (INTASC #8/AP#1 Assessment; AP #2/INTASC #6 Communication)

7. Design appropriate goal(s), objectives, and activities based on the information presented in the Purpose and Literature Review sections of the concept paper. (INTASC#2/AP#7 Human Development; INTASC #7/AP #10 Planning; INTASC #10 Relationships & Partnerships/ AP #11 Role of Teacher)

8. Design an evaluation plan to assess the accomplishment of the goal(s) and objectives, describe the method(s) to be used for data collection and analysis, and explain how that data will be used. (INTASC #8/AP #1 Assessment, INTASC #7/ AP#10 Planning)

9. Design an action research project, as shown by a passing grade on the Concept Paper. (INTASC #1/AP#8 Knowledge of Subject Matter, INTASC #7/AP #10 Planning, INTASC #8/AP #1Assessment, INTASC #9 Reflection & Responsibility, AP #3 Continuous Improvement, and, depending upon the type of project, <u>may</u> relate to INTASC #6/AP #2 Communication, INTASC #4 Variety of Instructional

Strategies, AP#4 Critical Thinking, INTASC #3/ AP #5 Diversity, #6 Ethics, INTASC #2/ AP #7 Human Development, INTASC #5 Motivation & Management/AP #9 Learning Environments, INTASC #10. Relationships & Partnerships/ AP #11 Role of the Teacher, and/or INTASC #4/ AP #12 Technology)

10. Use technology to present an overview of the Purpose, Methods, and Evaluation Plan sections of the Concept Paper. (INTASC #4/ AP #12 Technology)

KEY:

AP = Florida Department of Education (2005). *The educator accomplished practices*. Retrieved April 27, 2010, from http://www.fldoe.org/dpe/ [Select the "Florida Educator Accomplished Practices (Pre-Professional)" link.]

INTASC = Interstate New Teacher Assessment and Support Consortium Standards (1992). Retrieved April 27, 2010, from http://www.ccsso.org/content/pdfs/corestrd.pdf

V.   REQUIRED MATERIALS
A. Required Textbook(s):

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (ISBN 9781433805615)

Mertler, C. A. & Charles, C. M. (2011). *Introduction to educational research* (7th ed.). Boston, MA: Allyn and Bacon/Pearson. (ISBN 9780137013449)

Munger, D., & Campbell, S. (2007). *What every student should know about ... researching online.* Boston, MA: Pearson. (ISBN 9780321445315)

Stern, L. (2007). *What every student should know about ...avoiding plagiarism.* Boston, MA: Pearson. (ISBN 9780321446893)

B. Required Supplemental Materials:

For online students: a headset with microphone for the computer, for participation in chat sessions, may be required---check with your instructor.

NOTE: Check the course textbook list for updates at http://www.nsubooks.bkstore.com/

VI.   CALENDAR OF WEEKLY REQUIREMENTS
Primary methods of instruction that are utilized for this course are lecture, discussion, practice activities, and readings.

Week	Topics	Class Activities & Assignments
Pre-class	- Introduction to Educational Research - Introduction to this course	**Order required materials (see section V. of the syllabus)** **Read:** - Textbook Chapters 1, 2, 3, 15 - Read the syllabus; explore the "MyEducationLab"---the online tool from Pearson---see inside cover of Mertler & Charles textbook for directions
1	- Course overview - Explanation of assignments - Selection of a concept paper topic - Internet resources - Action research - Components of the Purpose section of the Concept Paper - Writing the discrepancy statement - The needs assessment process - Explain how to perform electronic searches and using the Electronic Library - Distinguish between professional journals and other resources (e.g., magazines, newspapers, websites, interviews, etc.); primary vs. secondary sources - Review APA format for citing articles, websites, and books for a reference list. - Writing an annotated bibliography - Discuss plagiarism: what it is and how to avoid it	**Read:** *What every student should know about …avoiding plagiarism;* *What every student should know about … researching online;* - The FSEHS directions for formatting a paper at http://www.schoolofed.nova.edu/sso/PDF/fsehs_standard_format.pdf [Note: the title page is to be used when submitting each assignment.] **Review**: Textbook Chapters 1-3, 15 **DUE:** - Proposed topic for concept paper, for instructor approval - Plagiarism Pretest (Syllabus Appendix A) - APA Pretest (Syllabus Appendix B) *Complete online:* Electronic Library pretest at http://nova.campusguides.com/cur526
2	- Identifying data that will need to be collected - Survey Research Methods - Ethical issues involved in collecting, reporting, and analyzing data and reporting results; maintaining participants' right to privacy - Locating published research - Interpreting educational research; review criteria for critically reviewing a journal article - Review APA format for citing references in text; short and block	**Read:** Chapters 4, 5, 6, and 11 **In Class Activity:** - Review an article assigned by instructor: identify the literature review, research question, setting, subjects, methods, and results - Share topic ideas; finalize concept paper topic - Brainstorm needs assessment instrument items **DUE:**

	quotes.	• Assignment 1: Draft of Purpose section of Concept Paper
3	• Reviewing and synthesizing the literature • Organizing the Literature Review section of the Concept Paper • Writing goals and objectives • Selecting appropriate solution strategies & activities • Organizing the Methods section of the Concept Paper • Review APA format for headings in a paper.	**Read:** Textbook Chapters 7 and 8 **In Class Activity:** Share Needs Assessment instruments and discuss methods for recruiting respondents **DUE:** • Assignment 2: Needs Assessment Instrument • Assignment 3: Annotated Bibliography
4	• Basic statistics • Data collection • Methods for analyzing data • Writing goals and objectives • Designing an evaluation plan • Review APA format for title page, abstract, and table of contents.	**Read:** Textbook Chapter 8 **In Class Activity:** 1. Analyze and correct a reference list 2. Practice writing goals and objectives **DUE:** • Assignment 4: Literature Review + Reference List •
5	• Qualitative Research Methods • Non-experimental Research Methods • Evaluation Research • Review APA format for page numbering; use of et al.; e.g., (which means "for example") vs. i.e., (which means "that is"—the complete set); gender-specific pronouns, and the "writer"	**Read:** Chapters 10, 12, and 16 **Class Activity:** Share Needs Assessment results **DUE:** • Assignment 5: Needs Assessment Report
6	• Experimental, quasi-experimental, and single-subject research • Mixed-Methods Research Designs • Concept Paper organization • Review APA format for tables and graphs; appendices • Schedule Concept Paper presentations for Weeks 7 & 8 • Review guidelines for Concept Paper presentation (syllabus Appendix D)	**Read:** Chapters 13 and 14 **DUE:** • Re-submit Assignment 5 (literature review) if revisions are required • Assignment 6: Methods section of Concept Paper • Assignment 7: Evaluation Plan for Concept Paper

7	• Review guidelines for Concept Paper presentation (syllabus Appendix D) • Present Concept Paper in class • Class provides feedback to each presenter • Review for Final Exam	**DUE:** • Assignment 8: Concept Paper [Note: Your concept paper is also your APA posttest] • In-class/online presentation to class (as scheduled by Instructor)
8	• Present Concept Papers • Compare this concept paper to a GTEP field-based project proposal (APR 650/750; INED 691/692; RED 587) • Discuss the Institutional Review Board (IRB) University and School District requirements [required for some research projects]. • Discuss writing a research project report	**Read:** Chapter 9 **DUE:** • Assignment 9: Concept Paper Presentation • Assignment 10: Final exam • Individual Evidence Reflection Forms (IERFs) for Instructor's review and signature (see Appendix E for suggestions) *Complete online:* Electronic Library Posttest at http://nova.campusguides.com/cur526

VII.   DESCRIPTION OF ASSIGNMENTS AND THEIR RUBRICS

Non-graded, required Assignments:

- Electronic Library Pre- and Posttest (completed online)
- Plagiarism Pretest (Appendix A)
- APA Pretest (Appendix B)
- Selection of topic for concept paper
  - Examples of topics:
    - Increasing Pre-reading Skills of Kindergarten Students
    - Increasing Reading Comprehension Skills of At-Risk High School Freshmen Students
    - Developing Mathematics Thinking Skills Among Pre-School Children Through a Program of Free Constructive Play
    - Implementation of a Program to Improve Test Scores of Tenth Grade Science Students
    - Implementation of a Mentorship Program to Improve the Academic Achievement of African American Male High School Students
    - Community Volunteer Intervention Program to Increase Reading Skills of Elementary School Students with Learning Disabilities
    - Improving Writing in a Third Grade Heterogeneously Grouped Classroom
    - Improvement of Written Language Skills of Limited English Proficient (LEP) Students Through the Use of Word Prediction Software
    - Improving Elementary-level Classroom Teachers' Knowledge of and Skills for Teaching Science [educational leadership possibility]

- Individual Evidence Reflection Forms (IERFs) --- turn them in with the related assignment

Graded Assignments:

Reminder: Go to http://www.fgse.nova.edu/gtep/students/portfolio.html and download the Individual Evidence Reflection Form (IERF) to complete and submit with any assignments that you might wish to use in your Portfolio (see Appendix E). [*Check your program outline*---available at http://www.schoolofed.nova.edu/gtep/info/programs.html If EDU 601 and 602 are required, then you must complete IERFs in most/all of your courses.]

Every assignment must include the FSEHS cover sheet/title page. Go to http://www.schoolofed.nova.edu/sso/PDF/fsehs_standard_format.pdf for directions and exceptions to the APA format.

Complete and submit the Presubmission Checklist with each assignment. That form can be downloaded at: http://www.nova.edu/~yates/FSEHS_Pre_Submission_Checklist.pdf or http://www.nova.edu/~yates/FSEHS_Pre_Submission_Checklist.doc

Assignment 1
Draft Purpose Section of Concept Paper
(5 points)

Directions: Submit a draft of your Purpose section, based on your Instructor-approved topic. This section includes information about the setting and target group, as well as the discrepancy statement and data to support that statement. (See Appendix C for Concept Paper Checklist, "Purpose" section, for further guidance.) Cite any sources of information and include a reference list (that information will later move to the reference list for the Concept Paper, assignment 8) when you submit this paper.

Example of a Discrepancy Statement: The target students are in the fourth grade but reading on a 2.5 grade level.

Note: You will need to add more information to the Purpose section after you have completed your Needs Assessment.

Grading Rubric:

5 points:
> There is a well-written description of the target group, the setting, the need, and what has been done to address that need, to date. The discrepancy statement corresponds to that information. There are no errors in grammar or spelling.

4 points:
> There is a well-written description of the target group; the setting; the need; and what has been done to address that need, to date; but the details are somewhat limited. The discrepancy statement corresponds to that information. There are no errors in grammar or spelling.

3 points:

The description of the target group, the setting, the need, and what has been done to address that need, to date, is rather vague. The discrepancy statement corresponds to that information. There are few grammar and no spelling errors. This assignment should be redone.

2 points:

The description of the target group, the setting, the need, and what has been done to address that need, to date, is vague and/or incomplete. The discrepancy statement does not completely correspond with that information. There are significant spelling and/or grammar errors. This assignment must be redone.

1 point:

The description of target group, the setting, the need, and what has been done to address that need, to date, is incomplete, rambling, and/or inaccurate. There are significant spelling and/or grammar errors. This assignment must be redone.

Objective: #6
INTASC #8/ AP #1 Assessment

Hint: If you work on your PowerPoint slides as you finish the draft for the Purpose, Methods, and Evaluation Plan, you will have a head start on Assignment 9.

Assignment 2
Needs Assessment Instrument
(5 points)

Note: Needs Assessments that are to be implemented must be anonymous and may not include any questions of a personal nature or those related to illegal activities. Any needs assessments that would identify the respondents and any which request responses which could incriminate or otherwise be injurious to the respondent cannot be used without review by and approval of the Institutional Review Board to ensure that no harm will come to the participants.

Students will design a needs assessment instrument for their own project.

1. Identify the discrepancy between "what is" and "what should be" for your setting.
2. List potential sources of data (e.g., students, teachers, parents, administrators, school records, test scores) that would confirm the existence of the problem, to establish "what is."
3. Create a list of potential needs assessment items that could be used to collect the necessary data. Determine whether more than one needs assessment or other data collection device would be required to collect the necessary information. Keep in mind that no items may ask for information that could identify the respondent or intrude into their privacy. Each needs assessment instrument must be completely anonymous.
4. Create your needs assessment instrument(s) and submit it/them to your instructor.

Grading Rubric:
    5 points:

The Needs Assessment "fits" the problem identified in Assignment 2. The items for the Needs Assessment Instrument are well-written, relevant, and organized in a logical fashion. Directions for the participants are clear.   There are no errors in grammar or spelling. No items ask for information that could identify the respondent or intrude into their privacy. The needs assessment instrument allows the respondent to be completely anonymous.

4 points:

The Needs Assessment "fits" the problem identified in Assignment 2. Most of the items for the Needs Assessment Instrument are well-written, relevant, and organized in a logical fashion. Directions for the participants are clear.   There are no errors in grammar or spelling. No items ask for information that could identify the respondent or intrude into their privacy. The needs assessment instrument allows the respondent to be completely anonymous. There are few corrections to be made before implementation.

3 points:

Most of the Needs Assessment items "fit" the problem identified in Assignment 2. Most of the items for the Needs Assessment Instrument are clear, relevant, and organized in a logical fashion. Directions for the participants may need revision. There are few grammar and no spelling errors. One item asks for information that could identify the respondent or intrude into their privacy and/or the needs assessment instrument does not allow the respondent to be completely anonymous. This instrument must be revised before it is used.

2 points:

Most of the Needs Assessment items do not "fit" the problem identified in Assignment 2. Most of the items for the Needs Assessment Instrument are not clear, relevant, and/or organized in a logical fashion. Directions for the participants need significant revision. There are significant spelling and/or grammar errors. More than one item asks for information that could identify the respondent or intrude into their privacy. The needs assessment instrument does not guarantee that the respondent will remain completely anonymous. This assignment must be redone.

1 point:

The Needs Assessment does not "fit" the problem identified in Assignment 2. The items for the Needs Assessment Instrument are not clear, relevant, or organized in a logical fashion. Directions for the participants are missing, incomplete, or confusing. There are significant spelling and/or grammar errors. Several items ask for information that could identify the respondent or intrude into their privacy. The needs assessment instrument does not guarantee that the respondent will remain completely anonymous. This assignment must be redone.

Objective #6
AP #1/ INTASC #8 Assessment; AP# 2/INTASC #6 Communication

Assignment 3
Annotated Bibliography

(10 points)

An annotated bibliography is a list of resources with a brief description of the information each item provides. You are to create an annotated bibliography for your approved topic that includes a *minimum of eight primary research articles and two other resources* (e.g., websites, reports, books, etc.). You may **not** include any textbooks in this bibliography. The brief description is usually one paragraph in length.

Conduct an online search for primary research articles and other resources related to your approved topic. As you find each resource, write the citation information in APA format and write a brief description of the information contained in each item.

For **primary research articles**, include in the description: setting, subjects, methods, and results Do **NOT** copy the abstract. Use quotation marks and cite the source if you use the authors' words or ideas. Failure to do so will result in a failing grade---plagiarism is not tolerated.

For **other resources**, briefly describe the information in the item. Use quotation marks and cite the source if you use the authors' words or ideas. Failure to do so will result in a failing grade---plagiarism is not tolerated.

Every entry must include a **complete** citation, in APA format, and a brief but concise description. Every item must relate to the approved topic.

There are several resources available to help you with mastering APA, including those provided by APA at http://apastyle.apa.org/index.aspx ---and you can ask your Instructor, as well.

Examples:
Primary source:
Smith, J. (2010). An interdisciplinary approach to preparing early intervention professionals: A university and community collaborative initiative. *Teacher Education and Special Education, 33*(2), 131-142. doi:10.1177/0888406409357546

   The author describes a state grant-funded, one year project designed to train a group of 12 undergraduate and graduate students, representing a variety of related professions/programs, to work with "infants/toddlers who were premature/medically fragile (and their families)" (Smith, 2010, p. 134). The participants took two courses and completed at least 10 hours of practicum observations in a variety of settings. Students demonstrated an increase in both knowledge and skills. Some will pursue and two gained new employment, one earned a promotion, while others pursued further education as a result of this training. Others made changes to what they were doing in their current roles. The development and implementation of the project created new collaborations and strengthened existing ones between the university and the community.

Other source:
United Cerebral Palsy. (2010). Parenting and families. Retrieved April 28, 2010, from http://www.ucp.org/ucp_channelsub.cfm/1/11/10427
This website provides links to an extensive collection of resources that parents and families of children with cerebral palsy (CP) would find useful, including facts about CP, inclusion, referral,

and services. There is information from other parents of children with CP as well. These resources would be useful for both parents and teachers.

Resources from the NSU's Electronic Library to assist you:

The Alvin Sherman Library, Research, and Information Technology Center. Retrieved August 8, 2010 from http://www.nova.edu/library/main/ [Look at resources listed under "Do Your Research or Homework".]

CUR 526 Library Course Guide. See section on search tips. Retrieved August 12, 2010 from http://nova.campusguides.com/cur526/

Objective #4
INTASC #4 Variety of Instructional Strategies, AP#12 Technology, INTASC #9 Reflection & Responsibility, #3 Continuous Improvement

Grading Rubric:
10 points:
> The Annotated Bibliography includes more than the minimum number of primary articles and other resources that are relevant to the approved topic. All resources are from education-related sources. No textbooks are cited. Each entry has a complete, APA formatted citation and concise, informative descriptions of the content. There are no APA, spelling, or grammatical errors.

9-9.75 points:
> There are eight primary resources and at least two other resources in the Bibliography that are relevant to the approved topic. All resources are from education-related sources. No textbooks are cited. Each entry has a complete, APA formatted citation and concise, informative descriptions of the content. There are no APA, spelling, or grammatical errors.

8 points:
> There are eight primary resources and two other resources in the Bibliography that are fairly relevant to the approved topic. All resources are from education-related sources. No textbooks are cited. Each entry has a complete, APA formatted citation and informative descriptions of the content, although they may be longer than necessary. Any APA errors are minor and there are no spelling or grammatical errors.

7 points:
> There are eight research articles (not all primary sources) and two other resources in the Bibliography. Most of the resources are relevant to the topic and most are correctly cited, using APA format. There are a few minor APA and/or grammar errors and no spelling errors.

2-6 points:

The Bibliography does not include the minimum number of primary and/or other resources and/or includes inappropriate sources (e.g., popular magazines, newspapers). Some/many of the items cited are not relevant to the student's topic. There are significant spelling, APA, and/or grammar errors. This assignment must be redone.

1 point:

The Bibliography is disorganized, rambling, and/or incomplete. Some of the items are not appropriate sources and/or some of the items are not relevant to the topic. There are significant spelling and/or grammar errors and no compliance with APA. This assignment must be redone.

NOTE: Plagiarism will result in failure for this assignment and could lead to failure for this course and dismissal from the program. Cite others' words and ideas---give credit where credit is due!

Assignment 4
Literature Review
(15 points)

In organizing and *synthesizing* your literature review, keep in mind that this section of your concept paper should proceed from general to specific. Reviews of the most global journal articles and other resources would come first, placed in order so that one topic leads *logically* into the next. As the journal articles and other resources seem more specific to the problem that you described in Assignment 1, they should point to very clear and reasonable solutions. If any journal articles and/or other resources refute any of the reviewed solutions, they should be added immediately following the related review. By the end of the review, the reader should be able to understand the rationale for your selection of strategies for the specified target group. You must have a minimum of *eight primary, research-based journal articles* and *four other sources* in your review.

Directions: Organize and synthesize the results of your literature review. [Hint: Look at the beginning of most research articles for an example---the author(s) write about what research has already been done on the topic and the question before presenting the information about his/her/their study.]

The typed document must include APA-formatted citations. Include a page (or pages) called "References" (no quotation marks) at the end of this paper. Make sure that your in-text reference citations and reference list are in APA format. [*Remember: only references cited in the paper are included in the reference list. And nothing should be in the references list that is not in the paper.*] (See Appendix C for the Concept Paper Checklist, "Literature Review", for further guidance)

Objective: #4 & 5
INTASC #9 Reflection & Responsibility/AP #3 Continuous Improvement, INTASC #1/ AP #8 Knowledge of Subject, INTASC #4 Variety of Instructional Strategies/ AP#12 Technology
[Note: Use the Literature Review section in the Concept Paper for your Portfolio artifact, instead of this draft.]

Grading Rubric:
13.5-15 points:
> The Literature Review is well-organized and well-written. All references are relevant to the topic and are correctly cited, using APA format. The reference list is in correct APA format. Only references that are cited in the Literature Review are listed in the reference list and all resources that are cited in the Review are listed in the reference list. There are at least eight primary, research-based journal articles cited plus four other sources. There are no errors in grammar or spelling.

12-13.25 points:
> The Literature Review is organized and coherent. Most of the references are relevant to the topic and are correctly cited, using APA format. The reference list is in correct APA format. Only references that are cited in the Literature Review are listed in the reference list and all resources that are cited in the Review are listed in the reference list. There are at least eight primary, research-based journal articles cited and at least four other sources. There are no errors in grammar or spelling.

10.5-11.75 points:
> The Literature Review is somewhat rambling. Most of the references are relevant to the topic and most are correctly cited, using APA format. The in-text and reference list citations have few APA formatting errors. There are fewer than eight primary, research-based journal articles and fewer than four additional sources cited, and/or one (or more) source(s) is inappropriate. There are few grammar and no spelling errors. This assignment should be redone.

6-10.25 points:
> The Review is disorganized. There are fewer than eight primary, research-based journal articles and fewer than four additional sources cited and many of the items cited are not relevant to the student's topic. There are significant spelling, APA, and/or grammar errors. This assignment must be redone.

1-5.75 points:
> The Review is disorganized and rambling. Most of the items discussed in the Review are not relevant to the topic. There are significant spelling and/or grammar errors and no compliance with APA. This assignment must be redone.

REMINDER: Plagiarism will result in failure for this assignment and could lead to failure for this course and dismissal from the program. Cite others' words and ideas---give credit where credit is due!

Assignment 5
Needs Assessment Report
(5 points)

Make copies of your approved Needs Assessment Instrument. Recruit at least five people (the larger the number of participants, the better) who have knowledge of the "need" or "problem" ("key stakeholders") to complete your Needs Assessment Instrument (without putting their names on their copies). Analyze and summarize the results. Write a report: Describe the participants, without giving their names (e.g., parents, 3rd grade teachers, 5th grade students,

etc.). Describe the results. Explain how these results support (or do not support) your proposed project.

Grading Rubric:
5 points:
> There is a well-written description of the participants and the results. There are no errors in grammar or spelling. All results are reported anonymously.

4-4.75 points:
> There is a well-written description of the participants and a summary of the results but the details are somewhat limited. There are no errors in grammar or spelling. All results are reported anonymously.

3 points:
> The description of the participants and the results is adequate but rather vague, and/or the results were not reported anonymously. There are few grammar and no spelling errors. This assignment should be redone.

2 points:
> The description of the participants and the results is vague and includes few details, and/or the results were not reported anonymously. There are significant spelling and/or grammar errors. This assignment must be redone.

1 point:
> The description of the participants and the results is vague and incomplete, and the results were not reported anonymously. There are significant spelling and/or grammar errors. This assignment must be redone.

Objective: #6
INTASC #8/ AP #1 Assessment

REMINDER: The information collected through your Needs Assessment should be included in your "Purpose" section when it is submitted as part of the Concept Paper.

Assignment 6
Draft Methods Section of Concept Paper
(5 points)

This section has an **introduction** that ties the Purpose and Literature Review sections together. It repeats the discrepancy statement from the Purpose section. It lists the *solution strategies* and gives the basis for selecting those strategies/that model. It lists the *goals and objectives* for the research project. Remember that the solution strategies/model and the activities must be different than what is already in place. [If what is already in place was working, we would not have students who were performing below grade level, so we need to do something different.]

There need to be **at least one goal** that is a logical choice, based on the discrepancy statement and solution strategies. (If there are two or more groups/academic levels, each group needs a separate goal.) There need to be **at least two** measurable (and achievable) **objectives for each goal**. The section describes the **activities** that would be used in the

educational setting to achieve the objectives and goals. The plan should cover **at least six weeks**. (See Appendix C for Concept Paper Checklist, "Methods" section, for further guidance.)

After you have written the introduction for this section, you will include the following information, in bullet fashion (or you may do this in table format):

Tasks to complete prior to implementation: (e.g., make copies of the pretest; collect samples of _____; order _____, etc.)
Goal 1:
 Objective 1.1:
    Activity 1.1.1:
- Week #1
- Teacher tasks:
- Teaching strategies:
- Student tasks:
- Materials Required:
- Evaluation:

Activity 1.1.2:
- Week #___
- Teacher tasks:
- Teaching strategies:
- Student tasks:
- Materials Required:
- Evaluation:

Goal 2:
 Objective 2:
    Activity 2.2.1:
- Week #___
- Teacher tasks:
- Teaching strategies:
- Student tasks:
- Materials Required:
- Evaluation:

    Activity 2.2.2:
- Week #___
- Teacher tasks:
- Teaching strategies:
- Student tasks:
- Materials Required:
- Evaluation:

   Tasks to be completed after implementation: (e.g., grade posttest; compare results to pretest; analyze all data collected during implementation; plan for future instruction)

Example [Note: this first goal would have many objectives and activities.]:
Goal 1: The target students will read on grade level.
[For word recognition subgroup:]**Objective 1.1**: By the end of eight weeks of intervention, at least 9 of 12 students will be able to read orally the 3rd grade Dolch Sight Vocabulary words with no errors.
Activity 1.1.1: Students will be individually assessed on the Dolch Sight Vocabulary words and given a list of 15 words that they need to learn.
     Teacher tasks: assess the students and prepare individual word lists
     Teaching strategy: assessment to provide data for instructional planning
     Learner task: take the vocabulary test
     Materials required: Dolch Sight Vocabulary
     Evaluation: results of the test
 Activity 1.1.2: Students will make their own flash cards for the words on their lists.
     Teacher tasks: monitor students' writing to ensure that the words are spelled correctly and are legible, if they are hand writing them
     Teaching strategy: reinforcement
     Learner task: create word cards using the list provided by the teacher
     Materials required: individual vocabulary word lists; card stock; scissors, if the card stock needs to be cut to size; markers or a computer and printer that can handle card stock; rubber bands or a clip to keep the cards together as a set
     Evaluation: each student has a complete set of vocabulary cards that match his/her original list

Provide sufficient details about the activities so that your Instructor can see what you and your subjects would do to try to meet each objective.

For help in choosing appropriate verbs for measurable objectives, take a look at the table for Bloom's Taxonomy provided at:
http://www.coun.uvic.ca/learn/program/hndouts/bloom.html [current as of 4-28-2010]

For additional information about writing objectives, visit:
http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/writeobj.htm [current as of 4-28-2010]

http://edweb.sdsu.edu/courses/EDTEC540/objectives/ObjectivesHome.html [current as of 4-28-2010]

Objective: #7
INTASC#2/AP #7 Human Development; INTASC #7/AP #10 Planning, INTASC #10 Relationships & Partnerships/ AP #11 Role of Teacher [Note: Use the Methods section in the Concept Paper for your Portfolio artifact, instead of this draft.]

Grading Rubric:
5 points:

There is a well-written discrepancy statement that matches the information provided in the Purpose Section. The solution strategies are clearly stated and practical, supported by the Literature Review. The goals (at least two) are logical choices, based on the discrepancy statement and solution strategies. There are at least two measurable (and achievable) objectives for each goal. The list (or table) of activities includes both student and teacher activities, learning strategies, the method for evaluating the outcome of each activity, and the necessary materials that are logical choices to support the participants' progress. There are sufficient details provided for each activity. There are no errors in grammar or spelling.

4 points:

The discrepancy statement matches the information provided in the Purpose Section. The solution strategies are practical, supported by the Literature Review. The goals (at least two) are logical choices, based on the discrepancy statement and solution strategies. There are at least two measurable (and achievable) objectives for each goal. For the most part, the list (or table) of activities includes both student and teacher activities, learning strategies, and the necessary materials that are logical choices to support the participants' progress. There are sufficient details provided for each item in the matrix. There are no errors in grammar or spelling.

3 points:

There is a discrepancy statement that matches the information provided in the Purpose Section. Most of the solution strategies are clearly stated and practical, supported by the Literature Review. The goal(s) is/are logical, based on the discrepancy statement and solution strategies. There is at least one measurable (and achievable) objective for each goal. Most of the list (or table) of activities includes both student and teacher activities, learning strategies, the method for evaluating the outcome of each activity, and the necessary materials that are logical choices to support the participants' progress. There are some details provided for each item in the matrix. There are few grammar and no spelling errors. This assignment should be revised.

2 points:

There is a discrepancy statement that matches the information provided in the Purpose Section. The solution strategies are practical but may not be fully supported by the Literature Review. The goal(s) match(es) the discrepancy statement and solution strategies. There is at least one objective for each goal, but it is missing a key element. The list (or table) of activities is missing information or has inappropriate student and/or teacher activities, learning strategies, evaluation methods, and the necessary materials. There are insufficient details provided for each activity. There are significant spelling and/or grammar errors. This assignment must be redone.

1 point:

The discrepancy statement does not match the information provided in the Purpose Section. Few or none of the solution strategies are supported by the Literature Review. The goal(s) does/do not match the discrepancy statement and solution strategies. There is at least one objective for each goal, but it is missing one or more key elements. The list (or table) of activities is missing a significant number of items, and has inappropriate student and/or teacher activities, learning strategies, evaluation methods, and the necessary materials. There are no details provided for the activities. There are significant spelling and/or grammar errors. This assignment must be redone.

Assignment 7
Draft of Evaluation Plan for Concept Paper
(5 points)

Submit a draft of your evaluation plan. This plan needs to include: the objectives, descriptions of methods for evaluating accomplishment of each objective, methods for data collection and analysis, and your plan for using the data that are collected. Describe all instruments and other methods that you would use to measure progress **and** to evaluate the implementation process itself. Include samples of "teacher-made" instruments in an appendix and describe in detail those instruments that are copyrighted (and therefore cannot be included without permission from the publisher and/or author). There should be at least one mid-point evaluation. (See Appendix C for Concept Paper Checklist, "Evaluation Plan", for further guidance.)

Objective: #9
INTASC #8/AP # 1 Assessment, INTASC#7/ AP #10 Planning [Note: Use the Evaluation Plan section in the Concept Paper, Activity #9, for your Portfolio artifact, instead of this draft]

Grading Rubric:
5 points:
> The evaluation plan addresses the objectives, includes appropriate evaluation methods, and describes how the collected data will be analyzed and used. There is a description of what will be reported and who will receive the report. There are no errors in grammar or spelling.

4 points:
> The evaluation plan addresses, in general terms, the objectives, includes appropriate evaluation methods, and describes how the collected data will be analyzed and used. There are no errors in grammar or spelling.

3 points:
> The evaluation plan addresses, in general terms, the objectives and appropriate evaluation methods, but does not describe how the collected data will be analyzed and/or used. There are few grammar and no spelling errors. This assignment should be redone.

1-2 points:
> The evaluation plan does not include the objectives and/or appropriate evaluation methods. The methods for collecting and analyzing the data are inappropriate or missing. There is no plan for how the results will be used. There are significant spelling and/or grammar errors. This assignment should be redone.

Hint: If you work on your PowerPoint slides as you finish the draft for the Purpose, Methods, and Evaluation Plan, you will have a head start on Assignment 9.

Assignment 8
The Concept Paper
(30 points)

If you have completed all of the assignments, your concept paper can be put together now. Use the following guidelines to compile your concept paper.

1. Create a title page. (See http://www.schoolofed.nova.edu/sso/pdf/fsehs_standard_format.pdf for format.)
   a. The title should be 15 words or less and address your previously approved topic
   b. Do not put a page number on this page
2. Assemble the four major sections: Purpose, Literature Review, Methods, and Evaluation Plan
   a. The Purpose section must include background information about setting, population, and problem or need to be addressed (including data from the Needs Assessment and/or other sources), identification of a target group, and a discrepancy statement (what is the current status of the problem /concern/need and what should it be?). The first page of this section should be numbered page 3 (see step 4, below, for the content of page 2).
   b. The Literature Review section must include a synthesis of at least eight primary journal articles plus four other sources related to the problem/need/concern that you are proposing to address and the strategies others have used for addressing it.
   c. The Methods section must include an introduction and the goal(s), objectives, and strategies to be used, duration of the intervention, and activities to be conducted with the target group.
   d. The Evaluation Plan must identify and describe the evaluation tools to be used for each objective, expectations, data to be collected, and the purpose for collecting that data (what will be done with it?). How will progress toward achieving those objectives be assessed (formative and summative strategies)?, and projected halo effects
3. Add a page called References that includes only the documents that you cited your paper.
4. Include any appendices that you referenced in the body of the paper. That would include your Needs Assessment Instrument and samples of any teacher-made tests and/or worksheets that are referred to in the methods section or evaluation plan.
5. Prepare a 2-paragraph summary of your paper. Place it behind the title page, and number it page 2. The title for this page is "Abstract."
6. All pages following the title page are numbered in the upper right hand corner.
7. Review your paper, using the Concept Paper Checklist in Appendix C, to ensure that you have included all of the required information and complied with all of the requirements for each section.

The Concept Paper is to be submitted in week 7. It should be double spaced, with the exception of the contents of any tables that you include and the citations in the reference list. Remember that the reference list comes before the appendices (you will have at least one---your Needs Assessment instrument).

Objectives: #8-10

INTASC #8/ AP #1 Assessment, INTASC #1/ AP #8 Knowledge of Subject, INTASC #7/ AP#10 Planning, and others, depending upon the nature of the project

Grading Rubric for Concept Paper: See Appendix C for Concept Paper Checklist

Section	Requirements not Met	Requirements Met	Exceeded Requirements	Points Earned:
Abstract 0-.5 point	Abstract is missing information about the subjects, objectives, and/or proposed methods, and/or is rambling	Abstract provides the minimum information required.	Abstract provides a concise overview of the proposed project.	
Purpose 0-5 points	One or more of the following is missing or inadequately addressed: setting, subjects, definition of the problem, data to substantiate the problem.	Minimum information about the setting, subjects, nature of the problem and data to substantiate the problem is present.	Information about the setting, subjects, nature of the problem and data (from multiple sources) to substantiate the problem is presented in a clear and concise manner, using subheadings.	
Literature Review 0-10 points	The literature is not synthesized and/or is not relevant; number of sources required not met and/or the proposed strategies do not align with the research presented and/or the problem identified in the Purpose section.	Eight primary research articles and two other resources were reviewed and cited. The information tends to be listed rather than synthesized. Proposed strategies are related to the literature reviewed and the information in the Purpose section. (AP#3/INTASC#9)	There are at least five more than the minimum number of sources reviewed and cited. The information is synthesized. Proposed strategies are related to the literature reviewed and the information in the Purpose section. (AP#3/INTASC#9)	
Methods 0-5 points	No introduction; goals and/or objectives not appropriate; objectives not written in measurable terms; and/or the implementation plan is incomplete and/or activities are	The introduction is weak; goals are appropriate; objectives still need to be more measurable and/or the implementation plan still needs more details, but proposed activities are appropriate.	There is a concise introduction; goals and objectives are appropriate; objectives are measurable; the activities in the implementation plan are appropriate, with	

	inappropriate.	(APs #7,8,10,11/INTASC#2,1,7,10)	sufficient detail. (APs #7,8,10,11/INTASC#2,1,7,10)	
Evaluation Plan 0-5 points	Inappropriate evaluation methods and/or data analysis plans or inadequate description of same. Or samples of the teacher-made materials are not included. And/or copies of copyrighted tests are included.	The proposed evaluation methods are appropriate and are adequately described for each objective. Plans for data analysis may be inadequately described. And/or not all teacher-made tests are included. (AP #1,10/INTASC#8,7)	The proposed evaluation and data analysis methods are appropriate. All methods are fully described for each objective. There are samples of all teacher-made tests. (AP #1,10/INTASC#8,7)	
Conclusion .5 point	Missing or incomplete.	Minimum information included.	Concise and comprehensive summary of the proposed project.	
Reference List 0-4 points	The list does not include all sources referenced in the paper, and/or includes sources not cited in the paper, and/or not consistently in APA format.	The list includes all sources referenced in the paper, most in correct APA format.	The list includes all sources referenced in the paper, in correct APA format.	
Writing Quality (part of the evaluation for each section)	One or more sections is incomplete, incorrectly organized and/or formatted. There are grammar and/or spelling errors. The paper does not follow the FSEHS and APA format.	All components are complete, correctly organized and formatted. There are few grammar and no spelling errors. The paper follows the FSEHS and APA format.	All components are complete, correctly organized and formatted. There are no grammar or spelling errors. The paper follows the FSEHS and APA format.	
Ethical Standards (part of the evaluation for the Purpose, Methods, Results, and appendices)	-Copyrighted material is included without permission from the author(s) and/or publisher(s). -And/or subjects' names were used.	-Any copyrighted material is only included with documented permission from the author(s) and/or publisher(s). -No subjects' names were used. (AP#6/INTASC#9)	-Any copyrighted material is only included with documented permission from the author(s) and/or publisher(s). -No subjects' names were used. (AP#6/INTASC#9)	
Total Points:	1-20	21-27	28-30 points	

Key: AP = Educator Accomplished Practices; INTASC = Interstate New Teacher Assessment and Support Consortium Standards

Note to Course Instructor: This course assignment has been designated as a Key Assessment for which we are collecting program data on the performance of the candidate. After reviewing and grading this assignment, please link to the Assessment System at

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Note to all students: You do NOT have permission, at this point, to implement this project.

If you will be taking APR 650, RED 587, or INED 691/692 as your capstone course, you may not submit this as your proposal. However, you may be able to use it as a starting point, *IF* you have the same students during the term in which you plan to complete your capstone course as you described in this paper or your new students have the same academic need.

**Assignment 9
Presentation of Concept Paper
(5 points)**

Once you have completed your concept paper, you need to create a PowerPoint summary of the purpose, methods, and evaluation sections of it to present to your classmates. Site-based students will do this in class during Weeks 7 and/or 8. Online students will post their presentation in their online class, as directed by their instructor, by the middle of Week 8 and/or present them during the class meeting.

See Appendix D for an outline of what is required in the presentation and a partial sample.

Grading Rubric:
5 points:
    All components listed in Appendix D are presented in a clear and concise manner. There is sufficient detail without presenting the entire concept paper. Colors and graphics are appropriate and provide sufficient contrast (with regard to text) to facilitate reading. There are no more than 4 points per slide, font is at least 24 pt. Oral presentations, where possible, are concise and focused on the main details of the proposed project.

4 points:
    All components listed in Appendix D are included. There is adequate detail provided, although some points are not concise or as clear as they should be. Colors and graphics are appropriate and provide sufficient contrast (with regard to text) to facilitate reading. There are no more than 5 points per slide, font is at least 24 pt. Oral presentations, where possible, must be concise and focused on the main details of the proposed project.

3 points:
    All components listed in Appendix D are presented, but one or more sections lacks sufficient detail, others may have too much detail. Power Point slides have too many points and/or use

inappropriate font size, color combinations, and/or graphics. The oral presentation, where possible, lacks focus.

1-2 points:
   One (or more) of the components listed in Appendix D is missing, so the Power
   Point presentation is incomplete. The oral presentation, where possible, is weak.

ACTIVITY 10
Final Exam
(10 points)

Students will be required to demonstrate their understanding of basic statistics, and models and principles of research, via an essay or a combination of essay and objective item test.

Objectives: #1-3
INTASC #1/AP #8 Knowledge of Subject

Grading Rubric:
9-10 points:
   Responses to questions are complete and reflect full understanding of each concept, critical thinking, and ability to apply course content to real-life situations. References are cited.
8 points:
   Responses to questions are complete and reflect full understanding of each concept, critical thinking, and ability to apply course content to real-world situations.
4-7 points:
   Responses to some of the questions are incomplete. They do not reflect a full understanding of the concept and/or the use of critical thinking or the ability to apply the concept to a real-world situation.
1-3 points:
   There are many incomplete responses and/or responses that do not address the question at all. Responses do not reflect understanding of the concepts or an ability to apply concepts to real-world situations.

<mark>Applicable to all graded activities/assignments</mark>:
 The grade will be 0 points if:
      1. The assignment was not submitted or was not submitted when due.
      [Note: if there is a problem, contact your Instructor immediately---do not wait until the course has ended, as it is too late at that point to receive assistance.]
      2. The paper that was submitted does not match the requirements for the assignment.
      3. The paper submitted for the CUR 526 assignment had already been used for credit in this course or in another course---or is another student's work (see the Plagiarism policy in the FSEHS Policies section of this syllabus).
      4. The assignment is submitted and there is evidence of copying of an author's words or ideas (see the Plagiarism policy in the FSEHS Policies section of this syllabus).

Participation
(5 points)

All students are expected to attend every class session [chat session for online students], participate in every class activity, submit assignments on time, and contribute to class discussions.

Grading Criteria:

5 points:
  Active participation, contributing to all discussions and group activities, sharing websites and other resources, and submitting all assignments on time.

4 points:
  Attend all sessions and make some contributions to discussions and group activities. All assignments turned in on time.

3 points:
  Missed one session but completed make-up assignment. Made some contributions to all discussions and group activities. Most assignments turned in on time.

1-2 points:
  Missed more than one session but completed make-up assignments. Made sporadic contributions to some discussions and group activities. Most assignments turned in on time.

0 points:
  Missed more than one session and did not fulfill make-up requirements. Few if any contributions to discussions or group activities. All assignments turned in late.

Assignment #	Activity/Assignment	Point Value	Due Week #	Completed (√)
	Plagiarism Pretest (syllabus Appendix A)	P	1	
	Electronic Library Pretest (online)	P	1	
	APA Pretest (syllabus Appendix B)	P	1	
	Submit proposed research topic for approval	P	1	
	Review of a Research Article (class activity)	P	2	
1	Draft of Purpose section	5	2	
	Needs Assessment Instrument (class activity)	P	3	
2	Needs Assessment Instrument Design	5	3	
3	Annotated Bibliography	10	3	
4	Literature Review	15	4	
5	Needs Assessment Report	5	5	
6	Draft of Methods Section	5	6	
7	Draft of Evaluation Plan	5	6	
8	Concept Paper	30	7	
9	Concept Paper Presentation (see syllabus Appendix D for guidelines)	5	7 or 8	
10	Final Exam	10	8	
	Electronic Library Posttest (online)	P	8	
	Participation (attendance, timely submission of assignments, active participation in class activities and discussions, sharing resources)	5	1-8	
	Complete and submit IERF forms with graded assignments to Instructor for approval (See syllabus Appendix E for assistance with appropriate assignments for the Educator Accomplished Practices/INTASC Standards)	During session or within 3 weeks of end of session		

P = part of participation grade

VIII. STANDARDS

Florida:

Florida Department of Education (2005). *The educator accomplished practices*. Retrieved from http://www.fldoe.org/dpe/publications.asp [Select the "Florida Educator Accomplished Practices (Preprofessional)" link.]

Florida Department of Education (2007). *Next Generation Sunshine State Standards*. Retrieved from http://www.fldoe.org/bii/Curriculum/SSS/ [Select appropriate subject area.]

Florida Department of Education (2009). *Competencies and skills required for teacher certification in Florida* (14th ed.). Retrieved from http://www.fldoe.org/asp/ftce/ftcecomp.asp [Select the "Competencies and Skills, 14th Edition" link.]

Florida Department of Education (2010). *Competencies and skills required for teacher certification in Florida* (15th ed.). Retrieved from http://www.fldoe.org/asp/ftce/ftcecomp.asp [Select the "Draft Competencies and Skills, 15th Edition" link.]

Nova Southeastern University, Fischler School of Education and Human Services. (2002). *ESOL standards matrix* (2002)**.** Retrieved from http://www.schoolofed.nova.edu/gtep/forms/EditableESOLStandardsMatrix032005.doc

Nevada:
Nevada Department of Education (2008). *Standards*. Retrieved from http://www.doe.nv.gov/standards.html

National Standards:
Interstate New Teacher Assessment and Support Consortium (1992). *Model standards for beginning teacher licensing, assessment and development: A resource for state dialogue.* [Note: the objectives in this syllabus are cross-referenced with the INTASC Standards that have been in place since 1992. (The URL for those is no longer active.) INTASC has drafted and is currently reviewing a revised set of standards.]

National Board for Professional Teaching Standards (2008). *The standards.* Retrieved from http://www.nbpts.org/the_standards

National Council for Accreditation of Teacher Education (1997-2009). Retrieved from http://www.ncate.org

[all URLs were active as of August 2, 2010]

IX.   CLASS POLICIES

A. Attendance: Students are expected to attend all class sessions.

B. Writing Across the Curriculum
This course includes 10 written assignments. The following links may be of assistance:
- FSEHS Standard Format for Assignments
  http://www.schoolofed.nova.edu/sso/PDF/fsehs_standard_format.pdf
- FSEHS Writing Tutorial
  http://www.schoolofed.nova.edu/sso/acad_writing/apa/tutorial/apa.htm
- Need more assistance with writing?
  http://www.schoolofed.nova.edu/sso/acad_writing/acad_writing_course.htm

  When: Students can take SHSS 6620 starting every September, January, and April.
  Price: Cost is the same per credit as for GTEP classes.
  The course is completely voluntary. Check with Student Services for CRNs.

X.   GRADING CRITERIA

A. Presubmission Checklist:
This must be submitted with every assignment and is available from:
http://www.nova.edu/~yates/FSEHS_Pre_Submission_Checklist.pdf
http://www.nova.edu/~yates/FSEHS_Pre_Submission_Checklist.doc

General Grading Rubric: http://www.fgse.nova.edu/gtep/students/gteprubrics.html

B. Grading Scale:

M.S.

Letter Grade	Percentage	Quality Points
A	91-100	4.0
B+	86-90	3.5
B	80-85	3.0
C	70-79	2.0
F	Below 70	No Credit

C. Course Assignments and their percentage of the final grade

#	Assignment	Points/ %	Due Week #
1	Draft of Purpose section	5	2
2	Needs Assessment Instrument	5	3
3	Annotated Bibliography	10	3
4	Literature Review	15	4
5	Needs Assessment Report	5	5
6	Draft of Methods Section	5	5
7	Draft of Evaluation Plan	5	6
8	Concept Paper	30	7
9	Concept Paper Presentation	5	7 or 8
10	Final Exam	10	8
	Participation	5	1-8
	Total:	100	

D. Students must keep the graded assignments required by their specialization for their portfolios. Click on Portfolio Guide at http://www.fgse.nova.edu/gtep/students/portfolio.html for guidelines and forms.

XI. LIST OF SUGGESTED RESOURCES
A. Books:

Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (Eds.). (2000). *Taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives, complete edition*. Upper Saddle River, NJ: Longman.

Altschuld, J. W., & Witkin, B. R. (1999). *From needs assessment to action: Transforming the needs into solution strategies.* Thousand Oaks, CA. Sage.

Berg, B. L. (2009). *Qualitative research methods for the social sciences* (7th ed.). Boston, MA: Allyn and Bacon/Pearson.

Craig, D. V. (2009.) *Action research essentials.* San Francisco, CA: Jossey-Bass.

Creswell, J. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, NJ: Pearson.

Czaja, R., & Blair, J. (2005). *Designing surveys: A guide to decisions and procedures* (2nd ed.). Thousand Oaks, CA. Sage.

Dana, N. F. (2009). *Leading with passion and knowledge: The principal as action researcher.* Thousand Oaks, CA: Sage.

Dana, N. F., & Yedol-Hoppey, D. (2009). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry* (2nd ed.). Thousand Oaks, CA: Corwin.

Fink, A. (2010). *Conducting research literature reviews: From the internet to paper* (3rd ed.). Thousand Oaks, CA: Sage.

Fowler, F. J. (2009). *Survey research methods* (4th ed.). Thousand Oaks, CA. Sage.

Hendricks, C. C. (2009). *Improving schools through action research: A comprehensive guide for educators* (2nd ed.). Boston, MA: Allyn and Bacon.

Hittleman, D. R., & Simon, A. J. (2006). *Interpreting educational research: An introduction for consumers of research* (4th ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

Holly, M. L., Arhar, J., & Kasten, W. (2009). *Action research for teachers: Traveling the yellow brick road* (3rd ed.). Upper Saddle River, NJ: Pearson.

Huck, S. W. (2008). *Reading statistics and research* (5th ed.). Boston, MA: Allyn and Bacon.

Johnson, A. P. (2008). *A short guide to action research* (3rd ed.). Boston, MA: Allyn and Bacon.

Johnson, A. P. (2009). *What every teacher should know about action research.* Boston, MA: Allyn and Bacon.

Koshy, V. (2009). *Action research for improving educational practice: A step-by-step guide* (2nd ed.). Thousand Oaks, CA: Sage.

Kurpius, S. E. R., & Stafford, M. E. (2006). *Testing and measurement: A user-friendly guide.* Thousand Oaks, CA: Sage.

Leedy, P. D., & Ormrod, J. E. (2010). *Practical research: Planning and design* (9th ed.). Boston, MA: Allyn and Bacon.

Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2010). *Reading and understanding research* (3rd ed.). Thousand Oaks, CA: Sage.

Machi, L. A., & McEvoy, B. T. (2009). *The literature review: Six steps to success.* Thousand Oaks, CA: Corwin.

McMillan, J. H. (2008). *Educational research: Fundamentals for the consumer* (5th ed.). Boston: Allyn and Bacon/Pearson.

McMillan, J. H., & Wergin, J. F. (2010). *Understanding and evaluating educational research* (4th ed.). Boston, MA: Allyn and Bacon.

McNiff, J. & Whitehead, J. (2006). *All you need to know about action research.* Thousand Oaks, CA. Sage.

Mertler, C. A. (2009). *Action research: Teachers as researcher in the classroom* (2nd ed.). Thousand Oaks, CA: Sage.

Mills, G. (2011). *Action research: A guide for the teacher researcher* (4th ed.). Boston, MA: Allyn and Bacon.

Reason, P., & Bradbury, H. (2006). *Handbook of action research.* Thousand Oaks, CA. Sage.

Salkind, N.J. (200). *Tests & measurement for people who (think they) hate tests & measurement.* Thousand Oaks, CA: Sage.

Stringer, E. (2008). *Action research in education* (2nd ed.). Boston, MA: Allyn and Bacon.

Stringer, E. T., Christensen, L. M., & Baldwin, S. C. (2010). *Integrating teaching, learning,and action research: Enhancing instruction in the K-12 classroom.* Thousand Oaks, CA: Sage.

Vogt, W. P. (2005). *Dictionary of statistics & methodology: A nontechnical guide for the social sciences* (3rd ed.). Thousand Oaks, CA: Sage.

Zeni, J. (Ed.) (2000). *Ethical issues in practitioner research.* (Practitioner Inquiry Series #17). Williston, VT: Teachers College Press.

B. Journals:
  Academic Leadership
  American Educational Research Journal
  Bilingual Research Journal
  Childhood Education
  Current Issues in Education
  Early Education and Development,
  Elementary School Journal
  English Education
  Exceptional Children
  Journal for Research in Mathematics Education
  Journal of Computing in Teacher Education and *Leading and Teaching with Technology*
  Journal of Early Intervention,
  Journal of Educational Research for Language Minority Students
  Journal of English Teaching Techniques
  Journal of Reading
  Journal of Science Education
  Journal of Special Education
  Mathematics Teacher
  Phi Delta Kappan
  Reading Teacher
  TESOL Journal
  Young Children

C. Websites:
    About Education. (2007). *Secondary school educators*. Retrieved from http://7-12educators.about.com/

    Florida Department of Education (2005). Retrieved from http://www.fldoe.org/

    Nevada Department of Education (2008). Retrieved from http://www.doe.nv.gov/index.html

    Yahoo! education directory (2007). Retrieved from http://dir.yahoo.com/Education/

Code of Ethics:

    The Code of Ethics of the Association for Institutional Research (AIR). (2001). Retrieved from http://www.airweb.org/?page=140

    Family Educational Rights and Privacy Act (FERPA). (2010). Retrieved from

http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Additional Assistance with APA Formatting and Writing:

American Psychological Association (2010). *APA style.* Retrieved from
http://www.apastyle.org/

American Psychological Association (2010). *Basics of APA style tutorial.* Retrieved from
http://flash1r.apa.org/apastyle/basics/index.htm

American Psychological Association (2010). *What's new in the sixth edition.* (2009).
Retrieved from http://www.apastyle.org/learn/tutorials/brief-guide.aspx

Fischler School of Education, Applied Research Center (2010). *Resources for writing
and preparing the applied dissertation.* Retrieved from
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Template adopted: February, 2005
Template revised: August 8, 2010

FISCHLER SCHOOL OF EDUCATION AND HUMAN SERVICES
ACADEMIC POLICIES AND REGULATIONS

Academic Misconduct
The following acts violate the academic honesty standards and will result in a finding of Academic Misconduct:

1. **Cheating in any Form**: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.
2. **Fabrication**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise
3. **Facilitating Academic Dishonesty**: intentionally or knowingly helping or attempting to help another to violate any provision of this code
4. **Plagiarism**: The adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment.
5. **Conspiracy to commit academic dishonesty**: Assisting others to commit acts of Academic Misconduct
6. **Misrepresentation**: intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.
7. **Bribery**: Offering of goods, services, property or money in an attempt to gain an academic advantage
8. **Forging or altering documents or credentials**: Examples include, but are not limited to signatures, dates and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.
9. **Knowingly furnishing false information to the institution**

A. Plagiarism
Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals. Students are expected to comply with the following academic standards:

1. Original Work
Assignments such as course preparations, exams, texts, projects, term papers, practicum, etc., must be the original work of the student. Original work may include the thoughts and words of another author if properly cited. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the recognized form and style manual and accepted citation practice and policy of the Fischler School of Education and Human Services [FSEHS].

Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination,

re-examination, and/or remediation.

2. Referencing the Works of Another Author

All academic work submitted for credit or as partial fulfillment of course requirements must adhere to the FSEHS specific accepted reference manuals and rules of documentation. Standards of scholarship require that the writer give proper acknowledgment when the thoughts and words of another author are used. Students' work must comport with the adopted citation manual for the FSEHS.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (see above) are considered plagiarism at Nova Southeastern University.   If a finding of Academic Misconduct is determined, the following disciplinary action will ensue:

For all courses other than Practicum and Dissertation component courses:

Initial Finding of Academic Misconduct: Failing grade ("F") for the course.

[* See Note Below]

Any Subsequent Finding of Academic Misconduct: Failing grade ("F") for the course
[* See Note Below] and dismissal from the program; ineligible to return to the Fischler School of Education and Human Services at any time in the future.

Any finding of Academic Misconduct on a Practicum, Dissertation or other program capstone component, including the concept paper, proposal, and/or final report:

Initial Finding of Academic Misconduct: Immediate dismissal from the program; ineligible to return to the Fischler School of Education and Human Services at any time in the future.

*Note: If a charge of Academic Misconduct is determined in a course, any student initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.

Sources:
Fischler School of Education and Human Services catalog and student handbook 2009-2010, pages 208-209. Retrieved August 20, 2009, from
http://www.schoolofed.nova.edu/fgshome/catalog/FSEHSCatalog2009-2010.pdf

Nova Southeastern University student handbook 2009-2010, pages 24-27. Retrieved August 20, 2009, and modified to reflect FSEHS standards from
http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf

B. Americans with Disabilities Act
- Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by providing reasonable accommodations for qualified individuals with a disability.
- The Fischler School's ADA Policies and Procedures, and the necessary forms for requesting disability-related accommodations, can be obtained by contacting the

FSEHS Office of Student Judicial Affairs at 954-262-8617 or 1-800-986-3223, ext. 8617, or via e-mail at osja@nova.edu.

- To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation must be completed and on file a minimum of four (4) weeks prior to the commencement of classes for any given semester. Certain accommodations may involve other professionals and specialists, and therefore, may require considerable time to implement.

C. Course/Instructor Evaluation
- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

D. The current edition of the FSEHS Catalog and Student Handbook is available on the
- Academic Affairs website at http://www.schoolofed.nova.edu/oaa/fgs_catalogs.htm. This document provides extensive information on University and FSEHS policies, regulations and procedures.

Appendix A
Plagiarism Pretest

Directions:
Read the Fischler School of Education and Human Services' Plagiarism Policy in the syllabus.
Read each item carefully and check yes or no for each one.
Submit your answers to your instructor during the first class meeting (site-based classes) or by
Saturday of the first week of class (for online classes).

Item	Yes	No
Is it plagiarism if you:		
1. …copy a few phrases from copyrighted material without identifying the source?		
2 …copy part of a paper that you turned in from another course without identifying the source?		
3. …copy sentences or paragraphs of information from copyrighted material and only put a citation at the end of the paragraph?		
4. …turn in a paper that you submitted for a previous course (or one you are taking concurrently) for credit in another course?		
5. …copy part of someone else's paper, even if you identify the source?		
6. …copy part of copyrighted material or other sources without identifying the source if you only change a few words or only change the order of a list of items?		
7. …. copy an author's words, put quotation marks around them, and cite the author, year, and page number?		
8. …. copy an author's words, put quotation marks around them, and include the source information in the reference list but not with the quote?		
9. …. allow someone else to copy part or all of your work from a current or previous course?		
10. …. copy a passage from another person's work, put it in block quote format, and include the reference citation, including page number?		
11…. copy something from a website, paste it into your paper, and give the website URL as the citation?		
12. Are you breaking the law if you plagiarize someone else's work?		

Directions: *Please circle or highlight the best answer to each question.*

1. When you cite a book in the APA format you should:
    a. Capitalize the beginning of each word in the title
    b. Capitalize the first word in the title and the first word in the subtitle
    c. Capitalize all proper nouns
    d. Both a. and c. are correct
    e. Both b and c are correct

2. In a reference list item, APA uses italics for:
    a. Titles of journal articles, books, and periodicals
    b. Titles of books and periodicals
    c. To emphasize a point
    d. Titles of books and titles of periodicals and their volume numbers

3. If you cite a journal article, you must include the author's/authors' names and which of the following in the in-text citation:
    a. The volume number of the article/journal
    b. The year of the publication
    c. Both the volume number and the year of the publication

4. When you cite a journal article, in the body of your paper, that has two or more authors you should:
    a. Use an ampersand (&) before the last author's name, when the citation is in parentheses
    b. Use the word "and" before the last author's name, when the citation is not in parentheses
    c. Use a semicolon to separate the names
    d. Both a. and b.

5. When you cite a chapter from an edited book in the reference list, you must:
    a. List the author of the chapter and its title first, followed by the name of the editor, the title of the book, and the publication information.
    b. List the editor in parentheses after the title of the chapter, then the title of the book, and the publication information.
    c. List the editor in parentheses before the title of the book and the publication information.

6. Quotes (the author's own words) need to be
    a. in parentheses, with a citation that includes the page number
    b. within quotation marks, with a citation that includes the page number
    c. in block quote, if there are 40 or more words in a quote, with a citation that

includes the page number
d. Both b and c are true

7. When a work has two authors:
    a. Always cite both authors every time the reference occurs in text
    b. Cite both authors only the first time and include only the surname of the first author followed by et al. in subsequent citations
    c. Cite both authors every time the reference occurs and include the year of the reference within the paragraph [the date may be in the ( ) or in the paragraph]

8. If you use several works by authors with the same surname but different first names, you should:
    a. Arrange your reference list alphabetically by the first initial
    b. Arrange your reference list by the year of publication
    c. Arrange your reference list in alphabetical order by title

9. In formatting your document in APA format style, with FSEHS exceptions:
    a. Double space everything and indent 1/2 inch for new paragraphs; use a running head.
    b. Single space the abstract, table of contents, and references list and double space everything else; and indent ½ inch for paragraphs
    c. Double space everything, do not indent for paragraphs, use a running head
    d. Single space everything with an extra space between paragraphs and indent ½ inch for paragraphs

10. According to the APA manual, the proper use of pronouns in a professional document is:
    a. Use no pronouns
    b. Avoid using pronouns that indicate gender
    c. Use only he and she
    d. Use them all

11. When writing your concept paper, refer to yourself as:
    a. The student
    b. The researcher
    c. The writer
    d. The author
    e. Your professional title (e.g., fourth grade teacher, Curriculum Specialist, etc.)

12. When presenting information from one or more sources, without quotes, the citation(s) is/are placed
    a. Always at the end of the paragraph to which it relates
    b. Always at the beginning of the paragraph to which it relates
    c. Can be at the beginning, end, or throughout the paragraph.

Bonus item: 13. An in-text citation in parentheses goes before the period of the related sentence.
        ___ True   ___False

CONCEPT PAPER CHECKLIST

TITLE PAGE

___Includes title of project
___Includes your name
___Includes the course number and number
___Complies with the FSEHS standard format requirements
      [http://www.schoolofed.nova.edu/sso/PDF/fsehs_standard_format.pdf]

ABSTRACT

___Identifies the need/problem to be addressed
___Briefly describes the subjects
___Identifies the project goal(s)
___Includes at least one sentence about the objectives
___Includes at least one sentence about methods to be used
___Is brief and to the point
___Is free of jargon
___Is no more than one page, double spaced

PURPOSE

___Describes the setting and the population from which the participants will be selected or recruited
___Provides specific information about the target group
___The need or problem is identified in clear and concise terms
___The need or problem is supported by data (e.g., student; national, regional, state, county, and/or school/agency statistics)
___ Answers the following: What is the problem, how is it measured (data) and what may have caused it? Who is involved? What has been tried to remediate the problem?
___The information establishes the baseline for the goal(s) and objectives in the Methods section.

LITERATURE REVIEW

___The literature that was reviewed is synthesized [***not*** presented one article after another]
___At least **eight (8) primary research articles** have been reviewed and are specifically cited.
___At least **six (6) additional sources** are cited in the review.
___The need or problem has been investigated by other researchers and all cited references are included in the References list. All citations and direct quotes follow APA guidelines. Credit is given for words, ideas, models, and terms presented by others.
___The strategies that you are proposing in the Methods section are supported by research that others have conducted.

METHODS

___There is an introductory paragraph which links the need, the research, and the strategies chosen.
___The goal(s) and objectives are based on the information included in the Purpose and
      Literature Review sections of the Concept Paper

     Goal(s)
     ___Is/are written to reflect long-term outcomes.
     ___Reflect(s) each aspect of the project
         ***Use words like.. to provide, to establish, to create, to improve, to prepare…

     Objectives - (observable and measurable)
     ___Logically present the steps necessary in order to achieve the goal(s)
     ___Identify who will be achieving each objective, including **number** of participants
     ___Specify what is to be attained---and how that will be measured
     ___State the time when the objectives will be met [e.g., after 4 weeks…the end of the
        lesson/unit, etc.]
     ___Describe the mastery criteria of the objectives in measurable terms
       ***Use action verbs like.. to increase, to reduce, to improve---and by how much?
    (Who will do what, when will they do it, and how will you know that they have done it?)

The Implementation Plan:
___There are activities related to every objective
___The program activities are clearly described (it is obvious how the objectives will be
  achieved through these activities)
___Describes a logical sequence of activities which should lead to accomplishment of
  the objectives and includes checkpoints where project can be modified if necessary
___The plan presents a reasonable scope of activities that can be accomplished within the time allotted for the project
___Includes a specific timeline and indicates who will be responsible for each activity (i.e., it is clear what the teacher will do and what the students are expected to do)
___Indicates the resources necessary to implement these activities
___Includes evaluation activities.

EVALUATION PLAN

___Includes methods for evaluating the implementation process
___ Includes methods for evaluating progress toward accomplishment of the objectives
___Tells who will be performing the evaluation and how evaluators will be/have been selected
___Defines evaluation criteria (which correspond to that in the objectives)
___Describes data gathering methods
___Explains any test instruments or questionnaires to be used
___Samples of any evaluation instruments created for this project are referred to and drafts or
    final versions are included in an Appendix

___Describes, in detail, copyrighted evaluation instruments that cannot be included in an
    appendix without author or publisher permission
___Describes the process of data analysis
___Describes the ways that the data that is collected will be used
___Describes how the process evaluation will be used for program improvement

CONCLUSION

___ There is a summary paragraph (or two) to re-emphasize the potential benefits from the
    implementation of the proposed project.

REFERENCE LIST

___Citations are listed in alphabetical order
___ Every citation is in APA format
___ *All* references cited in the proposal are listed, in alphabetical order, in the reference list.
___ *Only* references cited in the proposal appear in the reference list.
___ The list of references is entitled References.

APPENDICES (if any)

___Are in the order in which they were first mentioned in the concept paper
___Are labeled A, B, C, etc.

OVERALL PRESENTATION

___Information is presented in a clear and logical fashion.
___Format of the paper conforms to the *American Psychological Association publication
    manual* (6th ed.) and FSEHS guidelines.
___All acronyms are written out before they are used for the first time.
___There are no spelling or grammar errors. The writer has proofread the
    paper. (Remember: the Spellchecker will only indicate whether a word is spelled
    incorrectly---it won't tell you whether the word is the correct word to use.)
___Nothing is underlined except URLs.
___The paper is written in the third person. (The words "I" and "feel" do not appear in
    the proposal. Refer to yourself as the "writer".)
___Contractions (e.g., can't, won't, etc.) are not used.
___All sections are double-spaced. (Exceptions: Tables and charts may be single-
    spaced. Reference list entries are single-spaced, with a double space between
    each entry.)
___The paper is free of jargon
___The paper does not include generalizations and assumptions----statements are
    supported with research and/or data.

ETHICS

___No names of subjects are included in the concept paper.
___No copyrighted materials are included without written consent from the author and/or
    publisher.

Appendix D
Presentation Outline

Title:
Name of Writer:

Purpose:
- setting & target group (How many students, of what age, etc.?)
- discrepancy statement

Methods:
- goal(s)
- objectives
- strategies to be used
-
Evaluation Plan:
- evaluation methods to be used (how will progress be monitored?)
- ways results will be analyzed
- how data will be used

Sample of second and third slides:

Purpose
- The target group
  o 12 children, ages 3 and 4
  o 7 girls, 5 boys
  o 8 African-American, 4 Hispanic
  o home language is English

- The setting
  o Private preschool center
  o Inner city setting in South Florida
  o Low socioeconomic status

- The problem
  o 10 students are demonstrating expressive language skills 1 year below the expected level for their chronological age, based on their scores on the Brigance Inventory of Early Development
  o 2 students are demonstrating expressive language skills 18 months below the expected level for their chronological age, based on their scores on the Brigance Inventory of Early Development

Appendix E
CUR 526 and The Educator Accomplished Practices Matrix

Accomplished Practice	Activity Related to Accomplished Practice	Data Source	Level B=Basic I=Intermediate A=Advanced
1. Assessment	Needs Assessment Instrument and Results	Rubric	I
	Concept Paper - Evaluation Plan	Rubric	I
2. Communication	Needs Assessment Instrument	Rubric	I
3. Continuous Improvement	Annotated Bibliography	Rubrics	B
	Concept Paper - Literature Review	Rubric	I
4. Critical Thinking	(Some students may have goals, objectives, and/or activities that require that the students demonstrate critical thinking, but this is dependent upon the "problem" that they are addressing in their concept paper.)	Portfolio Critical Questions	
5. Diversity	(Students with ESE and TESOL specializations should have needs assessment instruments and, in the concept paper, implementation and evaluation plans that reflect research and planning for a diverse group of students. Other students' concept papers may also reflect planning for diversity, but this is dependent upon their specialization and the "problem" that they are addressing in their concept paper.)	Portfolio Critical Questions	
6. Ethics	Needs Assessment Instrument (*if* it is designed to maintain the anonymity of the respondents)	Rubric	I
	Needs Assessment Report (*if* dissemination, collection, and reporting procedures maintained the confidentiality of the respondents)	Rubric	I
	(The implementation and evaluation plans in the concept paper should reflect ethical practices, but evidence of this varies across proposed projects and specializations.)	Portfolio Critical Questions	
7. Human Development & Learning	Concept Paper – Methods Section	Rubric	I

CUR 526 and The Educator Accomplished Practices Matrix

Accomplished Practice	Activity Related to Accomplished Practice	Data Source	Level B=Basic I=Intermediate A=Advanced
8. Knowledge of Subject Matter	Concept Paper – Methods Section	Rubric	I
9. Learning Environments	(Some students may address issues related to the learning environment itself in their implementation plan in their concept papers, but this is dependent upon their specialization and the "problem" that they are addressing in their concept paper.)	Rubrics	I
10. Planning	Concept Paper – Methods Section, Evaluation Plan	Rubric	A
11. Role of the Teacher	Concept Paper – Methods Section	Rubric	I
12. Technology	Annotated Bibliography	Rubric	B
	Concept Paper - Literature Review (*if* articles and/or other resources were located and/or downloaded from Internet sources and so cited in the concept paper)	Rubric	I
	Presentation of Concept Paper		

Reminders: 1. Rubrics for each assignment are included in the syllabus. 2. Only papers earning the equivalent of an A or B may be used as artifacts.

Florida's Educator Accomplished Practices. Retrieved from http://www.fldoe.org/dpe/publications.asp

Updated 8/2/10
Dana Fredebaugh, Ph.D.