

“Preparing Professionals for Changing Educational Contexts”

ESP 785 Syllabus

Department of Special Education
College of Education, University of Nevada Las Vegas

I.	Prefix & Number	ESP 785
II.	Title	Issues, Trends, and Futures in Special Education
III.	Credits	3 credit hours
IV.	Semester	
V.	Instructor	
VI.	Office/Phone/Email	
VII.	Class Location	
VIII.	Office Hours	
IX.	Prerequisites	ESP 782 and doctoral status.
X.	Course Description (Course Introduction)	Concepts and techniques that facilitate students' abilities in issue analysis, issue resolution, trend impact analysis, and futures formulations. The latter includes evaluations of possibilities, probabilities, and preferences in creating the future.
XI.	Standards Addressed: Council for Exceptional Children Standard Domain Areas Addressed in this Course	<u>CEC Advanced Preparation Standards</u> Standard 3: Program, Services, and Outcomes Standard 4: Research and Inquiry Standard 5: Leadership and Policy Standard 6: Professional and Ethical Practice

XII. Knowledge Objectives and Related Standards

Upon completion of this course students will be able to meet the following objectives:

<p>Objective 1: Students will analyze and synthesize multiple evidence-based and policy perspectives of an issue related to the education of students with disabilities and/or young children, and will discuss these differing perspectives in writing and through class discussion.</p> <p>Standards:</p> <p>CEC Standard 3 – Programs, Services, and Outcomes CEC Standard 6 – Professional and Ethical Practice</p>	
3.1	Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
3.3	Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.
6.1	A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.

<p>Objective 2: Students will design a variety of futures-oriented data collection methodologies related to determining future trends related to an issue of interest and will collect data from experts in their field of study by implementing their data collection methodologies.</p> <p>Standards:</p> <p>CEC Standard 4 – Research and Inquiry</p>	
4.1	Special education specialists evaluate research and inquiry to identify effective practices.
4.2	Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.
4.3	Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

<p>Objective 3: Students will analyze futures trend data and the literature base of a specific issue of interest related to the education of students with disabilities and/or young children and will synthesize their findings in a manuscript that discusses their findings related to their chosen issue.</p> <p>Standards:</p> <p>CEC Standard 6 – Professional and Ethical Practice</p>	
6.5	Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
6.7	Special education specialists actively promote the advancement of the profession.

<p>Objective 4: Students will discuss trends and issues related to the education of students with disabilities and/or young children and will make suggestions about practical implementations for addressing these issues within the public school or university environment through a professional presentation.</p> <p>Standards:</p>	
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CEC Standard 5 – Leadership and Policy	
5.4	Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
5.5	Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

Objective 5: Students will design a high-quality research study to address a specific issue of interest related to the education of students with disabilities and/or young children using analysis techniques appropriate for answering their targeted research question.	
Standards:	
CEC Standard 4 – Research and Inquiry	
4.1	Special education specialists evaluate research and inquiry to identify effective practices.
4.2	Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.
4.3	Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

XIII. RESULTS

Course Objectives	Related CEC Standards	Measurement/Evaluation
1. Students will analyze and synthesize multiple evidence-based and policy perspectives of an issue related to the education of students with disabilities and/or young children, and will discuss these differing perspectives in writing and through class discussion.	CEC Standard 3, 3.1, 3.3, 6, 6.1	Issues Discourse Paper Final Exam
2. Students will design a variety of futures-oriented data collection methodologies related to determining future trends related to an issue of interest and will collect data from experts in their field of study by implementing their data collection methodologies.	CEC Standard 4, 4.1, 4.2, 4.3	Delphi Study and Data Summary Current Issues Paper

3. Students will analyze futures trend data and the literature base of a specific issue of interest related to the education of students with disabilities and/or young children and will synthesize their findings in a manuscript that discusses their findings related to their chosen issue.	CEC Standard 6, 6.5, 6.7	Delphi Study and Data Summary Current Issues Paper
4. Students will discuss trends and issues related to the education of students with disabilities and/or young children and will make suggestions about practical implementations for addressing these issues within the public school or university environment through a professional presentation.	CEC Standard 5, 5.4, 5.5	Current Issues Paper Final Exam
5. Students will design a high-quality research study to address a specific issue of interest related to the education of students with disabilities and/or young children using analysis techniques appropriate for answering their targeted research question.	CEC Standard 4, 4.1, 4.2, 4.3	Mini Research Proposal

XIV. COURSE RESOURCES

Required Materials

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

Rotatori, A. F., Obiakor, F. E., & Bakken, J. P. (2011). *Advances in special education 21: History of special education.* Bingley, UK: Emerald Group Publishing Limited.

NOTE: e-book available for download on the UNLV Library website. We will only be reading select chapters from this text, so purchasing of the book is not recommended.

Other readings assigned available on Webcampus.

Recommended Materials

Bateman, B., Lloyd, J. W., & Tankersley, M. (2015). *Enduring issues in special education: Personal perspectives.* New York, NY: Routledge.

Kauffman, J. M., & Hallahan, D. P. (Eds.). (2011). *Handbook of special education.* New York, NY: Routledge.

XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS

Supplemental Texts and Journal Articles

Barnette, J. J., Danielson, L. C., & Algozzine, R. F. (1978). Delphi methodology: An empirical investigation. *Educational Research Quarterly*, 3(1), pp. 67-73.

- Cook, B. G., Cook, L., & Landrum, T. J. (2013). Moving research into practice: Can we make dissemination stick? *Exceptional Children*, 79, pp. 163-180.
- Cook, B. G., & Odom, S. L. (2013). Evidence-based practices and implementation science in special education. *Exceptional Children*, 79, pp. 135-144.
- Jones, V. L., Higgins, K., Sileo, N., Miller, S., & Boone, R. (2009). *African American parental beliefs about resiliency: A delphi study*. (Doctoral dissertation). Retrieved from UNLV Theses/Dissertations/Professional Papers/Capstones, Paper 960.
- Haager, D., & Vaughn, S. (2013). The common core state standards and reading: Interpretations and implications for elementary students with learning disabilities. *Learning Disabilities Research and Practice*, 28, pp. 5-16.
- Graham, S., & Harris, K. R. (2013). Common core state standards, writing, and students with LD: Recommendations. *Learning Disabilities Research and Practice*, 28, pp. 28-37.
- Klingner, J. K., Boardman, A. G., & McMaster, K. L. (2013). What does it take to scale up and sustain evidence-based practices? *Exceptional Children*, 79, pp. 195-211.
- Paciorek, K. M. (Ed.). (2007). *Taking sides: Clashing views in early childhood education*. New York, NY: McGraw Hill.
- Powell, S. R., Fuchs, L. S., & Fuchs, D. (2013). Reaching the mountaintop: Addressing the common core state standards in mathematics for students with mathematical difficulties. *Learning Disabilities Research and Practice*, 28, pp. 38-48.
- Smith, G. J., Schmidt, M. M., Edelen-Smith, P. J., & Cook, B. G. (2013). Pasteur's quadrant as the bridge linking rigor with relevance. *Exceptional Children*, 79, pp. 147-161.
- Stitt-Gohdes, W. L., & Crews, T. B. (2004). The delphi technique: A research strategy for career and technical education. *Journal of Career and Technical Education*, 20(2), pp. 55-67.
- Williams, D. L., Boone, R., & Kingsley, K. (2004). Teacher beliefs about educational software: A delphi study. *Journal of Research on Technology in Education*, 36, pp. 213-229.

Suggested Internet Resources

- Council for Exceptional Children: <https://www.cec.sped.org>
 Council for Learning Disabilities: <http://cldinternational.org>
Intervention in School and Clinic: <http://isc.sagepub.com>
 Organization for Economic Cooperation and Development: <http://www.oecd.org/unitedstates/>

XVI. ASSIGNMENTS

- 1. Issues Discourse Papers and Facilitated Discussion (15 points for paper; 5 points for facilitated discussion; 20 points total).** Students will break into groups. Students will choose one of the following five categories of current issues in special education related to their area of interest:

³⁵₁₇ College- and career-readiness and transition supports and services,

³⁵₁₇ Cultural and linguistic diversity in special education, including language adaptations and interventions for students with disabilities who are ELS,

³⁵₁₇ Early intervention services for students with disabilities,
³⁵₁₇ Multi-tiered systems of support, including core instruction and intervention, and
³⁵₁₇ Teacher preparation and retention in special education.

Groups of students will analyze several different facets of the identified issues in order to provide a thorough description of the historical perspectives of the issue, current trends relative to the issue, and suggestions for future directions for research. Each student in the group should analyze the issue through a different lens than other members of the group (i.e., pro/con or point/counterpoint, different age perspectives). Each student in the group will prepare a 3-5 paper that synthesizes at least three (3) peer-reviewed articles supporting their stance relative to the issue.

Groups will facilitate a 30-minute class discussion related to the issue they have researched. During this discussion, groups should thoroughly describe the facets of their issue as described above. Following this discussion, groups will facilitate a conversation that engages the rest of the class in discussing their identified issue (e.g., have questions or items prepared to discuss).

- 2. Delphi Study and Data Summary (20 points).** Students will work in their issues group to develop and implement a pilot Delphi study with a targeted sample of experts that determines current consensus perspective on the most important facets of their identified issue. This sample must contain at least: (a) two university experts in their area of interest, (b) two school-based administrators working in the targeted level, (c) two classroom teachers who have been trained in the area of interest, (d) two general education classroom teachers, and (e) two other doctoral students who are studying a similar area of interest. While the issues group will develop and implement the Delphi survey together, each group member should ensure that there are questions related to their facet of the issue.

Students will individually analyze this data and report on the futures-trends that were identified through their data collection. Each student is expected to analyze the data related to their identified facet of the issue and write an individual summary describing their Delphi process and findings.

- 3. Current Issues Manuscript (35 points).** Based on course discussion, reviews of the literature, and data collected during the Delphi study, students will write a manuscript to be submitted to an appropriate journal in their field of study (i.e., *Intervention in School and Clinic*). Students will choose the topic of their manuscript (with guidance from the instructor), although it should be targeted at issues related to special education and/or early childhood education. Students should discuss the current status of the issue and where they predict future research and intervention should focus to address this issue. Manuscripts should follow targeted journal author guidelines. Manuscripts will be developed and scored using the following iterations:
- a. Topic AND journal approval (required; 0 points).** At minimum, students will submit their topic and a brief description of the central theme of their manuscript. Students are encouraged to submit a proposed outline of their manuscript. Students should also submit the author guideline(s) for their targeted journal at the time of the submission of their topic.
 - b. Manuscript draft (5 points).** Students will submit a draft of their manuscript for instructor feedback. Instructor will return the draft to students with comments and suggestions for improving their manuscript.
 - c. Final manuscript (15 points).** Students will submit a revised version of their manuscript that will be submitted to *Intervention*.
 - d. Presentation (10 points).** Students will develop a 10-minute roundtable professional presentation summarizing their current issues manuscript. Roundtable presentations

will occur during the last week of the semester. Students will present their roundtable to their peers. More information on this will be provided in class.

- e. **Submission to Journal (5 points).** Students will submit their manuscript to their targeted journal for review and will provide evidence to the instructor (e.g., e-mail confirming submission).
4. **Mini-Research Proposal (10 points).** Using their findings from the Delphi study and discussion of current issues, students will prepare a mini-research proposal that could be submitted to IRB. The research study proposed should be directly related to addressing their identified current issue and should look into the possibilities for moving the knowledge related to that issue forward. Studies could be quantitative or qualitative, and can use any variety of design appropriate for answering their research question (e.g., quasi-experimental, survey, case study). Mini-research proposals should include:

³⁵₁₇ Theoretical orientation and brief literature review,
³⁵₁₇ Statement of the problem,
³⁵₁₇ Research questions,
³⁵₁₇ Research design,
³⁵₁₇ Independent and dependent variables,
³⁵₁₇ Procedures of study,
³⁵₁₇ Analysis procedures, and
³⁵₁₇ Significance of the study, particularly as it relates to moving the field of your issue forward.

5. **Final Exam (Mock Comprehensive Exam Question) (15 points).** Students will sit for a final exam that is structured as a mock comprehensive exam. Students will be given an individualized topic based on their issues group topic to prepare during week 10 of the semester. Students will be expected to secure 5-7 data-based, peer-reviewed articles to support their response to the topic through in-text citations. During finals week, students will be provided with a comprehensive exam question and will have two (2) hours to construct their response. Students will not be allowed any outside materials during the final exam.

NOTES:

- ³⁵₁₇ Attendance, preparedness for class, and participation in class activities and discussions is expected. Although specific points are not attached to these items, this is a doctoral level course and full participation is required.
- ³⁵₁₇ All assignments are due on Webcampus by the date indicated in the syllabus. No late assignments will be accepted.
- ³⁵₁₇ A grade of incomplete will be granted if the student has completed 75% of the course and has earned a grade of "B" or better on all assignments in the course as of the time the incomplete is requested. Students must meet with the instructor to discuss the request for an incomplete, and it will be granted for reasons deemed extraordinary by the instructor. If an incomplete is granted, students will have one academic year to complete the remaining course materials.

XVII. PERFORMANCE ASSESSMENTS

ESP 785 is a doctoral level course related to methods for identifying trends, issues, and futures in the education of students with disabilities and/or young children. Therefore, no direct performance tasks are assigned or assessed through this course.

XVIII. SPECIAL NOTES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

XIX. GRADING POLICY

Points Earned	Grade
90 – 100 points	A
80 – 89 points	B
70 – 79 points	C
60 – 69 points	D
59 points or less	F

XX. CLASS SCHEDULE

Lesson/ Date	Lesson Topic	Assigned Readings and Resources	Assignment and/or Tasks Due
1 9/1/16	Course Introduction and Overview Defining Trends, Issues, and Futures	<i>Review syllabus prior to class.</i>	
2 9/8/16	Conceptual Framework Development Data Analysis to Determine Trends and Futures-Oriented Methodologies	Jones et al. (2014) Kezar & Maxey (2016) Stitt-Gohdes & Crew (2004)	
3 9/15/16	Writing for Publication Developing Research Questions and Lines of Inquiry for Futures-	Kauffman (2015)	*Review Current Issues Articles from ISC – Bring Notes on Structure and Content of Articles
4 9/22/16	Perspectives Historical Perspectives in Special Education, Part One: Understanding the Origins of the Field	Rotatori, Obiakor, & Bakken (2011), Chapter 1 (Authors: Salend & Duhaney)	Current Issues Manuscript Topic and Targeted Journal Due
5 9/29/16	Historical Perspectives in Special Education, Part Two: Legal Foundations for Special Education in US Public Schools	Rotatori, Obiakor, & Bakken (2011), Chapter 1 (Author: Ashbaker)	
6 10/6/16	Early Intervention for Young Children At-Risk and With Disabilities	McWilliam (2015)	Issues Discourse Paper Due
7 10/13/16	NO CLASS: Delphi Study and Data Summary AND Current Issues Manuscript		
8 10/20/16	Issues Discourse Facilitated Discussion 1: Early Intervention	Elliott (2015)	Current Issues Manuscript Draft Due
9 10/27/16	Multi-Tiered Systems of Support: Access to the General Education Curriculum and Tier I Instruction Issues Discourse Facilitated Discussion 2: MTSS	Kern (2015) Meyen (2015) Fuchs & Fuchs (2015) Nelson et al. (2015)	
10 11/3/16	Multi-Tiered Systems of Support: Intensive, Individualized Interventions for Students At-Risk and with Disabilities Issues Discourse Facilitated Discussion 3: Transition and CCR	Zumeta (2015) Spooner & Browder (2015)	Delphi Data Summary Due
11 11/10/16	Transition and College- and Career- Readiness for Students with Disabilities		

<p>12 11/17/16</p>	<p>Issues Discourse Facilitated Discussion 4: Teacher Education Teacher Preparation in Special Education: Critical Knowledge, Skills, and Programmatic Structures</p>	<p>More et al. (2015) Sayeski & Higgins (2014)</p>	<p>Final Current Issues Manuscript Due</p>
<p>13 11/24/16</p>	<p>NO CLASS: Thanksgiving Break</p>		
<p>14 12/1/16</p>	<p>Issues Discourse Facilitated Discussion 5: CLD Learners with Disabilities Culturally and Linguistically Diverse Students with Disabilities: Linguistic Adaptations and Supports and Disproportionality</p>	<p>Sullivan, Van Norman, & Klingbeil (2014)</p>	<p>Mini-Research Proposal Due</p>
<p>15 12/8/16</p>	<p><i>Current Issues Research Symposium and Roundtable Presentations</i></p>	<p><i>Read colleagues' issues discourse papers prior to roundtable presentations.</i></p>	<p>Current Issues Presentation Due Submission of Manuscript Due</p>
<p>16 12/15/16</p>	<p>Final Exam 4:00 PM – 6:00 PM</p>		<p>Mock Comprehensive Exam Question Due</p>

	Discussion of the Current Issue (35 points)	Futures-Oriented Suggestions (35 points)	Writing and Mechanics (30 points)	Professional Presentation (100 points)
TARGET	<p>³⁵/₁₇ Student grounded their identification of a current issue in special education and/or early childhood education in previously published, data-based research.</p> <p>³⁵/₁₇ Student clearly discussed the reason why the issue they identified is important to the field of special and/or early childhood education.</p> <p>³⁵/₁₇ Student incorporated data about (a) the current status of the issue and (b) related to the impact of the issue.</p> <p>³⁵/₁₇ Student reached accurate conclusions about the impact of the issue based on the literature and data.</p>	<p>³⁵/₁₇ Student discussed evidence-based suggestions for addressing the targeted issue in the future.</p> <p>³⁵/₁₇ Student based their suggestions on data collected through a futures-oriented approach.</p> <p>³⁵/₁₇ Student made suggestions that could be easily implemented by researchers or practitioners.</p> <p>³⁵/₁₇ Futures-oriented suggestions were clearly related to the identified issue and were logical for addressing the variables identified through the literature and data collection.</p>	<p>³⁵/₁₇ Student wrote manuscript in accurate APA format (0-3 errors).</p> <p>³⁵/₁₇ Student followed <i>Intervention in School and Clinic</i> guidelines.</p> <p>³⁵/₁₇ Student wrote thoroughly, but succinctly, about the topic and clearly described the targeted issue.</p> <p>³⁵/₁₇ Student wrote using accurate grammar and structure (0-3 errors).</p> <p>³⁵/₁₇ Student wrote using a clear structure and organization; manuscript was easy to read and understand.</p> <p>³⁵/₁₇ Student clearly revised manuscript based on suggestions from the draft.</p>	<p>³⁵/₁₇ Student presented information from their current issues manuscript for 10 minutes in class.</p> <p>³⁵/₁₇ Presentation was professional.</p> <p>³⁵/₁₇ Student spoke clearly and with articulation, using appropriate pacing and speed.</p> <p>³⁵/₁₇ Material in the presentation clearly described the issue (including data) and the suggestions for dealing with the issue in the future.</p> <p>³⁵/₁₇ Student included time for questions.</p> <p>³⁵/₁₇ Student responses to questions were well thought out and accurate.</p>
ACCEPTABLE	<p>³⁵/₁₇ Student mostly grounded their identification of a current issue in special education and/or early childhood education in previously published research, although there was a lack of data-based pieces.</p> <p>³⁵/₁₇ Student discussed the reason why the issue they identified is important to the field of special and/or early childhood education, but discussion was somewhat vague.</p> <p>³⁵/₁₇ Student incorporated data about 1 of the 2 following topics: (a) the current status of the issue and (b) related to the impact of the issue.</p> <p>³⁵/₁₇ Student reached appropriate conclusions about the impact of the issue based on the literature and data, but their connection to the research and data were not clear.</p>	<p>³⁵/₁₇ Student discussed suggestions for addressing the targeted issue in the future, although their connection to the evidence was not clear.</p> <p>³⁵/₁₇ Student mostly based their suggestions on data collected through a futures-oriented approach, although the connection was not always clear.</p> <p>³⁵/₁₇ Student made suggestions that could be mostly implemented by researchers or practitioners, although the suggestions lacked specificity.</p> <p>³⁵/₁₇ Futures-oriented suggestions were related to the identified issue and were logical for addressing the variables identified through the literature and data collection, although the connection was not clear.</p>	<p>³⁵/₁₇ Student wrote manuscript in APA format, although several errors were noted (4-7 errors).</p> <p>³⁵/₁₇ Student followed <i>Intervention in School and Clinic</i> guidelines.</p> <p>³⁵/₁₇ Student wrote thoroughly, but was not always succinct, about the topic and described the targeted issue, although the importance was not always clear.</p> <p>³⁵/₁₇ Student wrote using mostly accurate grammar and structure (4-7 errors).</p> <p>³⁵/₁₇ Student wrote using a mostly clear structure and organization; manuscript was mostly easy to read and understand, but some structural concerns were noted.</p> <p>³⁵/₁₇ Student clearly revised manuscript based on suggestions from the draft.</p>	<p>³⁵/₁₇ Student presented information from their current issues manuscript for 8 of the 10 required minutes in class.</p> <p>³⁵/₁₇ Presentation was professional.</p> <p>³⁵/₁₇ Student spoke mostly clearly and with articulation, using appropriate pacing and speed, although some sections were confusing or off-pace.</p> <p>³⁵/₁₇ Material in the presentation mostly described the issue (including data) and the suggestions for dealing with the issue in the future, although it was not always clear.</p> <p>³⁵/₁₇ Student included time for questions.</p> <p>³⁵/₁₇ Student responses to questions were mostly well thought out and accurate, although some errors were noted.</p>
UNACCEPTABLE	<p>³⁵/₁₇ Student did not ground their identification of a current issue in special education and/or early childhood education in previously published research, or did not incorporate any data-based pieces.</p> <p>³⁵/₁₇ Student did not clearly discuss the reason why the issue they identified is important to the field of special and/or early childhood education.</p> <p>³⁵/₁₇ Student did not incorporate data related to the following topics: (a) the current status of the issue and (b) related to impact of the issue.</p> <p>³⁵/₁₇ Student reached conclusions about the impact of the issue that were not based on the literature and data.</p>	<p>³⁵/₁₇ Student suggestions for addressing the targeted issue in the future were not connected to the evidence.</p> <p>³⁵/₁₇ Student suggestions were not based on data collected through a futures-oriented approach.</p> <p>³⁵/₁₇ Student made suggestions that could not be implemented by researchers or practitioners.</p> <p>³⁵/₁₇ Futures-oriented suggestions were not related to the identified issue or were illogical for addressing the variables identified through the literature and data collection.</p>	<p>³⁵/₁₇ A number of errors were made in APA format (8 or more errors).</p> <p>³⁵/₁₇ Student did not follow <i>Intervention in School and Clinic</i> guidelines.</p> <p>³⁵/₁₇ Student did not write thoroughly or succinctly about the topic and described the targeted issue.</p> <p>³⁵/₁₇ Many errors in grammar and/or structure were noted (8 or more errors).</p> <p>³⁵/₁₇ Structure and organization of the manuscript were not clear; manuscript was not easy to read and understand.</p> <p>³⁵/₁₇ Student did not revise manuscript based on suggestions from the draft.</p>	<p>³⁵/₁₇ Student presented information from their current issues manuscript for 7 or fewer minutes in class.</p> <p>³⁵/₁₇ Presentation was unprofessional.</p> <p>³⁵/₁₇ Student was difficult to understand, or pacing was too fast or too slow.</p> <p>³⁵/₁₇ Material in the presentation did not clearly describe the issue (including data) or the suggestions for dealing with the issue in the future.</p> <p>³⁵/₁₇ Student did not include time for questions.</p> <p>³⁵/₁₇ Student responses to questions were not well thought out or accurate.</p>
TOTALS				

