Special Education Program
University of Maryland

UNIVERSITY OF
MARYLAND

COURSE: **EDSP 690: Teacher Candidate Research Seminar in**
                         Special Education -- Section 0201 (Kohl)
                                        Section 0101 (Moon)

SEMESTER: **Spring, 2015**

ROOM: **Refer to Schedule of Classes on page 2.**

INSTRUCTORS: **Dr. Francey Kohl**   301.405.6490 (office phone)
                        flkohl@umd.edu   FAX: 301.314.9158
                                                 Mailbox Room 3104

                        Dr. Sherril Moon   301.405.6491 (office phone)
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                                                 Mailbox Room 3104

COURSE DESCRIPTION
     This course is taken in conjunction with Internship II and is designed to have interns develop an understanding of the importance of evidence based educational research and reflect on scientifically based educational knowledge by designing and implementing an **Instructional Inquiry Project.** The Instructional Inquiry Project fulfills the Master's of Education (MEd) **Research Seminar Paper** for the University of Maryland Graduate School graduation requirement. The course offers interns the opportunity to apply evidence based practices gained from prior course work and field experiences to a specific area of inquiry by implementing a project during the Internship II experience.

RECOMMENDED TEXT
Alberto, P.A., & Troutman, A.C. (2013). *Applied behavior analysis for teachers* (9th ed). New

        York: Merril Publishing Co. (Chapters 4, 5, and 6)

Accommodations for Students with Disabilities: If any intern has a documented disability and needs to discuss academic accommodations, contact Drs. Kohl or Moon **in the first class session**.
Academic Integrity: Academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, and plagiarism ***will not be tolerated***. Any abridgement of academic integrity standards will be referred directly to the Department Chair and forwarded to the University's Office of Judicial Affairs.   Students who are uncertain as to what constitutes academic dishonesty should consult the University of Maryland publication entitled *Academic Dishonesty*.
Honor Pledge: The University has a nationally recognized Honor Code, administered by the Student Honor Council. The University of Maryland Honor Pledge: **I pledge on my honor that I have not given or received any unauthorized assistance on this assignment or examination.** Unless you are specifically advised to the contrary, the Pledge Statement should be handwritten and signed on the front cover of the Instructional Inquiry Project when submitted for evaluation in this course.

Schedule of EDSP 690 Classes for Spring, 2015
Check Room Location for Each Class.

1/26   M 9:00-12:00   Course Introduction & Assignments
         Room 0220   Graduation Requirements: Program of Study, Graduation Application,
            & Seminar Paper **PPT #1**
            Praxis Tests for Highly Qualified Status - refer to Green Handout
            Overview of Research Terminology and Practice **PPT #2**
            Read: Alberto & Troutman Chapter 6 (2013, 9th ed.) SS Designs

1/27   T 9:00-12:00   Introduction to Single Case/Subject Design Research Methods **PPT #3**
         Room 0220   Read: Alberto & Troutman Chapter 6 (2013, 9th ed.) SS Designs

1/28   W 9:00-12:00   Single Case/Subject Research Designs: **PPT #4 A, B, C, D**
         Room 0220   Withdrawal Design   Multiple Probe Design
            Multiple Baseline Design   Changing Criterion Design
            Read: Alberto & Troutman Chapter 6 (2013, 9th ed.) SS Designs
            Evidenced Based Practices in Special Education **PPT #5**

1/29 Th 9:00-12:00   Observation/Data Collection Methods Review Data Collection &
         Room 0220   Previous II Projects **PPT #6**
            Read: Alberto & Troutman Chapter 4 (2013, 9th ed.) Data Collection

1/30 F 9:00-12:00   Instructional Inquiry Project Approval Form Requirements
         Room 0220

==Optional== - *II Project Brainstorming Session: First Come Basis*

2/09 Mon 4:00 PM   EC & EL = Dr. Kohl   Conference Room 1224
2/10 Tues 4:00 PM   SM = Dr. Moon   Conference Room 1224

==Optional== - *Faculty Feedback Appointments - 2/9/15 to 2/12/15*

2/13 F 1:00-4:00   Universal Graphing Procedures & Technology Lab on Making
         Room 0220   Graphs in EXCEL **PPT #7 & #8**
==(Internship in AM)==   Read: Alberto & Troutman Chapter 5 (2013, 9th ed.) Graphing
            Due: Article Abstracts (Hard Copies Only - Collected in Class)
     Due: Instructional Inquiry Project Approval Form and Attachments
- Hard Copy to Dr. Moon - Collected in Class
- Send email file to Dr. Kohl (flkohl@umd.edu) before class
as: **LastNameFirstName.IIApprovalForm.Date**

            Due: Completed **Approved Program of Study**
            Due: Completed **Resume:** Send to Dr. Kohl or Dr. Moon via email in
               Word for editing/proofing before ==Friday, February 20, 2015==

4/17 F 9:00 -12:00   ==Last day of data collection==; Requirements for Instructional Inquiry Paper
         Room 0220   and Review of APA Writing Style - **Very IMPORTANT Session**

4/20   M by 4:30   College of Education Signed Cover Page - hard copy in Dr. Moon's mailbox – Room 3104 OR electronically signed and sent via email to Dr. Moon (moons@umd.edu)

4/20   M 4:30 – 6:00   <mark>Optional</mark> Graphing Workshop **RSVP to Dr. Kohl (flkohl@umd.edu)**
       <mark>Room TBD</mark>

4/24   F by 4:30   **Due:** Instructional Inquiry Paper - Draft 1 with APA Cover Page
   - Dr. Moon: one hard copy outside her office by 4:30 *(No raw data yet!)*, edited papers can be picked up outside her office on Monday, May 4, 2015
   - Dr. Kohl: send via email (flkohl@umd.edu) a complete copy of 1st draft in Word <u>on or before</u> Friday, April 24, 2015 by 4:30. Send file as: **LastNameFirstName.<u>Draft1</u>.DateSent** *(No raw data yet!)*

5/11   M 9:00-12:00   Information on MSDE Certification (bring "**Red Folder**"), Status of
       Room 0220   "Highly Qualified" Teacher, and Job Interview Strategies   **PP#9**
       Due: Draft 2 Inquiry Project uploaded on *LiveText* **AND**
   - Dr. Moon: <u>one</u> hard copy of complete Draft 2 <u>with raw data</u>
   - Dr. Kohl: <u>one</u> hard copy of complete Draft 2 <u>with raw data</u>

COMPETENCIES--The special education intern will:

1. Become familiar with educational research terminology including evidenced based practices.
2. Become familiar with educational research and issues facing educators in applied settings;
3. Develop, implement, and reflect on an Instructional Inquiry Project using single case/subject research methodology in an applied setting;
4. Know CEC Standards for Teaching & Code of Ethics; and
5. Become familiar with ethical considerations in education research.

REQUIREMENTS

I. Abstracts (**3 points**): As part of the assigned reading material, interns will read two (2) articles, one required and one selected from the List of Readings found on *LiveText/Canvas* and write an abstract on both. The selected article's abstract must follow the criteria found in the Research Abstract Format Guideline (see Appendix A). Abstracts must be typed and limited to no more than one page each. Interns should be prepared to discuss the abstracts in class when due on **Friday, February 13, 2015**. Only hard copies of the abstracts are accepted.

II. Approval Form (**6 points**). Each intern is required to meet with her/his mentor teacher to secure approval for the Instructional Inquiry Project using the *Instructional Inquiry Project Approval Form* (see Appendix B). Interns are also encouraged to meet with a faculty member who is knowledgeable about the selected instructional procedure/independent variable. Meetings must be conducted on or before **Thursday, February 12, 2015** and the <u>completed</u> form turned in **Friday, February 13, 2015.** Include <u>YOUR</u> phone number and email address on the form; Dr. Kohl or Dr. Moon will inform you by **Monday, Feb. 16, 2015** if you can begin your project on Tuesday, Feb. 17, 2015.
   - Give a completed hard copy of the approval form to Dr. Moon in class on February 13, 2015

- Send a completed copy to Dr. Kohl via email (flkohl@umd.edu) by class time on February 13, 2015. Send the email file in Word as: **LastNameFirstName.IIApprovalForm.DateSent**
- The Instructional Inquiry Approval Form <mark>MUST BE COMPLETE</mark> **and turned in on 2/13/15**. For each day the Approval Form is late/incomplete, two (2) points are subtracted from the grade.

III. <u>Instructional Inquiry Project</u> (39 points): Interns are to prepare a 10-page report describing the project implemented during Internship II. This is an elaboration of the *Instructional Inquiry Project Approval Form* (Appendix B). The project can involve one student, a group of students, or the entire class. Projects will vary due to the students with whom interns are assigned; however, the project must: (a) relate directly to an IEP objective of a student or students in your classroom *<u>AND</u>* (b) be aligned to a standard from one of the following Maryland curricula:

Maryland College and Career-Ready Standards: EC, EL, or SM
http://www.corestandards.org/
Maryland Model for School Readiness (MMSR): EC only!
http://mdk12.org/instruction/ensure/MMSR/MMSRDE1_toc.html
Refer to Appendix C on p. 14 for Correct Format of Standard

Independent & Dependent Variable Requirements
Interns must select a **rigorous** *Independent Variable (IV)* in which an evidenced based instructional method is used, such as time delay procedures to teach coin recognition; webs to organize story writing content; or Touch Math to improve addition quizzes. The *Dependent Variable (DV)* must be an **academic behavior** such as reading accuracy defined as the percent (%) of words read correctly in 3 minutes, multiplication accuracy defined as percent (%) correct on math facts using multipliers from 0 to 5, or number of steps completed independently on a task analysis. Please refer to the **List of Explicit Instructional Strategies** (refer to Appendix F and found at the end of the EDSP Formal Lesson Plan Instructions). Behaviors such as "out-of-seat," "class transition," or "on task" are NOT acceptable. Refer to Drs. Kohl/Moon's list of unacceptable project topics in an upcoming power point presentation.

Single Case/Subject Research Design Requirements
Single case/subject research design requirements are as follows, if using an:
(a) ABAB Reversal Design: it must involve a minimum of 1 student across 4 conditions;
(b) Multiple Baseline Design: it must be with 3 students across the same behavior, OR 3 behaviors across 1 student, OR 1 student with the same behavior across 3 settings;
(c) Multiple Probe Design: it must be the same options as with a multiple baseline design (see Multiple Baseline above in (b); and
(d) Changing Criterion Design: it must involve 1 student with a minimum of 4 criterion changes (not including baseline).

Very Important Additional Requirements
- Select an academic behavior with baseline results lower <u>than 50% accuracy or independence</u>.
- Intervention/instruction must be implemented a minimum of three (3) times per week with a minimum of one to three (3) data points per week depending on the type of data collected. The more data collected, the better!
- Interns <u>must</u> implement the procedures of their inquiry project and collect data on the project

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each time intervention testing is implemented.

- A minimum of eight (8) weeks of data e required (including baseline and instruction according to your design) and dates (month/day) must be provided on the graph (refer to Appendix E).
- Start each graph on **Monday, Feb. 16, 2015** and end on **Friday, April 17, 2015.**
- If satisfactory design requirements are met before 8 weeks of implementation, THEN continue until an appropriate criterion is reached such as 100% accuracy for 3 consecutive testing sessions; if the criterion is reached, THEN conduct maintenance or generalization probes up to Friday, April 17, 2015 (see Appendix E for sample electronic graph).
- Note absences of the student and/or the intern by circling absent <u>dates</u> on the graph.
- The written report should be a minimum of 10 pages **excluding** the graph and appendices.
- ALL written submissions must be in 12 point font, with 1" margins on all four sides, and double spaced between all lines. All submissions must be in WORD; no excel or PDF.
- All "<u>raw</u>" data must be handed in **with the final hard copy report on May 11, 2015**; a duplicate copy of the raw data is acceptable. **Under <u>NO</u> circumstances: Do <u>NOT</u> retype or rewrite your raw (original) data.**

<u>First Draf</u>t **of Instructional Inquiry Project   Due: Friday, April 24, 2015 by 4:30 PM**

- **The APA cover page must be included with the 1ˢᵗ draft.**
- <u>Dr. Moon:</u> one complete hard copy placed outside her office by 4:30 (*No raw data yet!*); edited papers can be picked up outside her office on Monday, May 4, 2015 so an updated version can be completed by Monday, May 11, 2015).
- <u>Dr. Kohl:</u> Email a complete copy of 1ˢᵗ draft in Word by 4:30 to flkohl@umd.edu; send file as: **LastNameFirstName.<u>Draft1</u>.DateSent** (*No raw data yet!*)
- The project must be **double spaced,** written in **PAST TENSE, AND PROOFREAD!!!!**
- The written report must be a minimum of 10 pages **excluding** graph and any appendices.
- Put running head (header) on all pages in upper left of each page with page numbers on right.
- The project title must be centered on the first page of the narrative (page 2 of paper).
- A minimum of 2-3 introductory paragraphs are required leading to your Instructional Inquiry Project Question/purpose of project.   Refer to Pink APA Handout #4
- NO quotations in the paper - Paraphrase all information.
- The II project must use the following headings and subheadings in APA style:

<center>**Method**</center>

Student(s)
Include information on <u>each participating student</u> (if applicable) with NO identifiable information:

- Number of students in the project; age and gender of each
- Disability and diagnosis (comprehensive information)
- Means and description of communication (e.g., verbal, uses a communication aid)
- Placement (e.g., 3ʳᵈ grade inclusion class), type of school, and attendance record
- Statement of abilities: cognitive/academic, language/communication, and social/ behavioral
- Physical conditions of the student that might interfere with the student's performance (e.g., sensory disabilities, seizures, medication usage)
- Former or current educational experiences of the student (e.g., prior speech therapy, number of years in current program, prior education placement) which may affect your project

- Student selection: describe how student was selected or screened (e.g., random selection, intact groups, volunteers, teacher selected) and any students who dropped out and why?
- Specific, required accommodations for each student that may affect the project
- DO NOT use student names; use Student 1 or a pseudonym

IEP Objective, Behavior Objective, and College and Career-Ready [or MMSR] Standard
Provide the following: (a) each student's IEP objective, **(b) the behavior objective for the II project,** and (c) an appropriate aligned standard from the Maryland College and Career-Ready [or Maryland Model for School Readiness] relevant to your student and project. Interns must state which curriculum and, in narrative format (do NOT list), provide the organization information found on Appendix C that presents curriculum alignment information.

Setting
Describe the critical elements of the environment or location in which the project was implemented including the information listed below and any unique elements that might influence the outcome of the project.
- Geographic area of the country (mid-Atlantic state; rural, urban, or suburban school district)
- Location of instruction
- Adult ratios in classroom
- Do NOT use the name of the county, school, program, assistants, or mentor teacher; do NOT include any identifiable information regarding the student

Procedures
Use the following **bolded** headings in your paper to describe your procedures:

> **Experimental design.** Provide the name and a brief paragraph description of your design. Cite Alberto and Troutman (2013) when stating your single case design.

> **Dependent variable and data collection**. State the academic behavior you measured and the type of data collected.
> - Examples of academic behaviors include: <u>% correct responses</u> to 20 multiplication facts from 0 to 9; <u>% correct responses</u> on weekly spelling test; <u>% of independent steps</u> on task analysis for job site; <u>reading rate per minute</u> (correct words read/time X 100); or <u>number of "Wh" questions</u> answered correctly out of six.
>
> - Describe the procedures of how baseline data were collected such as: only one direction given to complete test, no reinforcement; 10 mins to respond to 20 problems.

Put in PAST TENSE for Final draft.

> **Independent variable including reinforcement**. This section is **VERY** important. Describe in detail **EXACTLY** what and how you taught each student using evidence based practices and what type of reinforcement was used to increase the dependent variable, including:
> - <u>Step by step, explicit</u> instructional procedures used to include specific directions, prompts, error correction, placement of materials, etc. (Ask yourself: Can someone teach the procedures with the information provided?)
> - What type(s) of reinforcement did you use during instruction? When/how often did you give reinforcement? Any reinforcement at end of instruction?
> - What materials and how were they used? A picture or sample of the materials such as

picture cards, worksheet, or task analysis should be included in an Appendix.
- How did you collect data during intervention? Same as baseline?
- How often and when (i.e., specific days and time) did you instruct?
- How often and when did you collect data during testing?

Maintenance/Generalization procedures. (optional)

Results

Provide a narrative in past tense of the results of your Instructional Inquiry Project and provide a graph (see electronic example in Appendix E) visually displaying the results. The narrative of the results must include a description of the following:
- Opening sentence of Results: The effects of the [IV] on the [DV] are presented in Figure 1.
- Baseline results per condition: 1) Report number of baseline sessions; 2) Mean baseline score; and 3) Baseline range scores
- Intervention results for each condition: 1) Report number of intervention sessions; 2) Mean intervention scores; and 3) Intervention range scores
- Calculate the overall mean difference of scores between baseline and intervention results.

NOTE: Electronic graphs are labeled Figure 1, 2, 3, etc. and placed after the reference list
- Start each graph on **Monday, Feb. 16, 2015** and end the graph on **Friday, April 17, 2015.**
- Note absences of the student and/or the intern by circling absent <u>dates</u> on the graph.

Discussion

Provide a description of the findings/significance/interpretation/reflection of your project.
- What claims can be made regarding the results of your project?
- Reflect back on previous research findings from your introduction.
- What are the limitations of your project regarding threats to internal and external validity?
- What are future research needs or recommendations?

References

On a separate page titled "References" (centered on top of page), alphabetically list (according to APA style) all references cited in your project. Select a minimum of **five references** including research articles from coursework on your project's topic. One of the references must be Alberto and Troutman (2013). Do not include EDSP 690 required articles or course handouts!

Second Draft of II Project   **Due: Monday, May 11, 2015 - 9:00 AM**   *UPLOAD to LIVETEXT*
- Upload to *LiveText* an electronic copy in Word to Dr. Moon or Dr. Kohl prior to the start of class - Send file as: **LastNameFirstName.InstructionalInquiryProject.Date**
- Include the APA cover page with a running head on page number 1; center the title of project, author, university, department, and date. Refer to Pink APA Handout #2.
- Refer to Appendix D for the Evaluation Rubric and grading system
- **ALSO** in class give Dr. Moon AND Dr. Kohl a complete **Hard Copy** of II Project (including graph and appendices) AND *attach your raw data*

NO identifiable information on students, teachers, principals, assistants, parents, schools, and school districts in the Instructional Inquiry Project.

IV. Professional Resume (2 points). All interns must submit their professional resume for review to Drs. Kohl or Moon before February 20, 2015 using the Resume Template found on *LiveText*.

GRADING CRITERIA
(Refer to Appendix D for Rubric)

	POINTS	DUE
1. Instructional Inquiry Project Approval Form	6	2/13/15

- Give a hard copy of the approval form to Dr. Moon in class
- Send complete file via Email to Dr. Kohl (flkohl@umd.edu) by class time. Send email file in Word as: **LastNameFirstName.ApprovalForm.DateSent**

	POINTS	DUE
2. Two Abstracts - Hard copies collected in class	3	2/13/15
3. Professional Resume - send via email using template to Dr. Kohl or Dr. Moon for review and comments	2	2/20/15
4. College of Education Cover Page-hard copy in Dr. Moon's mailbox – Room 3104 or electronically signed and sent via email (moons@umd.edu)	0	4/20/15
5. Instructional Inquiry Project Report – **1ˢᵗ Draft**	0	4/24/15

- Dr. Moon: one complete hard copy outside her office by 4:30 *(No raw data yet!)* - edited papers can be picked up outside her office on Monday, May 4, 2015.
- Dr. Kohl: send complete file of 1ˢᵗ draft via email (flkohl@umd.edu) 4/24/15 by 4:30. Send file as: **LastNameFirstName.Draft1.DateSent** *(No raw data yet!)*

	POINTS	DUE
6. Instructional Inquiry Project Report - **2ⁿᵈ Draft**	39	5/12/14

- Give Dr. Moon and Dr. Kohl a complete Hard Copy *(with raw data)* **AND**
- Upload a complete copy in Word into *LiveText* by 9:00 AM prior to the start of class; Upload *LiveText* file as: **LastNameFirstName.InstructionalInquiryProject.DateSubmitted**

TOTAL: 50 points   **50-45 = A; 44-40 = B; 39-35 = C; 34 or below Fail**
No (+) or (-) grades will be given.

IMPORTANT:
1. <u>All</u> assignments are due on dates indicated. Deadlines are set by the UMD Graduate School, so extensions are **NOT** possible. Deadlines must be met or May, 2015 graduation is not possible.

2. Send all email documents in Word as: **LastNameFirstName.AssignmentName.DateSent**

REQUIRED READINGS
Required readings are available on *LiveText/Canvas*. Interns <u>must:</u> (a) read the article by Babkie and Provost (2004) and write a narrative abstract (no more than one page) and (b) select one additional reading that uses and describes the type of design selected for your Instructional Inquiry Project and prepare an abstract using Appendix A.

Babkie, A.M., & Provost, M.C. (2004). Teachers as researchers. *Intervention in school and clinic,*

39, 260-268. **(Narrative Abstract Required – summarize in less than one page)**

Boyd, C.M, Fraiman, J.L., Hawkins, K.A., Labin, J.M., Sutter, M.B., & Wahl, M.R. (2008).

Effects of the STAR intervention program on interactions between campers with and without

disabilities during inclusive summer day camp activities. *Education and Training in*

Developmental Disabilities, 43, 92-101. **(Multiple Probe)**

Maione, L., & Mirenda, P. (2006). Effects of video modeling and video feedback on peer-

directed social language skills of a child with autism. *Journal of Positive Behavior*

Interventions, (8), 106-118. **(Multiple Baseline)**

Mruzek, D. W., Cohen, C., & Smith, T. (2007). Contingency contracting with students with

autism spectrum disorders in a public school setting. *Journal of Developmental and Physical*

Disabilities, 19(2), 103-114. **(Changing Criterion)**

Narayan, J.S., Heward, W.L., Gardner, R., Courson, F.H., & Omness, C.K. (1990). Using

response cards to increase student participation in an elementary classroom. *Journal of*

Applied Behavior Analysis, 23, 483-490. **(ABAB)**

Recommended Readings

Horner, R.H., Carr, E.G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of

single subject research to identify evidence-based practice in special education. *Exceptional*

Children, 71(2), 165-179.

Kratochwill, T. R., Hitchcock, J., Horner, R. H., Levin, J. R., Odom, S. L., Rindskopf, D. M., &

Shadish, W. R. (2010). *Single-case design technical documentation*. Retrieved from What

Works Clearinghouse website: http://ies.ed.gov/ncee/wwc/pdf/wwc_scd.pdf.

Odom, S.L., Brantlinger, E., Gersten, R., Horner, R.H., Thompson, B., Harris, K.R., (2005).

Research in special education: Scientific methods and evidence-based practices. *Exceptional*

Children, 71(2), 137-148.

Sidman, M. (1960). *Tactics of scientific research: Evaluating experimental data in psychology.*

Boston: Authors Cooperative.

Tawney, J., & Gast, D. (1984). *Single subject research in special education.* Columbus, OH:

Merrill Publishing Co.

WRITING ABSTRACTS FOR RESEARCH ARTICLES

After selecting/reading a research article using the design selected for your II Project, answer the following questions and examine the organization of the article; consider the following sections: **Introduction, Method, Results, Discussion, and Reference**. These questions are aligned to the sections of the Abstract Format: Experimental Research found in Appendix A.

I. INTRODUCTION
1. Was the purpose leading to the research question clearly stated?
2. Was the purpose logically deduced from theory, previous research, or both?
3. Were citations current/timely, sufficient, and correct?

II. METHOD
1. Were the participants clearly described?
2. Was the setting clearly described?
3. Was the dependent variable clearly defined?
4. Were data collection methods (baseline & intervention) described so the study could be replicated?
5. Were interobserver reliability data provided?
6. Was the intervention/independent variable described so the study could be replicated?
7. Was the research design indentified and/or described?
8. Was the independent variable administrated so all threats to internal validity were controlled?
9. Was procedural reliability data provided?

III. RESULTS
1. Was there a functional relationship between the DV and the IV based on the results?
2. Were detailed results presented including number of sessions, mean, ranges, etc?
3. Was the graph clear and accurate?
4. Were formal measures of social validity data collected?

IV. DISCUSSION
1. Were the conclusions described consistent with the obtained results?
2. Did the author(s) refer to citations that were mentioned in the introduction?
3. Did the author(s) state any limitations to this study?
4. Did the author(s) suggest any areas for future research?
5. Were implications for practice or instruction made? If so, what were they?
6. In your opinion, was this a significant (useful) study? Why?

V. REFERENCES
1. Were citations accurate?
2. Were all citations presented in the article included in the reference list?

Abstract Format: Experimental Research

1. Full citation [APA style: Author(s), Year, Title, Journal, Volume, Page Numbers]:

2. Research question:

3. Method
   a. Participants & Setting:

   b. Single Case/Subject Design:

   c. Dependent Variable/Data Collection:

   d. Procedures/Intervention/Independent Variable:

4. Results:

5. Discussion/Implications:

Instructional Inquiry Project Approval Form 2015
<mark>**Fill out completely**</mark>**-all responses must be doubled spaced when submitted.**

Intern:_____   Intern Phone:_____

Intern Email:_____   Mentor Teacher:_____

School:_____   School District: _____

1a. What is your Instructional Inquiry Project Question?

  b. Explain *in detail* your Independent Variable and Reinforcement. [You should have a minimum of two pages of explanation so Drs. Kohl & Moon are able to implement the procedures. Consider writing a comprehensive lesson plan and putting procedures into narrative form.]

c. Explain *in detail* how your Dependent Variable is quantified (%, #, rate, etc.). The first sentence should be: The dependent variable is the (%, #, rate) of… Testing procedures will include...

2. What student(s) will participant in this project? Describe each student's characteristics thoroughly; refer to the required information on page 6.

3 a. What setting or where will your project take place?
  b. What days (at least 3 days/week) and time will instruction take place?
  c. What days, how many sessions/day, and time will testing occur during intervention
      conditions?

4 a. Which Single Case Research Design will you use?
  b. Describe the design generically as succinctly as possible in one to two paragraphs.
  c. Provide a **mock** graph of the project results showing the design specifications and the exact ordinate and abscissa labels [can be hand drawn].

5 a. Describe specifically how you will collect baseline data during baseline conditions.
  b. Describe specifically how you will collect testing data during intervention conditions.
  c. Attach an electronic data sheet or dependent measures to collect baseline and testing data.

6. What is each student's IEP objective that relates to your II project?

7. What is each student's behavior objective (conditions, behavior, criteria) for your II project?

8. Align and provide an outcome, goal, standard, and/or indicator from the MD College and Career-Ready or MMSR Standards (refer to Appendix C).

9. Find, select, read, and list (according to APA style) a minimum of five (5) references, including Alberto and Troutman (2013), from your previous teacher education coursework which directly relate to your II project's independent variable. References may include research articles and textbook chapters. The five references will be listed in the Reference section of your Instructional Inquiry Project. Do not include EDSP 690 abstract articles or course handouts!

Mentor Teacher's Suggestions:

1.

2.

3.

4.

_____   _____
Mentor Teacher's Signature   **Date**

****
Faculty Suggestions (optional):

1.

2

3.

4.

_____   _____
Faculty Signature   **Date**

Appendix C
Maryland College and Career-Ready (CCR) Standards (1/01/2015)

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Organization of each Standard:

- Subject   (English/LA or Math)
- Grade
- Area
- Strand
- Standard Number
- Standard

Narrative Example of MD CCR STANDARD in English/Language Arts

The MD College and Career-Ready Subject is: English Language Arts; the Grade is: Grade 1; the Area is: Reading: Literature; the Strand is: Key Ideas and Details; the Standard Number is: CCSS.ELA-Literacy.RL.1.1; and the Standard is: Ask and answer questions about key details in a text.

Narrative Example of CCR STANDARD in Mathematics

The MD College and Career-Ready Subject is: Mathematics; the Grade is: Grade 1; the Area is: Operations and Algebraic Thinking; the Strand is: Represent and solve problems involving addition and subtraction; the Standard Number is: CCSS.Math.Content.1.OA.A.1; and the Standard is: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Narrative for MARYLAND MODEL FOR SCHOOL READINESS (MMSR)

The Area is: Personal and Social Development; the Standard is 3: Approaches toward learning; the Indicator is 2: Attends to Learning Tasks with Guidance; and the Objective is c:

Completes short term tasks.

Appendix D
EDSP 690 Requirement Rubrics (01/15)

CEC Standard	Instructional Inquiry Project Components/Requirements	Max Points	Earned Points
Standard 3: Curricular Content Knowledge	**1. Abstracts**	3	
Standard 5: Instructional Planning and Strategies	**2. Instructional Inquiry Project Approval Form** & **Honor Pledge**	6	
Standard 6: Professional Learning & Ethical Practice	**3. Professional Resume**	2	
Standard 5: Instructional Planning and Strategies	**4. Introduction:** Cover Page/Title as a statement; Cited 5 Research Articles leading to Purpose and Inquiry Question; written in past tense	3	
Standard 5: Instructional Planning and Strategies	**5. Procedures:** IEP Objective; Academic Behavior Objective; Objective Aligned to Common Core/MSSR Standard(s)	3	
Standard 1: Learner Development & Individual Learning Differences	**6. Procedures:** Thorough Description of Student(s)	3	
Standard 2: Learning Environments	**7. Procedures:** Thorough Description of Setting	3	
Standard 5: Instructional Planning and Strategies	**8. Procedures:** Appropriate Single Case Design selection and accurate design implementation	3	
Standard 4: Assessment	**9. Procedures:** Explained Dependent Variable & Data Collection; Attached electronic data sheet or dependent measure	3	
Standard 3: Curricular Content Knowledge	**10. Procedures:** Selection and Implementation of Rigorous Independent Variable (identified as Evidenced Based Practice) and Description of Reinforcement type and schedule	3	
Standard 4: Assessment	**11. Implementation:** 8 weeks of data collection; minimum # of days data collected; evidence of instructional decision making	3	
Standard 4: Assessment	**12. Results:** Student Outcome Data presented across each design condition (mean, range) and raw data sheets attached	3	
Standard 4: Assessment	**13. Results:** Statement of % of Student Progress as difference between overall baseline mean and intervention mean	3	
Standard 4: Assessment	**14. Results:** Excel Electronic Graph based on Student Outcome Data with appropriate Labels/Dates/Absences/Conditions indicated	3	
Standard 4: Assessment	**15. Discussion:** Overall findings, limitations, recommendations	3	
Standard 6: Professional Learning & Ethical Practice	**16. References:** Selection of 5 References (including Alberto & Troutman, 2013) and used correct APA style	3	
	TOTAL Points:	50	

Point spread and criteria for each section presented above:

3) EXEMPLARY/EXCEEDS STANDARD: Section is outstanding. Information is well synthesized and writing is succinct and free from grammatical errors. The section is vigorous, well analyzed, creative, and/ enlightening. Descriptions are comprehensive, insightful, and markedly reveal the context of the standard. Performance competencies of the standard have been met with distinction that irrefutably supports teaching competence.

(2) ACCEPTABLE/MEETS STANDARD: Section is satisfactory. Information is reasonable, complete, and presented effectively; writing is clear with minimal mistakes; facts are accurate and presented clearly; information is comprehensible. Descriptions show some critical thinking and reveal the context of the standard. Performance competencies of the standard have been met.

(1) UNACCEPTABLE/BELOW STANDARD: Section is not satisfactory. Information is not available, incomplete, vague, and/or poorly written with obvious mistakes; information is inaccurate and/or difficult to comprehend. Performance competencies of the standard have not been met.

The following scoring rubric is used for the evaluation of Instructional Inquiry Project:

Exceeds Standard	45-50points
Meets Standard	40-44 points

Below Standard	Below 39 points