



**College of Education and Human Development
Division of Special Education and disAbility Research**

Summer 2019

EDSE 847 B01: Problem Solving in Contemporary Initiatives in Special Education

CRN: 42270, 3 – Credits

Instructor: Dr. Sheri Berkeley	Meeting Dates: 6/3/2019 – 7/27/2019
Phone: 703-993-9689	Meeting Day(s): Tuesday, Thursday
E-Mail: sberkele@gmu.edu (best contact)	Meeting Time(s): 7:20 pm – 10 pm
Office Hours: by appointment	Meeting Location: Fairfax, Finley 114
Office Location: Finley 212	

****Note:** This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): Admission to PhD in education program, or permission of instructor.

Co-requisite(s): None

Course Description

Addresses contemporary initiatives in special education: those introductory and leading actions intended to implement positive change, that can be promoted by federal agencies, professional or advocacy organizations. Focuses on understanding of contemporary special education initiatives through evaluation and analysis. Background, relevant legislative history, existing empirical evidence, and designing future research addressing contemporary initiatives will be studied and discussed. Offered by Graduate School of Education. May not be repeated for credit.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports

5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, students will be able to:

1. Identify contemporary initiatives in special education.
2. Explain the historical, educational, empirical, and philosophical roots of current initiatives.
3. Review existing research and prominent agencies and organizations to identify contemporary initiatives in special education.
4. Explain the multiple perspectives on contemporary initiatives.
5. Propose empirical and practical solutions for policy and practice.
6. Develop and present an applied project investigating one of the contemporary initiatives in special education.

Professional Standards

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, College of Education and Human Development (CEHD), Graduate School of Education, Special Education, CEHD PhD in Education Program. This program complies with university and program standards.

Required Textbooks

Kauffman, J. M., Hallahan, D. P., & Pullen, P. C. (2017). *Handbook of special education*. New York: Routledge.

Recommended Textbooks

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

Additional Readings

See "Readings by Topic" (p.5)

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 847, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

N/A

College Wide Common Assessment (TK20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required)

Applied Project (40 points)

Option 1: Individual Research Review Paper

The research review paper is designed to provide experience in critically evaluating existing research in an area of your choice including the quality of the design, implementation, and interpretation of the findings. You may select to complete a traditional or integrative review paper on a contemporary issue in special education. Have your topic approved prior to beginning. You should also prepare materials based on the paper to present to class.

1. Select a contemporary issue impacting special education.
2. Complete a literature search of Psych Info and other relevant databases to identify relevant original research articles (check for other relevant data bases).
3. Obtain and read original research articles.
4. Develop a coding system to organize your articles
5. Code, organize, analyze, and synthesize the information from the articles.
6. Write the paper using the *American Psychological Association Publication Manual* (6th edition) guidelines:
 - Title Page
 - Abstract
 - Introduction and Purpose
 - Method
 - Search Procedures
 - Inclusion/Exclusion Criteria
 - Coding Conventions and Procedures
 - Data Synthesis Procedures
 - Results (this is the section that will vary according to your specific topic/articles)
Overall characteristics of the studies (number of articles, sample descriptions, general descriptions of methods for studying/testing the issue, overall findings; and quality of studies)
 - Discussion
 - Synthesis of Findings
 - Summary and Conclusions
 - References

Option 2: Research Application Project

The research application project is designed to provide experience in designing, implementing, and evaluating a contemporary issue in special education. Be sure to have your research question and design approved before beginning to implement as the instructor can assist you with the design components. In addition, you will need to obtain GMU IRB and district human subjects' approval. This will include:

- Completing CITI training (if you have not done so in the last 5 years)
- Submitting and obtaining permission from the GMU IRB
- Submitting and obtaining permission from the school system (if relevant)

It is recommended that APA format and the following can guide your paper:

Questions of the Research Application Project (samples):

- *How does the implementation of Response to Intervention (RTI) impact the identification of learning disabilities and improve early identification of students with disabilities?*
- *How do schools, but especially low performing schools, implement evidence based practices for students with and without disabilities?*
- *How do teachers integrate technological advances in their classes to improve access and learning for students with and without disabilities?*

Background Literature: Provide a brief description of the background literature that indicates a need for your question.

Design/Method of the Project: This section will be based upon your question. There are a variety of methodologies you could select to investigate your selected question.

Participants: Use the following marker variables as guidelines to describe the participants in your applied project.(may be students, faculty members, student interns, in-service teachers, pre-service teachers, etc.). Initially complete a coding sheet like the brief one below for each relevant study you include in your search and then compute the averages and ranges and report that data. Staple your individual data sheets to your report. Ex.

- Administrator/Teacher/Student Identification # _____
- School/Setting _____ Size _____ (urban, suburban, metropolitan, rural)
- Special education students served _____
- Teacher of/Grade in school _____
- Date of birth (month, day, year) _____
- Sex (Male or female) _____

Instrument/Testing materials: Carefully describe all of the materials that were used. Include copies of any surveys, interview protocols, observation protocols, and/or pre/posttests. Remember these measures will be used to describe whether or not your methods were "EFFECTIVE."

Procedure: Carefully describe in a step by step fashion what you did. Use subheadings if you have multiple conditions of a selected intervention (for example; electronic survey with links emailed via list serve; monthly professional development focus group meetings; interviews)

Testing procedures: Describe how the measures were administered. For example, were interviews completed 1:1? Did individuals complete online surveys?

Scoring procedures: Describe how the measures were scored. For example, if tests consisted of multiple-choice items, scoring is usually straight forward, however, if short answer items were used, then what was the scoring criteria? Did you have multiple raters completing an observational tool?

Data Sources: Provide a listing of all of the sources of data you obtained. We will use this list to help determine the appropriate data analyses procedures.

Results: Describe all of the testing results. You can present individual scores (use the same ID#s used in the demographic data sheets) and then compute a column average (we may learn several statistical tests that you will be able to use for analyzing your data).

Discussion: Provide a discussion of your findings. The first few sentences can provide summary accounts of the findings. For example, “This contemporary issue (identify the issue) remains controversial (or conversely seems well adopted and solves problems) following analyses of an online survey completed by teachers and administrators.” Provide some insights as to why you might have obtained the findings. Provide a summary paragraph describing what you learned from the application project and how you could implement projects like this in your teaching to determine which methods work best with your students.

Writing style: It is recommended that the following APA format be followed when reporting your results:

- Introduction/Literature Review
- Method
 - Research design
 - Participants and setting
 - Materials
 - Measures (dependent variables)
 - Procedures
 - Data analyses
- Results
- Synthesis, Discussion, and Conclusions
- References

Other Assignments

Participation & Blackboard Posts (20 points)

Students are asked to attend all classes on time, be prepared, complete enter slips, post to Blackboard discussion board, and actively participate and support the members of the class learning community. *Specific guidance will be provided by the instructor.*

Discussion Leader (10 points)

Students will lead one of the class discussions. *Specific guidance will be provided by the instructor.*

Ripped from the Headlines Assignment (10 points)

Students will review news stories related to special education throughout the country. Students will come prepared with a handout of headlines and key points and be prepared to contribute to the class discussion. *Specific guidance will be provided by the instructor.*

Project Update (10 points)

Throughout the semester, students will prepare to present an overview of what has been done to date using relevant audio-visual materials. Students will explain clearly what they have done, what questions remain, and what issues or barriers they have encountered. *This assignment will be evaluated as pass/fail.*

Project Presentations (10 points)

You will present the findings of your applied project in a panel session format. In addition:

- Be prepared to answer questions about your project.
- Prepare visual materials to use in your presentation.
- Prepare a one-page summary hand-out for your audience and the instructor.

Specific directions for this assignment will be provided by the instructor.

Course Policies and Expectations

Attendance/Participation: Students are asked to attend all classes on time, be prepared, post to Blackboard discussion board, and actively participate and support the members of the class learning community.

Late Work: Late work will not be accepted.

Grading Scale

- A = 90-100%
- B = 80-89%
- C = 70-79%
- F = <79%

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic (see readings schedule below)	DUE
6-4-19	Course Overview	
6-6-19	STEM Education Initiatives & Special Education <ul style="list-style-type: none">• Guest Presenter	Enter slip
6-11-19	Historical Perspectives on Special Education <ul style="list-style-type: none">• Guest Presenter	Enter slip Final Paper Proposal
6-13-19	The Erosion of FAPE for Students with LD <ul style="list-style-type: none">• Guest Presenter	Enter slip

6-18-19	Tiered Systems of Support Initiatives • Guest Presenter	Enter slip
6-20-19	The Role of Professional Organizations in Special Education Advocacy • Guest Presenter	Enter slip
6-25-19	Policy in Special Education Teacher Preparation • Guest Presenter	Enter slip
6-27-19	Data Sharing of Special Education Research • Guest Presenter: Wendy Mann • Fenwick 2701	Enter slip
7-2-19	ONLINE CLASS • Ripped from the Headlines research	
7-4-19	NO CLASS: University Summer Recess	
7-9-19	Ripped from the Headlines • presentations & discussion Paper updates	RFTH Assignment Final Paper Update
7-11-19	Perspectives of Families of Students with Disabilities • Guest Presenter	Enter slip
7-16-19	Post-secondary Education for Students with Disabilities • Guest Presenter	Enter slip
7-18-19	Contemporary Initiatives in Sensory Disabilities: • Guest Presenter	Enter slip Final Paper Deadline
7-23-19	English Learners in Special Education • Guest Presenter	Enter slip
7-25-19	Student Presentations	Final Paper Presentation

READINGS BY TOPIC

STEM Education Initiatives & Special Education

- Lee, A. (2014). Students with disabilities choosing science technology engineering and math (STEM) majors in postsecondary institutions. *Journal of Postsecondary Education and Disability*, 27, 261-272.
- Satsangi, R., & Miller, B. (2017). The case for adopting virtual manipulatives in mathematics education for students with disabilities. *Preventing School Failure: Alternative Education for Children and Youth*, 61, 303-310. **[Presenter reading]**
- Scruggs, T. E., Brigham, F. J., & Mastropieri, M. A. (2013). Common core science standards: Implications for students with learning disabilities. *Learning Disabilities Research & Practice*, 28, 49-57.
- Kennedy, M. J., & Boyle, J. (2017). The promise and problem with technology in special education: Implications for academic learning. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 606-614). New York: Routledge.

Additional resources:

National Center for Science and Engineering Statistics (National Science Foundation)

- <https://nces.nsf.gov/pubs/nsf19304/>

CAST

- www.cast.org.udl

Historical Perspectives on Special Education

Gerber, M. (2017). A history of special education. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 3-15). New York: Routledge.

Kauffman, J. M., Nelson, C. M., Simpson, R. L., & Mock, D. R. (2017). Contemporary issues. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 16-28). New York: Routledge.

Zigmond, N.P., & Kloo, A. (2017). General and special education are (and should be) different. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 249-262). New York: Routledge.

Bateman, B. D. (2017). Individual education programs for children with disabilities. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 87-104). New York: Routledge.

The Erosion of FAPE for Students with LD

Calhoun, M., Berkeley, S., & Scanlon, D. (2019). Foundation for failure? The quest to provide FAPE to students with LD. *Learning Disabilities Research & Practice, 34*, 6-13.

[presenter reading]

Yell, M. L., Crockett, J. B., Shriner, J. G., & Rozalski, M. (2017). Free appropriate public education. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 71-86). New York: Routledge.

Turnbull, H. R., Turnbull, A. P., & Cooper, D. H. (2018). The Supreme Court, Endrew, and the appropriate education of students with disabilities. *Exceptional Children, 84*, 124-140.

Lemons, C. J., Vaughn, S., Wexler, J., Kearns, D. M., & Sinclair, A. C. (2018). Envisioning an improved continuum of special education services for students with learning disabilities: Considering intervention intensity. *Learning Disabilities Research & Practice, 33*, 131-143.

Tiered Systems of Support Initiatives

Berkeley, S., Bender, W. N., Peaster, L. G., & Saunders, L. (2009). A snapshot of progress toward implementation of responsiveness to intervention (RTI) throughout the United States. *Journal of Learning Disabilities, 42*, 85-95. **[presenter reading]**

O’Conner, R. E., Sanchez, V., & Kim, J. J. (2017). Responsiveness to intervention and multi-tiered systems of support for reducing reading difficulties and identifying learning disabilities. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 189-202). New York: Routledge.

Gersten, R., & Dimino, J. A. (2006). RTI (response to intervention): Rethinking special education for students with reading difficulties (yet again). *Reading Research Quarterly, 41*, 99-108.

Pullen, P. C., Lane, H. B., Ashworth, K. E., & Lovelace, S. P. (2017). Specific learning disabilities. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 286-299). New York: Routledge.

Additional resources:

Center on Response to Intervention (American Institutes of Research)

- <http://www.rti4success.org/>

Positive Behavioral Interventions & Supports (OSEP Technical Assistance Center)

- <http://www.pbis.org/>

The Role of Professional Organizations in Special Education Advocacy

Gartland, D., & Strosnider, R. (2017). Learning disabilities and achieving high-quality education standards. *Learning Disability Quarterly*, 40, 152-154. **[Presenter reading]**

Council for Exceptional Children Advocacy: <https://council-for-learning-disabilities.org/liaison-committee-represents-cld-in-its-advocacy-for-students-with-learning-disabilities>

[Presenter reading]

Yell, M. L., Katsiyannis, A., & Bradley, M. R. (2017). The individuals with disabilities education act: The evolution of special education law. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 55-70). New York: Routledge.

Parrish, T., & Harr-Robins, J. (2017). Fiscal policy and funding in special education. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 87-104). New York: Routledge.

Additional Resource:

National Center for Learning Disabilities

- <http://www.nclld.org/>

Policy in Special Education Teacher Preparation

Nagro, S. A., & deBettencourt, L. U. (2017). Reviewing special education teacher preparation field experience placements, activities, and research: Do we know the difference maker?. *Teacher Education Quarterly*, 44, 7-33. **[Presenter reading]**

McLeskey, J., Tyler, N. C., & Saunders Flippin, S. (2004). The supply of and demand for special education teachers: A review of research regarding the chronic shortage of special education teachers. *The Journal of Special Education*, 38, 5-21.

Read 1 article from the special issue: Critical Issues in Special Education Teacher Supply and Demand in *The Journal of Special Education*, 2004, volume 38, issue 1.

Read 1 of the following:

Mastropieri, M. A., Scruggs, T. E., & Hauth, C. (2017). Special education teacher preparation. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 40-52). New York: Routledge.

Billingsley, B. S., & Bettini, E. (2017). Improving special education teacher quality and effectiveness. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 501-520). New York: Routledge.

Implications of Data Sharing for Special Education Research

Cook, B. G. (2014). A call for examining replication and bias in special education research. *Remedial and Special Education*, 35, 233-246.

- Cook, B. G., Lloyd, J. W., Mellor, D., Nosek, B. A., & Therrien, W. J. (2018). Promoting open science to increase the trustworthiness of evidence in special education. *Exceptional Children*, 85, 104-118.
- Bowman, N. D., & Keene, J. R. (2018). A layered framework for considering open science practices. *Communication Research Reports*, 35, 363-372.
- Meyer, M. N. (2018). Practical tips for ethical data sharing. *Advances in Methods and Practices in Psychological Science*, 1, 131-144.

Perspectives of Families of Students with Disabilities

- Francis, G. L., Register, A., & Reed, A. S. (2018). Barriers and supports to parent involvement and collaboration during transition to adulthood. *Career Development and Transition for Exceptional Individuals*. <https://doi.org/10.1177/2165143418813912> [presenter reading]
- Epstein, J. L., & Sanders, M. G. (2006). Prospects for change: Preparing educators for school, family, and community partnerships. *Peabody journal of Education*, 81, 81-120.
- Strassfeld, N. M. (2018). Preparing pre-service special education teachers to facilitate parent involvement, knowledge, and advocacy: Considerations for curriculum. *Teacher Education and Special Education*. <https://doi.org/10.1177/0888406418806643>
- Read 1 article from the special issue: Parent Voice in Educational Decision Making for Students with Learning Disabilities in *Learning Disability Quarterly*, 2018, volume 41, issue 1.

Additional resource:

NICHCY (Center for Parent Information and Resources)

- <http://nichcy.org/>

Post-secondary Education for Students with Disabilities

- Grigal, M., & Papay, C. (2018). The promise of postsecondary education for students with intellectual disability. *New Directions for Adult and Continuing Education*, 2018(160), 77-88. [presenter reading]
- Madaus, J. W., Banerjee, M., Merchant, D., & Keenan, W. R. (2017). Transition to postsecondary education. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 691-704). New York: Routledge.

One of the following:

- Polloway, E. A., Bouck, E. C., Patton, J. R., & Lubin, J. (2017). Intellectual and developmental disabilities. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 265-285). New York: Routledge.
- Stichter, J. P., Conroy, M. A., O'Donnell, R., & Reichow, B. (2017). Current issues and trends in the education of children and youth with autism spectrum disorders. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 394-410). New York: Routledge.

One of the following:

- Grigal, M., Papay, C., Smith, F., Hart, D., & Verbeck, R. (2019). Experiences that predict employment for students with intellectual and developmental disabilities in federally

funded higher education programs. *Career Development and Transition for Exceptional Individuals*, 42, 17-28. **[presenter reading]**

Rojewski, J. W. & Gregg, N. (2017). Career decision-making and preparation, transition, and postsecondary attainment of work-bound youth with high-incidence disabilities. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 705-717). New York: Routledge.

Additional resources:

National Longitudinal Transition Study-2

- https://nlts2.sri.com/fact_sheets/index.html
- <https://ies.ed.gov/ncser/pubs/index.asp#nlts2>

Contemporary Initiatives in Sensory Disabilities

Lomas, G. I., Andrews, J. F., & Shaw, P. C. (2017). Deaf and hard of hearing students. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 338-348). New York: Routledge.

Zebehazi, K. T., & Lawson, H. (2017). Blind and low vision. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 358-376). New York: Routledge.

Additional readings TBA.

English Learners with Special Needs: Increases in Dual Identification

Anastasiou, D., Morgan, P. L., Farkas, G., & Wiley, A. L. (2017). Minority disproportionate representation in special education: Politics and evidence, issues, and implications. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 897-910). New York: Routledge.

Anastasiou, D., & Keller, C. (2017). Cross-national differences in special education: A typological approach. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 911-923). New York: Routledge.

Liu, K. K., Ward, J. M., Thurlow, M. L., & Christensen, L. L. (2017). Large-scale assessment and English language learners with disabilities. *Educational Policy*, 31, 551-583.

Read 1 article from the special issue: Exceptionality, Diversity, and Educator Preparation in Teacher Education and Special Education, 2018, volume 43, issue 1.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All

communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Appendix

Assessment Rubric(s)

	0-33 Does Not Meet Expectations 1	34-37 Meets Expectations 2	38-40 Exceeds Expectations 3
<i>Applied Project Option 1</i>	Contains one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style or APA format, or unclear or inappropriate description of implementation of project.	Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, or minor writing style or APA format errors may be present.	Establishes an important educational problem that needs to be addressed, a logical presentation of information that leads to the purpose statement of the paper. A method section that has clearly replicable procedures and demonstrates competency in the search techniques (search of educational data bases with key terms, ancestry and/or descendent searches, hand searches of relevant journals), and identifies clear and reasonable decision-making criteria for individual studies included in the review (inclusion/exclusion criteria). A results section that provides an overview of the characteristics of the data set is logically organized for the reader, demonstrates that search procedures described in the method section were consistently followed, and succinctly and sufficiently describes relevant information from each of the studies reviewed. A visual representation of the findings (i.e., a table) with accurate information helps the reader to

			<p>understand more thoroughly the research reviewed.</p> <p>A discussion section that provides a thoughtful and analytical discussion of findings and is based firmly on studies reviewed (not solely the authors opinion), and references implications for practice where appropriate.</p> <p>Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.</p>
<i>Applied Project Option 2</i>	<p>Contains one or more significant problems.</p> <p>Contains some useful information, but may have substantial problems with evaluation, writing style or APA format, or unclear or inappropriate description of implementation of project.</p>	<p>Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, or minor writing style or APA format errors may be present.</p>	<p>Establishes an important educational problem that needs to be addressed, a logical presentation of information that leads to the purpose statement of the paper. Selects appropriate research design to address the stated research questions.</p> <p>A method section that has an appropriate and clearly described research design, participants, materials, data sources, implementation procedures that are clearly replicable, and careful brief description of data analyses. Demonstrates efforts to control for threats to internal validity. Appropriate data analysis procedures selected, and clear and accurate representation of the findings. A discussion section that provides a thoughtful and analytical discussion of findings and is based firmly on findings from the study (not solely the authors opinion), and references implications for practice where appropriate. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.</p>