The Curriculum/Instruction/Assessment Project should be a field-based product that makes a
difference for students and your institution (i.e., your classroom, school, or a unit). The project
should be one that you are personally interested in—since you will invest a lot of time, energy
and intelligence to work on it. Because it is a progressive project, remain in touch with your
university advisor, and field supervisor as necessary, right from the start to make sure all are
aware of the direction of your project. Moreover, the project should be of benefit to you as an
educator and produce impact upon your students’ learning.

CHAPTER 1. INTRODUCTION

Background: In this section, provide background information and “introduce” the research
project topic. Cite research and literature, and possibly personal experiences to help build a case
for your project. The reader should be informed about the general importance of your project.

Significance of the Study: In this section you will connect the project to the context of your
specific school, district and/or state. Thus, you are moving from a general to a more specific
approach. Consider: How and why is the project significant? (Start to ask yourself the “So
What?” question throughout the paper—why is this important?) What kind of information do
you hope to gain from your investigation? How will the new information improve your practice?

Statement of the Problem (Area of Focus): Begin this section with a defined and narrowed
definition of your particular project problem: write a specific problem statement (often one or
two sentences). For example, your problem statement might be: “The purpose of this project
was to develop a school-wide interdisciplinary curriculum unit as partial fulfillment of my
professional development plan.” This clearly defined specific problem should be the focus of
the entire project that you are going to research and “resolve”. The problem statement will help
you decide on the best way to investigate the area of focus in your project and “stimulate” the
direction of your research project.

Research Questions: Following the problem statement, you should pose several questions,
which will be the focus of the project. These questions will be addressed in your review of
literature and subsequent chapters as you seek to resolve your problem. These specific questions
may necessitate research methods. For example, should you use qualitative or quantitative
methods (or both) to investigate your project?

Possible Limitations: Whether limitations need to be stated will depend on the context of your
project. For example, limitations may relate to generalizing your results to another situation, the
research design, or basing conclusions on very few subjects.

Definition of Terms: List and define any terms that the reader will need to know. Remember,
you are familiar with key terms because you are living with the ideas daily, a reader may not be
familiar with terms that you believe are very common (e.g., EALRs). Cite references related to specific terms.

CHAPTER 2. LITERATURE REVIEW
(A minimum of 20 sources must be included with 10 research studies.)

Introduction: Write a paragraph or two to describe the basic organization of the research and literature reviewed in Chapter Two. This paragraph will inform the reader of the logical progression of your review.

The Review: It will cover both educational research and general literature to address the problem statement and questions raised in Chapter One. Specific research studies (such as those reviewed during your EDUC 520 class) and additional literature will be reviewed in this section. Research studies and literature used should be primarily from the last ten years unless the works are “classics”.

The research and literature will be organized into several major sections for clarity, with headings and subheadings (follow the latest edition of APA style). Your headings and subheadings should make sense on their own, even before the rest of the paragraphs are developed. Thus, there should be a common sense “flow” from study to study, from idea to idea. It is your responsibility to tie the ideas together. Obviously, developing an effective outline, for your own use, before drafting the review section will be critical. cogent, well-constructed, and logical transitions between and among sections are critical. Again, the review of research and related literature must be logically organized.

It may be appropriate to write about and analyze the classical research studies and studies that examine topics in a more general fashion early on in your review, to provide a foundation and/or background for the more specific studies.

Beyond the research studies, important related literature should be tied to your review (e.g., philosophical points of views, exemplary programs, standards, anecdotal information, personal interviews, excellent articles that are not specific studies, historical records, etc.).

Conclusions or Summary: Chapter Two will end with conclusions or a summary of your research and literature by concisely reviewing and synthesizing your most important points which help lead the reader to Chapter Three (and beyond, depending on the project).

CHAPTER 3. CURRICULUM DESIGN/INSTRUCTION/ASSESSMENT PLAN

Introduction: As in Chapter Two, begin with a brief overview noting how the chapter will be organized.

Targeted Population: In this section, you should provide contextual and demographic information that your project targets for. A detailed description of community, school, students,
and any relevant demographic information such as SES, age, gender, learning issues, etc, can be helpful.

**An Action Plan:** You will develop a plan according to the new perspective you gained from Chapter 2. While developing your plan, keep these questions in mind: What strategies/models you researched in Chapter 2 will be used in your practice? How will these new strategies/models be carried out? How will the plan change your exiting classroom or daily practice? What is the schedule you will set up to implement this plan? You should relate the information and/or findings from Chapter 2 to support and rationalize your plan.

**CHAPTER 4. ASSESSMENT AND EVALUATION**

This chapter will describe assessment and evaluation approaches you adopt to endorse your plan of Chapter 3. What data/evidence will you collect? What is your rationale to collect the data/evidence? The assessment needs to be relevant to the Research Questions posed in Chapter 1. The assessment and/or evaluation instruments should be fully developed and attached in Appendices.

**CHAPTER 5. PREDICTED IMPLEMENTATION AND REFLECTIONS**

Most students who choose this culminating written project have some experience with the topic during their field experience or internship. You can incorporate your past field experience with this new plan to predict success of this project. The challenges to implement this project, i.e., resistance to change, resources needed for changes, etc., should also be addressed. Strategies to overcome the challenges need to be proposed with reasonable explanations. Information from the Literature Review can be used to support your proposed strategies. Conclude your reflections by addressing the following questions: 1) What have you learned through this project? 2) How will this project affect your future professional development?

**REFERENCES**

The latest edition of APA format must be used.

**APPENDICES**

You are highly encouraged to include portfolio and artifacts if they are part of your action plan. This information/data functions as evidence to enhance the validity and effectiveness of your project. If students’ work from your classroom is used, erase names and other identity clues to maintain confidentiality.