

Rhode Island College
Feinstein School of Education and Human Development
Department of Special Education
Fall 2010

SPED648: Interpreting and Developing Research in Special Education

Course Information

Catalog Course Description:

Emphasis is on research and evaluation studies and design as they relate to methodology in various special education programs. This course assists students in the formulation of an original research and evaluation project. (3 credit hours) *Prerequisite: matriculation in a graduate program.*

Extended Course Description:

The course introduces students to the various forms of inquiry (historical, qualitative, quantitative, etc.) commonly applied to the study of education, in general, and special education in particular. The course examines the steps in the conduct of interpreting and developing research in a teacher's classroom within the different methodologies available to the teacher. The course begins with an examination of the research that exists on various educational practices and students will review literature pertaining to chosen topics. The identified problems, questions, and research data discussed in the review of the research literature may become the basis for the student's semester long project (the Professional Impact Project). Next, we proceed to the development of research questions based on the educator's own experience or practice with students with disabilities. With the formulation of a research question(s) the students are guided through the steps in the inquiry process of collection and analysis of data, basic statistical and measurement methods, the formulation and the development of a model or theory of practice, and reporting results. With this foundation, the student is in a position to select methods to answer research questions appropriate to an educational problem or issue of special education practice through the conduct of research within their own teaching or practice. Emphasis is on the examination of special education practices to determine evidence-based research and practice.

Relationship to the Professional Program:

Depending on your chosen program, this course is either an elective or a required course for completion of a master's degree in special education at RIC.

Relationship of this course to the Teacher Education Knowledge Base and Model:

The class provides content, discourse and experiences that fit the Feinstein School of Education and Human Development's teacher education model. This includes connections to the Plan, Act, and Reflect sequence as well as all four components of the Reflective Practitioner Model. This is reflected in the diversity of students and participants engaged in research, approaches to conducting research in classrooms, knowledge base of research methods, sound pedagogical contributions, and professionalism as evidenced by ethical research practices and collaboration. Within this framework is an emphasis on technology.

Course Objectives

By the end of this course, students will be able to:

1. identify the steps in the process of inquiry and analysis of various research methodologies: qualitative, quantitative, and mixed approaches applied to the study of special education.

KNOWLEDGE: Domain Specific Knowledge; CEC #1: Foundations, RIPTS 10-Reflection

2. analyze the strengths and limitations of their own education practice in special education through a literature review of a practice in special education. **KNOWLEDGE: Metacognitive Knowledge;** CEC#1: Foundations

3. demonstrate knowledge and application of the appropriate research methods through critical analysis of examples from the educational research literature on special education, their own educational experience, and their own study project. **PRACTICE: Professional Practice;** CEC #9: Professional and Ethical Practice, RIPTS 11- Professional Ethics

4. (in the course of conducting their own research) select a research methodology appropriate to their own research question and identify the steps in the process of conducting a research project (Professional Impact Project) in their own classroom. **KNOWLEDGE: Domain Specific Knowledge;** CEC #1 Foundations, RIPTS 1- General Knowledge

5. apply the appropriate research methodology(s) to a selected educational problem in special education and report the application in a final paper. **PRACTICE: Evidence-based Decision Making;** CEC #9: Professional and Ethical Practice, RIPTS 1-General Knowledge

Associated Rhode Island Professional Teacher Standards (RIPTS):

Standard 7: Teachers foster collaborative relationships with colleagues and families to support students' learning.

Standard 9: Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

Standard 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.

Standard 11: Teachers maintain professional standards guided by social, legal, and ethical principles.

Course Text and Materials

Required Text:

Salkind, N. J. (2009). *Exploring research* (7th edition). Upper Saddle River, NJ: Pearson Education, Inc.

Additional Readings: Other readings will be assigned frequently during the semester and will be available in class as handouts, on the Blackboard system or available through the Internet or RIC library system.

Course Requirements

1. **Attendance/Class Participation:** Vital to success in this course is weekly attendance and participation. If you are absent you are responsible for any missed material. Participation may include but is not limited to asking questions, taking part in discussions, responding to readings, active listening, individual and group class work, etc. Each class meeting is worth 3 points. You may lose partial credit for being late, not returning from breaks, not fully participating in group work, and not doing at least some contributions as described above in

regards to participation.

2. **Quizzes:** We will have 5 quizzes (in-class and/or on Blackboard) worth 10 points each that focus on course content throughout the semester. Questions will come from readings, class discussions, handouts, and lectures, and may include items such as true/false, matching, short answer, multiple choice, etc.

3. **Professional Impact Project (PIP):** You are responsible for a major project that synthesizes class content with an identified student need in your classroom. This will include various components such as identifying a research problem/need, conducting a literature review, identifying appropriate research methods, designing the research study, implementing study procedures, collecting data, implementing instruction, reviewing results, making recommendations based on findings, and so forth. For students who are not currently working in schools, see me as soon as possible. You will present this project to the class at the end of the semester. Complete guidelines/rubric for this project will follow in a timely manner throughout the semester.

BCI Requirement: The FSEHD has a policy to require a Bureau of Criminal Investigation (BCI) background check for all students who will come in contact with children/youth as a result of a course. This includes all undergraduate and graduate classes with a practicum, classes with an assignment that requires contact with students, graduate internships and student teaching. Students will be responsible to: Obtain a BCI through the FSEHD or Obtain a BCI directly through the Attorney General or provide evidence of a previous BCI (within one year). Students must have BCI completed before they go into a school or home to work with children and families. This is required for EVERY student (graduate and undergraduate). Students should have a copy of their BCI on them when they go to schools. They should offer a copy to the school principal. The information on the policy and procedures is available on at:

<http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/>

Grading: SPED 648 course grades will be determined in accordance with the following formula:

<u>Course Requirement</u>	<u>Maximum Points</u>	<u>% of Final Grade</u>
1. Class Participation:	50	25
2. Quizzes (5 worth 10 points each):	50	25
3. Professional Impact Project (PIP):	100	50

STANDARDS:

Assignment	RI Professional Teacher Standards	CEC Standards	Advanced Competencies
Professional Impact Project	RIPTS #1 RIPTS #4- Diversity RIPTS #11	1-General Knowledge 9-Professional and Ethical Practice	KNOWLEDGE Domain-Specific Knowledge Information Literacy Contextual Perspective PRACTICE Evidence-Based Decision Making

			Diversity of Practice Professional Identity Development
Quizzes	RIPTS #1 RIPTS #11	1-General Knowledge 9-Professional and Ethical Practice	KNOWLEDE- Domain Specific Knowledge

The following standards will be used to assign final grades:

Grade	Points	Grade	Points	Grade	Points
A	185 to 200	A -	179 to 184	B +	173 to 178
B	165 to 172	B -	159 to 164	C +	153 to 158
C	145 to 152	C -	139 to 144		

If you need help or have any questions, please contact me as soon as possible.

- a. Final grades are not rounded up.
- b. All assignments, including exams, are due (or taken) on the assigned dates. The grade for a late assignment will be lowered by 1 interval per day (A to A-, B+ to B-, etc.) for each day it is late. Exceptions will be considered on a case-by-case basis.
- c. This course presents a great opportunity for all of us to gain new knowledge and skills from each other as we work together throughout the semester. Respect for each other and the learning environment is essential. The use of person first language is essential for fostering this climate of respect. We refer to individuals with disabilities in a positive person-first manner. We emphasize the person first as the disability is only one facet of the entire person. Respect for the persons with whom we are working is vital to our professional community. When we discuss the students, professionals and families that we work with during our case study hours or other experiences, maintaining confidentiality is essential.
- d. Please choose the vibrate-only option or turn off cell phones, pagers, etc. before class begins and please refrain from texting during class.
- e. I will communicate with you through both Blackboard and your RIC email account. The College is now using your RIC email account as an official form of communication with you. Please check your RIC email regularly. NOTE: You may forward your RIC email to another email account, but you are responsible for ensuring that this forwarding functions properly. For help go to: <http://www.ric.edu/USS/ForwardYourEmail>
- f. I will attempt to inform you as soon as possible (via email and a notice on Blackboard) in the very unlikely event that I need to cancel a class. As far as inclement weather, unless RIC is closed, SPED 648 will meet. See cancellation policy at <http://www.ric.edu/administration/cancellation.php>

Other Academic Concerns:

Rhode Island College Student Handbook Chapter 3 Academic Policies and Procedures

“3.13 ATTENDANCE REGULATIONS

3.13.1 Student Attendance

Students should attend all class meetings and are responsible for all class work and assignments. At the beginning of each semester instructors will distribute a syllabus which may include attendance and/or class participation as a component of the course grade. Students who incur absences must take the initiative in determining from the instructor what work can be made up.

Students with off-campus commitments (such as practicum, clinical, student teaching, internships, etc.) should comply with the following procedures in the event of absences:

(a) Student Teaching: notify coordinator of student teaching and cooperating teacher, as soon as possible.

(b) Others: notify off-campus supervisor and college instructor as soon as possible.

All students who incur an extended absence (five consecutive days or more) should call the Office of Student Life so that a notice (not an excuse) can be sent to instructors.” (p. 44)

“3.9 ACADEMIC STANDARDS

3.9.1 Academic Dishonesty

(As amended by the Council of Rhode Island College – 11/07/08)

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):

- Cheating: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.

- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- Plagiarism: intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise. The following are examples of plagiarism:

- i.* Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic)

- without proper acknowledgement by footnote or reference within the text of the paper;

- (c) the submission of any part of another's work without proper use of quotation marks.

ii. Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.

iii. Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39).

Many facts, ideas, and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.

- Collusion: facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

- Deception: Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.

- Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.

- Multiple Submissions: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself." (p. 28-29)

(b) Faculty Role

The faculty member has two clearly defined roles: first, to establish preventive measures; and, second, to ensure that detected instances of academic dishonesty are dealt with appropriately and reported.

Preventive measures should include a statement to each class by the faculty member outlining expected standards of intellectual honesty and the necessity for such standards.

The faculty member should also maintain reasonable security of all examination materials and procedures. Generally, the faculty member should employ any reasonable methods to discourage acts of academic dishonesty. A faculty member may take action up to and including failing a student accused of academic dishonesty. Some often-used penalties include:

- i. A low or failing grade on the assignment in which the offense occurred.
- ii. An additional assignment.
- iii. Reduction of the final grade up to and including failure.
- iv. Any combination of the above.

In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs.

Additionally, the faculty member may recommend that the Board of College Discipline recommend further action.” (p. 28-30)

Writing Style: We will follow the American Psychological Association’s (APA) format for writing the PIP. Please see (http://www.ric.edu/writingCenter/sResources_apa.php)

Note to Students with Disabilities: If you have a documented disability that qualifies under the Americans with Disabilities Act (ADA), and you require accommodations for this class, you must first contact the Disability Services Office. Students are assured that only their accommodation needs will be shared with their professor; and that all other information/documentation (including your diagnosis) is held in strict confidence by the Disability Services staff. Once a Request for Reasonable Accommodation form is obtained from Disability Services, you should then make an appointment with me to give me the form and to discuss your accommodation needs.

Contact information for Disability Services: Craig Lee 127 Voice: 401-456-8061
For Deaf and Hard of Hearing: TTY/TDD via RI Relay: 1-800-745-5555.

Rhode Island College Mission Statement: “Rhode Island College is one of the region’s leading comprehensive public colleges. Our mission is to offer accessible higher education of the finest quality to traditional and non-traditional students from around the state, the region, and beyond. Students here are members of a caring community that respects diversity and values academic excellence informed by cultural inquiry, civic engagement, and co-curricular activity. The college offers a wide variety of liberal arts, science, and professional programs in which dedicated faculty work with students to achieve the promise of higher education: an open and inquiring mind.” (<http://www.ric.edu/aboutRIC/mission.php>)

School of Education Mission Statement: “The mission of the Feinstein School of Education and Human Development (FSEHD) is to prepare education and human service professionals with the knowledge, skills, and dispositions to promote student learning and development. Building on extensive field experiences, the School develops reflective practitioners who model lifelong learning, technological competence, and collaboration. The FSEHD is committed to facilitating excellence through equity, diversity, and social advocacy.” (<http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/mission.php>)

Department of Special Education: “Our mission is to offer:

- Comprehensive personnel and professional development for students interested in the teaching, learning, and human development of persons with disabilities.
- Undergraduate, graduate and advanced courses to prepare students to meet the learning and behavioral needs of persons with disabilities as special educator.
- Each of the programs within the department is designed to prepare teachers and other interested professionals to appreciate, understand, and build on the unique needs, abilities, behaviors, interests, and talents of the persons with disabilities.
- The faculty of the department of special education believes this understanding is the basis for constructive educational involvement with persons with disabilities, active participation in their lives, and effective social advocacy on their behalf.

Our belief is:

...that persons with disabilities will gain full participation and membership in our society through enhanced prevention and interventions, sophisticated and adaptive technology, and support for their independence in today's world. The preparation of special educators at Rhode Island College is grounded in the historical, legal, moral, and ethical theories, models, and conceptual developments, which influence and shape the field of special education. We strive to develop educators who collaborate with family and other members of the community to help persons with disabilities to fulfill their potential in school and throughout life.”

(<http://www.ric.edu/specialEducation/mission.php>)

Finally, if you have any questions, concerns or suggestions, please don't hesitate to contact me as soon as possible. It is great that you are in SPED 648 this semester. I look forward to your participation as we learn together each week. Thanks for choosing this course!

FSEHD Professional Impact Project for Advanced Programs (PIP)

March 2010

Overview of the FSEHD Professional Impact Project for Advanced Programs (PIP)

The Vision

Successful graduate program candidates create a relevant Professional Impact Project for Advanced Programs that includes the following Practice aspects of the Advanced Competencies: Evidence-Based Decision Making; Technology Use; Diversity; and Professional Identity Development. Through this Professional Impact Project process, graduate candidates provide credible evidence of their ability to facilitate impact on constituent(s) and reflect upon their practice:

Evidence-Based Decision Making

- *Candidate defines area targeted for growth clearly*
 - Define area targeted for growth clearly;
 - Use data to inform decision making;
 - Address target population (constituent dynamics, with emphasis of knowledge of diversity of self and others).
- *Candidate develops a plan of action:*
 - Incorporate considerations of other professionals and/or stakeholders while determining plan of action;
 - Address target population (constituent dynamics, with emphasis of knowledge of diversity of self and others);
 - Aim to contribute to school improvement and/or renewal; or Promotes well-being of children, family systems, school systems, or communities;
 - Use knowledge of self and others to design effective practice.
- *Candidate implements action plan*
 - Implement action plan
 - Collect and analyzes data;
 - Present information
- *Candidate evaluates impact of action*
 - Analyze impact of action
 - Assess degree to which action contributes to school improvement and/or renewal or promotes well-being of children, family systems, school systems, or communities;
- *Candidate reflects on emerging professionalism*
 - Examines own emerging, developing or acquired professional knowledge, skills, and dispositions that result in competent practice;
 - Creates plan to further professional growth.

Evidence-Based Decision Making is the primary focal point of this project for Advanced Candidates. The other aspects of the Practice Competencies, namely Technology Use, Diversity of Practice, Professional Identity Development, are infused in this project. Thus, it assumed that candidates will ably use technology to present/collaborate/inform/research their project, readily incorporate understanding of diversity in practice, and examine their own professional knowledge, skills, communication, and dispositions that result in effective/competent practice as well.

Note:

Constituent(s) is a term used to refer to the target(s) of this project and could include any possible individuals or groups that are relevant to Advanced Programs such as: students, families, community members, clients, teachers, and/or administrators. Throughout, the term *action* is used generically to represent the varied program efforts to instruct, develop, counsel, and/or lead, etc. that reflect constituent(s) who are students, clients, teachers or administrators, respectively. The constituent might be one individual or a group of individuals.

Assignment

You are required to create a Professional Impact Project for your constituent(s) (e.g. teaching unit, academic or other skill-based action) that contributes to school improvement and/or renewal, or promotes the well-being of individuals, children, family systems, school systems, or communities.

Once an area targeted for growth has been identified or chosen, you will review the evidence/literature regarding successful actions for addressing the area. This will lead to implementing an action plan that you hypothesize will impact your constituent or constituents. Prior to and throughout the action, you will collect data, analyzing the impact on your constituent(s), and then reflect in terms of your own professional strengths/needs in order to effect positively change.

This Professional Impact Project process is intended to provide credible evidence of your ability to facilitate impact on constituent(s) and reflect upon your practice. You are required to make evidence-based decisions and use ongoing data analyses to determine the overall effectiveness of your practice on constituent(s). Evidence-based decisions include: sound professional practice, adjustments based on analyses of impact on constituent(s), and congruence between modifications and impact goals.

Phase I

Identify and Define Area Targeted for Growth

The candidate reviews relevant literature, contextual factors, and views of constituent(s) to define an area to investigate.

Questions to Consider

- 1) What has caused the candidate to focus on this particular area targeted for growth?**
- 2) What professional literature informs the area targeted for growth?**
 - a. Review program specific literature that relates to a Professional Impact Project topical issue
 - b. Review other content area literature relevant to the constituent
- 3) What data sources support that this is an area targeted for growth in the particular context in the proposed setting?**
 - a. Review general community, school/organization, and constituent characteristics
 - b. Review specific characteristics and approaches to working with constituent(s)
- 4) Does the candidate consider input from constituent(s) when defining the area targeted for growth?**
- 5) Based on the professional literature, the proposed setting, and constituent input, what do you hope to learn as a result of doing this Professional Impact Project?**
 - a. Effectively apply and integrate the professional literature, contextual data, and constituent input
 - b. Articulate clearly and succinctly an area of proposed study

PHASE I: The candidate reviews relevant literature, contextual factors, and views of constituent(s) to define an area targeted for growth.

PHASE I	Unacceptable	Acceptable	Target
DEFINE AREA TARGETED FOR GROWTH			
<i>What has caused the candidate to focus on this particular area targeted for growth?</i> <i>Domain-Specific Knowledge</i>	Although an area targeted for growth is identified and described, the candidate's statement is too broad or the description fails to establish the importance of the targeted area	The candidate identifies and describes relevant area targeted for growth with reasonable explanation of its importance	The candidate identifies and describes relevant area targeted for growth with significant detail as to importance , including the scope and impact of the area targeted for growth
<i>What professional literature informs the area targeted for growth?</i> <i>Information Literacy</i>	The candidate selects literature from unreliable sources or the literature does not support the stated aim of the impact project.	The candidate's literature review reflects relevant, reliable, appropriate professional literature. It identifies several ideas, variables or constructs related to the area targeted for growth, supporting the aim of the impact project.	The candidate's literature review integrates critical and logical details from appropriate professional literature. It identifies important ideas, variables, or constructs related to the area targeted for growth, supporting the aim of the impact project. Attention is given to different perspectives, conditions, and threats to validity.
<i>What data sources support that this is an area targeted for growth in the proposed setting?</i> <i>Contextual Perspective</i>	The candidate's description of data sources is limited or incomplete; lacks relevance to the aim of the impact project, or fails to consider key community, school, or constituent factors.	The candidate identifies data sources that account for some , general community, school, and constituent factors and identifies at least 1 viable approach for working with constituents.	The candidate identifies data sources that account for multiple community, school, and constituent factors, both general and specific; considers viable approaches for working with constituents, including constituent skills and prior understandings
<i>Does the candidate consider input from constituent(s) when defining the area targeted for growth?</i>	The candidate does not provide an effective argument for the likelihood of the project's benefit to the constituent(s), or has failed to consider possible negative effects to the constituent(s).	The candidate provides a reasonable argument for the likelihood that the impact project will benefit the constituent(s) with no to minimal negative impact.	The candidate provides a compelling argument for the likelihood that the impact project will benefit the constituent(s), with no to minimal negative impact.

PHASE I DEFINE AREA TARGETED FOR GROWTH	Unacceptable	Acceptable	Target
<i>Contextual Perspective</i>	The candidate has not provided reasonable opportunities for the constituent(s) to contribute to the aims and/or design of the project.	The candidate provides reasonable evidence of constituents' opportunities to contribute to the aims and/or design of the project.	The candidate provides substantial evidence that the constituent(s) have either contributed or had multiple opportunities to contribute to the project's aims and/or design.
<i>Based on the professional literature, the proposed setting, and constituent input, what do you hope to learn as a result of doing this Professional Impact Project?</i> <i>Information Literacy</i>	The candidate is unable to connect professional literature, contextual data, and constituent input to the intended area of study. Proposed area of study is inappropriate given the professional literature, contextual data, and constituent input.	The candidate applies and integrates a limited amount of professional literature, contextual data, and constituent input to the intended area of study. Proposed area of study is supported by professional literature, contextual data, and constituent input.	The candidate effectively applies and integrates professional literature, contextual data, and constituent input to the intended area of study. Proposed area of study is clearly and succinctly stated and linked to the professional literature, contextual data, and constituent input.

Phase II

Develop a Plan of Action

The candidate uses information from the contextual factors, literature, and data that impact constituent(s) to set goals, design an action plan, and assess impact. The candidate sets significant, challenging, varied and appropriate goals designed to positively affect constituent(s) in some way. The candidate considers multiple assessment modes and approaches aligned with relevant goals to assess impact on constituent(s) before, during and after implementing the action plan.

Questions to Consider

1) What is the action plan?

- a. Describe the parameters of the action plan, including scope, duration, and intended outcomes
- b. Make a valid case for the significance of the chosen action plan

2) What factors were used to select or design the action plan?

- a. Identify salient factors that contributed to selection or design of the particular action plan

3) Does the action plan demonstrate understanding of the area targeted for growth?

- a. Generate goals (for and/or with constituent(s)) that are clear, significant, and appropriate
- b. Align goals with best practices, and professional standards as appropriate
- c. Align goals with identified parameters of the action plan

4) Does the action plan include valid and reliable measures for assessing the impact of the action plan?

- a. Provide clarity on criteria for performance
- b. Address technical soundness of assessment methods.
- c. Use multiple modes and approaches to assess the impact of the implemented action plan

5) Does the proposed action plan demonstrate consideration of constituent(s)' needs/viewpoints?

- a. Design/include adaptations and modifications based on individual constituent(s)' needs and constraints
- b. Provide for input from constituent before, during, and after implementation

PHASE II: The candidate uses information from the contextual factors, literature, and data that impact constituent(s) to set goals, design an action plan, and assess impact.

PHASE II PLAN OF ACTION	Unacceptable	Acceptable	Target
<p><i>What is the action plan?</i></p> <p><i>Evidence-Based Decision-Making</i></p>	<p>The candidate's description of planned action is unclear, lacking sufficient detail, or is missing key components such as scope, duration, or intended outcomes</p> <p>The candidate's rationale is unclear or does not indicate potential to have significant impact on constituent(s)</p>	<p>The candidate's description of planned action is clear and includes scope, duration, and intended outcomes</p> <p>The candidate's rationale for action is clear and supports the potential for significant impact on constituent(s)</p>	<p>The candidate's description of planned action is very clearly stated, detailed and includes well-targeted scope, duration, and intended outcomes</p> <p>The candidate's rationale for the action's potential to significantly impact constituent(s) is strong and clearly stated.</p>
<p><i>What factors were used to select or design the action?</i></p> <p><i>Evidence-Based Decision-Making</i></p>	<p>The candidate's selection/design of planned action fails to account for key contextual factors or possible limitations or constraints</p>	<p>The candidate's selection/design of planned action reflects more than one key contextual factor and acknowledges any significant limitations or constraints</p>	<p>The candidate's selection/design of planned action reflects multiple, highly relevant contextual factors and acknowledges possible limitations and constraints</p>
<p><i>Does the action plan demonstrate understanding of the area targeted for growth?</i></p> <p><i>Evidence-Based Decision-Making</i></p>	<p>One or more of the candidate's goals are unclear, of marginal significance, or inappropriate for constituent(s)</p> <p>One or more of the candidate's goals are not aligned with best practice or professional standards, as appropriate</p> <p>One or more of the candidate's goals are not aligned with the stated parameters of the action plan</p>	<p>The candidate's key goals are clear, significant, and appropriate for constituent(s)</p> <p>The candidate's key goals are aligned with best practice and professional standards, as appropriate</p> <p>The candidate's key goals are aligned with stated parameters of the action plan</p>	<p>All of the candidate's goals are clear, significant, and highly appropriate for constituent(s)</p> <p>All of the candidate's goals are clearly aligned with best practice and professional standards, as appropriate</p> <p>All of the candidate's goals are clearly aligned with stated parameters of the action plan</p>

PHASE II	Unacceptable	Acceptable	Target
PLAN OF ACTION			
<p><i>Does the action plan include valid and reliable measures to assess the impact of the action?</i></p> <p><i>Evidence-Based Decision-Making</i></p>	<p>Some of the candidate's assessment criteria are not clear or are not linked to goals</p> <p>The candidate's assessment measures are not valid and/or reliable</p> <p>The candidate's assessment relies on one or more limited measures that are not consistent with goals, contextual factors, and constituent needs and/or do not support intended action.</p>	<p>The candidate's key assessment criteria are clear and linked to goals</p> <p>The candidate's assessment measures appear to be valid and reliable</p> <p>The candidate measures impact through one to two modes and approaches that are consistent with goals, contextual factors, and constituent needs and appropriate to the action</p>	<p>All of the candidate's assessment criteria are clear and explicitly linked to goals</p> <p>The candidate's provides strong evidence of validity and reliability of assessment measures</p> <p>The candidate measures impact through multiple modes and approaches that are consistent with goals, contextual factors, and constituent needs and appropriate to the action</p>
<p><i>Does the proposed action demonstrate consideration of constituent(s)' needs/viewpoints?</i></p> <p><i>Diversity of Practice</i></p>	<p>The candidate's action plan does not solicit or support constituent(s)' views, needs or concerns</p> <p>The candidate's action plan includes few or no adaptations or modifications designed to meet the needs of constituent(s)</p>	<p>The candidate's action plan reflects consideration for constituent(s)' views, needs and concerns, as appropriate during key phases of the action.</p> <p>The candidate's action plan identifies adaptations and/or modifications to meet the needs of most constituent(s)</p>	<p>The candidate's action plan encourages active engagement with constituent(s)' views, needs and concerns, as appropriate throughout the plan of action</p> <p>The candidate's action plan clearly identifies adaptations and/or modifications to meet the identified needs of all constituent(s)</p>

Phase III

Implement Action Plan

The candidate implements an action plan aligned with specific goals and constituent characteristics and needs and with strong consideration of contextual factors.

Questions to Consider

- 1) What is the nature of the alignment/fidelity of actions with the action plan?**
 - a. Provide evidence that the action plan is implemented as intended
 - b. Provide evidence of competent professional judgment regarding timing, order, or other key elements of the action plan

- 2) Is the action plan implemented with respect to constituent(s)' needs/viewpoints?**
 - a. Show that the action plan implementation integrates constituent(s)' needs/viewpoints in an ongoing manner

- 3) Are adequate data collected and presented in a systematic way?**
 - a. Provide evidence that data is collected according to plan indicated with no unaccounted for gaps in data

- 4) Is data analysis appropriate to address the questions asked or areas investigated?**
 - a. Show that data analysis directly addresses the questions asked or areas investigated in a meaningful way

- 5) Is data analysis thorough and accurate?**
 - a. Provide evidence that data analysis is comprehensive with no errors

PHASE III: The candidate implements an action plan aligned with specific goals and constituent characteristics and needs and with strong consideration of contextual factors.

PHASE III IMPLEMENTATION	Unacceptable	Acceptable	
<p><i>What is the nature of the alignment/fidelity of actions with the action plan?</i></p> <p><i>Evidence-Based Decision-Making</i></p>	<p>The candidate provides little to no evidence that the key elements of the action plan (procedures, methods, measures, timeframes) were implemented as outlined in the action plan.</p> <p>The candidate provides little to no evidence that s/he applied competent professional judgment regarding key elements of the action plan.</p>	<p>The candidate provides detailed evidence that the key elements of the action plan (procedures, methods, measures, timeframes) were implemented as intended.</p> <p>The candidate provides some evidence that s/he applied competent professional judgment regarding key elements of the action plan.</p>	<p>The candidate provides comprehensive evidence that the action plan (procedures, methods, measures, timeframes) were implemented as intended.</p> <p>The candidate provides strong evidence that s/he applied competent professional judgment regarding key elements of the action plan.</p>
<p><i>Is the action plan implemented with respect to constituent(s)' needs/viewpoints?</i></p> <p><i>Evidence-Based Decision-Making</i></p> <p><i>Diversity of Practice</i></p>	<p>Candidate implementation of the action plan does not integrate constituent(s)' expressed needs/viewpoints in any systematic way</p>	<p>Candidate implementation of the action plan integrates constituent(s)' expressed needs/viewpoints throughout most of the implementation of the action plan</p>	<p>Candidate implementation of the action plan systematically integrates constituent(s)' expressed needs/viewpoints throughout the implementation of the action plan</p>
<p><i>Are adequate data collected and presented in a systematic way?</i></p> <p><i>Evidence-Based Decision-Making</i></p>	<p>Candidate data collection is not systematic and/or missing data or modification of data collection plan are not accounted for.</p> <p>Candidate represents data inaccurately or in a manner that is not understandable to the intended audience.</p>	<p>Candidate systematically collects adequate data and accounts for any missing data or modification of data collection plan.</p> <p>Candidate accurately represents data in a manner understandable to the intended audience.</p>	<p>Candidate systematically collects comprehensive data and accounts for any missing data or modification of data collection plan.</p> <p>Candidate accurately represents data in a manner understandable to the intended audience.</p>
<p><i>Is data analysis appropriate to address the questions asked or area targeted for growth investigated?</i></p> <p><i>Evidence-Based Decision-Making</i></p>	<p>The candidate's data analysis fails to address indicated questions or area targeted for growth</p>	<p>The candidate's data analysis generally addresses the questions or area targeted for growth investigated</p>	<p>The candidate's data analysis comprehensively addresses the questions or area targeted for growth in a meaningful way</p>
<p><i>Is data analysis thorough and accurate?</i></p> <p><i>Evidence-Based Decision-Making</i></p>	<p>The candidate's data analysis is limited or flawed</p>	<p>The candidate's data analysis is adequate with no major errors</p>	<p>The candidate's data analysis is comprehensive and accurate</p>

Phase IV

Evaluate Impact

The candidate uses assessment data to evaluate impact on constituent(s) regarding constituent progress and achievement. The candidate also evaluates the overall effectiveness of implementation on constituent(s) in order to improve his/her own practice long-term.

Questions to Consider

- 1) Do the candidate's actions contribute to improving the area targeted for growth in a significant way?**
 - a. Interpret impact of actions (intended and unintended) on constituent(s) (e.g., student growth, achievement scores, client efficacy, teacher/administrator skill application)

- 2) What is the relationship between the findings and the research literature/professional best practice?**

- 3) What were unintended outcomes of the action plan?**
 - a. Review consequences in light of goals, action plan steps, and outcomes for all constituent(s)

PHASE IV: The candidate uses assessment data to evaluate impact on constituent(s) regarding constituent progress and achievement. The candidate also evaluates the overall effectiveness of implementation on constituent(s) in order to improve his/her own practice long-term.

PHASE IV EVALUATE IMPACT	Unacceptable	Acceptable	T
<p><i>Do the candidate's actions contribute to improving the area targeted for growth in a significant way?</i></p> <p><i>Evidence-Based Decision-Making</i></p>	<p>Candidate fails to include evidence of intended and unintended impact(s) of the action plan on the area(s) targeted for growth in terms of degree to which constituent(s) achieved and made progress toward goal(s).</p>	<p>Candidate includes some evidence of intended and unintended impact(s) of the action plan on the area(s) targeted for growth in terms of degree to which constituent(s) achieved and made progress toward goal(s).</p>	<p>Candidate includes intended and unintended impact(s) of the action plan on the area(s) targeted for growth in terms of degree to which constituent(s) achieved and made progress toward goal(s).</p>
<p><i>What is the relationship between the findings and the research literature/</i></p> <p><i>PRACTICE: Professional Idneity</i></p> <p><i>Information Literacy</i></p>	<p>Candidate includes poor/limited discussion of the relationship between his/her findings and the research literature or professional best practice; OR the research literature/professional best practice discussed is of little relevance to the candidate's findings.</p>	<p>The candidate refers to a few relevant data-based studies or sources of best practice knowledge in his/her discussion of the relationship between his/her findings and the research literature/professional best practice.</p> <p>The candidate provides a satisfactory description of the link between his/her findings and research/professional best practice.</p>	<p>The candidate refers to data-based studies of best practice knowledge in his/her discussion of the relationship between his/her findings and the research literature/professional best practice.</p> <p>The candidate provides a description of the link between his/her findings and research/professional best practice.</p>
<p><i>What were the unintended outcomes of the action?</i></p> <p><i>Evidence-Based Decision-Making</i></p>	<p>The candidate is unable to identify any unintended outcomes (positive or negative) of the implemented action plan.</p>	<p>The candidate identifies one or more unintended outcomes (positive or negative) of the implemented action plan but does not provide plausible explanations for their causes.</p>	<p>The candidate identifies one or more unintended outcomes (positive or negative) of the implemented action plan and provides plausible explanations for their causes.</p>

Phase V

Reflect

The candidate reflects on the process of completing this Professional Impact Project. The candidate conducts self-evaluation to describe current skills and necessary areas for development.

Questions to Consider

- 1. How has this impact project contributed to your professional knowledge, skills, and/or dispositions?**
 - a. Consider personal and/or professional insights and skills you gained from completing the impact project

- 2. What are your professional goals for furthering your professional growth?**
 - a. Identify areas for growth and possible ways to address them

PHASE V: The candidate reflects on the process of completing this Professional Impact Project.

PHASE V REFLECTION	Unacceptable	Acceptable	T
<p><i>How has the impact project contributed to your professional knowledge, skills and dispositions?</i></p> <p>Professional Identity Development</p>	<p>The candidate's discussion of the impact of the project on his/her professional knowledge, skills, and dispositions is lacking. S/he does not adequately describe the ways in which the impact project has contributed to his/her professional knowledge, skills and dispositions.</p>	<p>The candidate's discussion of the impact of the project on his/her professional knowledge, skills, and dispositions is satisfactory. S/he describes the ways in which the impact project has contributed to his/her professional knowledge, skills and dispositions.</p>	<p>The candidate's discussion of the impact of the project on his/her professional knowledge, skills, and dispositions is outstanding. S/he shares critical insights in which the impact project has contributed to his/her professional knowledge, skills and dispositions. exemplary and h</p>
<p><i>What are your professional goals for furthering your professional growth?</i></p> <p>Professional Identity Development</p>	<p>The candidate's self-evaluation is weak; he/she is unable to identify areas for professional growth; or the steps for addressing them are insufficient.</p>	<p>The candidate's self-evaluation satisfactorily identifies areas for professional growth and outlines general steps for addressing them.</p>	<p>The candidate's self-evaluation identifies areas for professional growth and outlines well-defined steps for addressing them.</p>

