

# RESEARCH

IN PUEBLO CITY SCHOOLS

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*Dedicated to World Class Schools*

Pueblo City Schools

*These procedures are administered by the  
Office of Learning Services*



Office of Assistant Superintendent for Learning Services ,Pueblo City Schools

719.253.6243 315 West 11th St. Pueblo, CO 81003



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### To the research requestor:

We welcome your request to do research within Pueblo City Schools. Please note that we are more likely to approve research that matches our district action steps and the targeted goals of the PCS Unified District Improvement Plan (UDIP). Our current priorities and objectives are outlined on page 9 of this document, and it is our hope that these will guide your research. For more information, refer to the complete UDIP at the Colorado Department of Education School View website.

<http://www.schoolview.org/>

**How is research defined?**

**Research is defined as**

- any *data collection* to be conducted from or about PCS students, staff, or parents, OR
- any *analyses* of internal or external databases containing PCS student, staff, or school data.

**The following activities are not considered research:**

- Observations or class visitations by university students or by individuals in such classes that are not covered by these procedures when no data collection is involved. Contacts regarding these visits should be made with the Assistant Superintendent for Learning Services.
- Piloting of curricular/instructional materials or techniques where no data collection for *external* purposes occurs. Contacts should be made with the Assistant Superintendent for Learning Services.

**What does “External research” mean?**

**External research studies** are those:

- Initiated by an outside agency or agent to be conducted in the school district; or
- Initiated by a PCS staff person as an individual for purposes beyond his or her job role (e.g., thesis, course requirements, dissertation).

**Internal research** studies are those:

- Initiated by a District or school staff member on behalf of a school or the District, as part of a school or District research or program evaluation agenda (e.g., evaluation of action steps for improvement plans or classroom/PLC action research projects are internal research).

**With whom does initial contact occur?**

The first contact regarding external research should be with the Office of Learning Services rather than directly with school staff, principals, or individual staff members.

**What are the purposes of these procedures?**

**Purposes for District research and evaluation guidelines:**

- To protect student and staff time from unauthorized or excessive data collection (and thereby protect instructional time).
- To review the request in light of current Federal and State privacy regulations and statutes, as well as professional and ethical research practices (and thereby protect students and staff from unintended negative consequences from research conducted in areas that have potential to be politically, emotionally, racially, and/or socially sensitive).
- To ensure that the research is of high quality and supports District goals and action steps (and thereby improves educational practices and benefits education in Pueblo City Schools).

**How does someone make a research project application?**

**To make application for a research project, follow the steps below:**

- Get an application (Attachment A) from the Office of Learning Services, 719-253-6243. This is also available on the district website at [www.pueblocitieschools.us](http://www.pueblocitieschools.us)
- Complete the application and have it signed by a qualified sponsor, namely a PCS administrative staff member. If the research is in fulfillment of a class or degree requirement, PCS also requires sponsorship by a college/university faculty member.
- Attach copies of any questionnaires, tests, or data collection instruments to be used.
- If data will be collected about or from individual students, both student consent and parental permission are required in most cases. Copies of consent and permission letters should be attached to the application. These letters should permit the parent and the student to give or decline full and informed permission and consent. Permission/consent letters must include the following:
  - ◇ Invitation to participate in the study, including the name of the primary researcher, title of study, and any other institution supporting the research.
  - ◇ Purpose of the study, including explanation of the major question(s) of interest.
  - ◇ Description of the procedure, including what the student will be asked to do and/or the kinds of questions students will be asked to think about.
  - ◇ Explanation of confidentiality, including description of how all information submitted by students will be kept confidential.
  - ◇ The following is a required statement on any parent consent form. "To the extent we are able, within the requirements of applicable laws and/or the Board of Education policies, all information gathered in this research will be kept confidential."
  - ◇ Explanation that participation is voluntary.
  - ◇ If applicable, explain how students and/or staff will be compensated.
  - ◇ Explanation of potential risks and benefits.
  - ◇ List of contacts for questions and concerns.
  - ◇ The permission letter must be signed and dated by the parent/guardian.
  - ◇ The authorization of the child (by name) who has permission to participate and the school of attendance (by name) for the child.
- Sample Parent and Student permission forms are provided in Attachment B.
- Be sure to read the complete set of procedures.
- Submit the proposal electronically to: [brenda.krage@pueblocitieschools.us](mailto:brenda.krage@pueblocitieschools.us)

**What are timelines for submitting research requests and for receiving approval?**

**Timelines for submitting research requests, receiving approval, and implementing research are as follows:**

- Requests will be accepted and reviewed during the time period October 1 through April 15 of the school year. Requests received after April 15 will be included in the next review cycle in the following school year.
- Please note that all requests to do research in the current school year must be submitted prior to Thanksgiving break of that year.
- Except by special arrangement, no research studies will be approved that involve data collection activities in the schools before October 1 or after May 31.
- Because of the multiplicity of commitments of the Department of Assessment, the review of requests can take between 4-12 weeks, depending on the complexity of the project and the number of PCS administrators (outside of the Office of Learning Services) needed to adequately review the proposal. Priority is given to research that supports our Unified District Improvement Plan. Also, the approval process can proceed most quickly when your research application follows the guidelines as set forth in this document.

**Who reviews applications?**

Proposals are reviewed by staff in the PCS Office of Learning Services and appropriate administrators (as needed to represent those knowledgeable about or concerned with the proposed research subject or population). Typically the review board is made of persons having earned a doctoral degree.

**What is the basis for decisions?**

**The criteria for proposal approval after review are as follows:**

The study results should have **high value** to the particular school or to the school system as a whole. Studies benefiting education in general, rather than PCS or its schools specifically, will be considered on a case-by-case basis, but are given much lower priority.

- A. The study should be compatible with PCS policy and sound educational practices.
- B. The relative cost-benefit to the school system and to education at large should be equitable. The research should ideally promote District goals, objectives, and action steps outlined in the District Improvement Plan. Impact on students, parents, and staff should be positive and not interfere with classroom progress.
- C. The design and instrumentation of the project should be sound and acceptable to the school system.
- D. The originator of the request should have the skills and qualifications (including technical competency) necessary for working in the school system as an educational researcher.

***Other considerations:***

- Data collection of a personal nature will **not** normally be approved (e.g., questions about substance abuse, family dynamics, self-esteem).
- Studies requiring a large number of students or teachers to complete a test, questionnaire, or other type of instrument will not be approved in most cases.

**Who makes the decision?**

**The Assistant Superintendent of Learning Services or designee will judge weather the application should be accepted, rejected, or accepted with stipulations/ revisions.**

- If the application is rejected, the Director or designee will notify the applicant in writing.
- If it appears that the project could be approved with minimal changes, the applicant may be advised to reapply.
- In some cases, the Assistant Superintendent may convene a review committee to hear an appeal of the decision.

**What happens after central administrative approval?**

- If the study is administratively approved, the research is notified in writing and should represent the approval letter to the school principals or department involved.
- The school principal or other administrators will have several days during which he or she may notify the research or Learning Services Office if the school does not wish to participate in the study.
- Administrative approval does not necessarily constitute approval for the study to be conducted in any specific school. Researchers must obtain the approval of principals and others involved prior to conducting research in specific schools.
- Meetings, interviews, and the administration of instruments, etc., must be scheduled far enough in advance to allow for adequate planning. Professional conduct in the school by the researcher is vital.
- Parental approval of direct participation of any student in the research project is usually required. The researcher will provide schools with sufficient copies of any approved parental permission form. At least two copies of the form per student should be maintained as records. The principal or his/her designee will be responsible for supplying forms to the student and obtaining parental permission; one form will be placed in the student's file and another maintained by the researcher. Names, addresses, or any other information on the students should not be made available to the researcher until this parental permission form is secured.

**What are the requirements while the project is being conducted?**

- Confidentiality of student records must be observed and the privacy and the rights of the individuals and the schools must be respected. Data with student names or identities must be disposed of when it is no longer needed.
- While conducting research studies in the schools individuals should abide by standards of professional conduct and dress. Failure to do so will be sufficient cause for termination of the research study.
- Any violation of procedures noted by teachers or other participants in the study should be reported to the school principal. The principal should then, if indicated, discuss such infractions with the Department of Assessment.

**What other obligations does the researcher have to the school system in return for its cooperation?**

Some research projects are conducted as partnerships between school or district staff and outside researchers. However, most studies are not of this type and staff spend time and energy assisting the researcher. Often, student time is used, as well. Researchers should be prepared to assist the school or district through some unpaid volunteer projects (such as conducting a workshop for staff) in exchange the research study. The specific details will need to be worked out on a case-by-case basis with the schools or departments involved.

- The confidential nature of records must be observed at all times.
- Each person conducting a research project in PCS must submit a report by June 15 (unless an explicit request for extension is submitted and approved) following the school year in which the project was conducted. Abstracts of the results, such as the one in Attachment C, are the most important type of report. A copy of any full report is also appreciated, but the abstract is essential. For any study extending beyond a given school year, the researcher should submit this report in the form of an annual progress report.

**What happens after the study?**

**The applicant agrees to release this report for use or publication by PCS without remuneration.**

The procedures shall in no way be interpreted as in conflict with open records requirements. Request for public information extant in system records and involving no school research should be directed to the Public Information Office.

- If the researcher desires to publish in a more complete form-book, dissertation, journal article, etc., the author should provide the PCS with a copy. Approval must be granted by the Superintendent's office before publication.
- The PCS also encourages the researcher to provide personal feedback to the principals and teachers involved in a study.
- The faculties of local universities and colleges conducting research in PCS are encouraged to refer students to the staff in the Learning Services office at a point in their graduate program prior to the finalization of thesis or dissertation plans, in order that closer coordination between district needs and research efforts occur. The office will discuss topics of concern to the PCS with researchers upon request or refer them to appropriate administrative or supervisory staff for such discussion.
- Discussing a potential project with the Learning Services staff before details are finalized may assist a researcher in coming up with a viable design.

**Attachment A**

Application for Research Study

*Office of Learning Services, Pueblo City Schools*

Research Request

**1.) Principle Investigator Information**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ Study Supervisor: \_\_\_\_\_

\_\_\_\_\_

Phone/fax/email: \_\_\_\_\_

Institution: \_\_\_\_\_

Title of Research Request: \_\_\_\_\_

**2.) Please submit a short abstract that describes the goals of the project, copies of your parent and student (if applicable) participation consent forms, copies of your questionnaires, and a description of how the reliability & validity of your instruments will be or have been established. Provide a brief summary of related literature and how this study will further such research.**

**3.) Please complete the following information:**

A.	Specifically, what data do you need?		
B.	How do you plan to collect your data? Explain.		
C.	Will you administer surveys/questionnaires (if YES, attach 1 copy)?	<b>Yes</b>	<b>No</b>
D.	Research Question(s):		
E.	Identify any data that you need to collect from existing District records.		
F.	How much total time is required of students for participation?		
G.	How much class time is required of students for participation (including prep time)?		
H.	How much total time is required of teachers or other school staff for participation?		
I.	How many participants will be involved?	Students:	Teachers: Parents:
J.	When do you propose to collect data?		
K.	Has your research been approved by an administrative sponsor at the school(s)?	Names:	
M.	Do you have approval from your institutional research review committee (attach 1 copy)?	<b>Yes</b>	<b>In Process</b> No (If no, include statement why none required)
N.	When will your completed research report be sent to our office and to participating schools?		



**Attachment A**

Application for Research Study

*Office of Learning Services, Pueblo City Schools*  
District Priorities & Objectives

**Check all that apply. For those that are checked, please explain on an attached page how your research directly relates to each item. My research DIRECTLY relates to the following Pueblo City Schools priorities or student achievement objectives:**

Check All That Apply	<i>Areas of Focus expressed as goal targets of the District Unified Improvement Plan (UDIP)</i>
	1. Develop a comprehensive action plan that implements the systemic components of a culture that responds relentlessly to individual student needs through differentiated student plans in order to ensure successful learners.
	2. Collaborative analysis of student assessment data will be used to identify professional development priorities that are specific to district, school, and community needs. Professional development opportunities will result in improved instruction, student learning and behavior, and increased student achievement.
	3. Pueblo City Schools will create community-based schools coherently aligned to educate students and families to be civil, responsible, healthy, and involved members of the global community .
	4. Develop and implement facility and technology master plans that improve the physical learning and working environment, accommodate extended instruction time, and address the educational needs of all stakeholders.
	5. Develop and implement procedures to evaluate new and existing initiatives and to establish appropriate funding sources.
<b>District Action Steps</b>	
	1. Implement a rigorous and focused program of science, technology, engineering and mathematics in every school. Must align with PCS.
	2. Revise curriculum offerings and instructional practices so that all students across all levels are prepared for success in college and other post-secondary training.
	3. Increase teachers' understanding and utilization of best practices in culturally responsive instruction.
	4. Increase special education teachers' skill and knowledge in instructional practices, IEP preparation, progress monitoring, and academic content mastery.
	5. Increase content area teachers' ability, in collaboration with special education teachers, to scaffold lessons for students with disabilities.
	6. Establish strong positive relationships between all parents and school and district staff.
	7. Develop systemic opportunities for students to regain credits (at high school) or accelerate learning of standards (elementary and middle school) that is activated immediately when a student fails a class or performs at the unsatisfactory level.
	8. Provide opportunities for all teachers to receive frequent, meaningful, and structured feedback and coaching on their instructional practice.
	9. Implement an annual student and parent feedback process to determine perceptions of the learning environment in every school
	10. Implement a district wide initiative to provide quality, rigorous, instruction and course content opportunities to students with disabilities.
	11. Implement professional development for teachers so that they are more able to provide differentiated instruction, which enables scaffolding for students to maintain parity with the class.

**Attachment A**

Application for Research Study

*Office of Learning Services, Pueblo City Schools*  
**Research Agreement & Understanding**

*Please read the following agreement and sign.*

I understand that approval of my research by the Office of Assistant Superintendent does not mean:

- ✓ Official endorsement from the Division Learning Services (DLS) office or the District.
- ✓ Assistance from DLS staff in securing or recruiting schools/participants for the study, or provision of data or data files needed to complete the study

I understand that approval of research carries with it several responsibilities for me. I understand that:

- ✓ Persons and places used in this project will remain anonymous except by prior approval of the Office of Learning Services.
- ✓ I must not commence any part of the research activity in the district prior to obtaining District Approval for the study. I must contact the Pueblo City Schools staff person or persons indicated on the District Approval letter, explain the study, and obtain their approval before any part of the research commences at their school or facility or with their students/staff.
- ✓ Before any part of research findings are published, permission must be obtained from the PCS superintendent's office.
- ✓ Pueblo City School's principals, teachers, students, and staff can decide to not participate in the research for any reason, and can revoke participation at any time.
- ✓ I must receive written permission by parents/guardians for their student's participation or release of individual student records. I must keep all records confidential in a password protected database or a locked file cabinet.
- ✓ I must provide DLS and the participating school with a copy of all project data including a copy of a written report summarizing the study and results upon completion of the research.
- ✓ I must allow parents/guardians to inspect actual surveys and instructional materials used in the research study.

Submission of this application does not mean automatic District approval. The District can require that the applicant modify procedures, instruments, etc. in order for District approval to be granted. The research approval process may take 2-3 months. Please submit your request well in advance of when you need to collect your data, especially for fall research, because summers are so full of activity at A&E.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

***Please return all forms by email***

Office of Assistant Superintendent  
Learning Services  
Pueblo City Schools  
315 West 11th Street  
Pueblo, CO 81003

**Attachment B**  
Parent Consent Template

**Draft: Template for Parent Informed Consent**

This template can help you to create a Parent Consent Form for your study. Please note that students must be given an opportunity to agree or decline to participate in the study, even if parents give consent.

**Invitation to participate in the study.**

I/We would like your permission to invite your student to participate in a research study.

*[Write a sentence or two that includes the name of the primary researcher, title of study, and any other institution (university, granting organization, etc) supporting the research.]*

**Purpose of the study.** The purpose of this study is...*[Write a few sentences that explain the major question(s) of interest under study.]*

**Description of the Procedure for the Study.** First your student will complete a consent form, which is very similar to this Parent Consent Form. Your student will then be asked to: *[Write few sentences or bullet points that describe what the student will be asked to do and about how long it will take. Include a brief and general description about the kinds of questions students will be asked to think about.]*

**Confidentiality.** *[Explain how you will ensure that all information submitted by students will be kept confidential. Example: "The researcher will treat all information gathered for this study as confidential. This means that only the researcher will have access to the information your student provides. An identification number will be used on all paperwork. Only the researcher will have the list that matches this number with your student's name, and this list will be kept in a secure setting. In addition, when the researcher reports information, it will be reported for the entire group of participants, never for any one individual."]*

**The following is a required statement on any parent consent form.** *I am required to inform you that there are two exceptions to the promise of confidentiality. Any information revealed concerning suicide, homicide, or child abuse or neglect is required by law to be reported to the proper authorities.*

**Voluntary Participation and Right to Withdraw.** *[Explain that participation is voluntary. Example: "Your student's participation in this study is voluntary. There will be no consequences if either you or your student decide to opt out of this study. If your student finds any questions uncomfortable he/she will have the right to skip questions or discontinue at any time."]*

**Compensation.** *[If applicable, explain how students will be compensated. Example: "Your student will be paid \$5 for participating in the study."]*

**Potential Risks and Benefits.** This study is expected to provide us with important information about... *[Write a sentence or two about the potential benefit of your study for students, the school, the District, and/or the body of knowledge about this topic. Also, write a sentence or two addressing the risks of the study. Example: "The risks of this study appear to be minimal. However, some of the questions ask your student to share something about his or her personal feelings. Your student has the right to skip questions or discontinue at any time."]*

**Contacts and Questions and Concerns:** If you have any questions or concerns about this research project or about your student's rights as a participant, you may contact the following people: *[Include contact information for primary researcher and one other person supervising the study.]*

**Attachment B**  
Parent Consent Template

*Cont. Draft: Template for Parent Informed Consent*

**Authorization:** My child is a student at \_\_\_\_\_ .

I am the parent/primary caregiver/legal guardian of my child and I have read and understood the foregoing description of the research project. I have asked for and received a satisfactory explanation of any language that I did not fully understand. I consent to my child participating in this study. I understand that I may withdraw my consent at any time and that my child may withdraw his or her consent at any time. I have retained a copy of the cover letter and have returned a signed copy of the consent form.

\_\_\_\_\_  
**Parent/Primary Caregiver/Legal Guardian of  
Participant Signature and Date**

\_\_\_\_\_  
**Printed Name**

\_\_\_\_\_  
**Adolescent Participant Signature and Date**

\_\_\_\_\_  
**Printed Name**

\_\_\_\_\_  
**Address**

\_\_\_\_\_  
**Telephone Number**

**Attachment C**  
Student Consent Template

Draft: Template for Student Informed Consent

This template can help you to create a Student Consent Form for your study. Please note that student consent forms must be written at a level appropriate for the age of the participating student.

**Invitation to participate in the study.**

I am/We are asking you to decide if you are willing to participate in a research study.

*[Write a sentence or two that includes the name of the primary researcher, title of study, and any other institution (university, granting organization, etc) supporting the research.]*

**Purpose of the study.** The purpose of this study is...*[Write a few sentences that explain the major question(s) of interest under study.]*

**Description of the Procedure for the Study.** If you agree to be in this study, you will be asked to: *[Write few sentences or bullet points that describe what the participant will be asked to do and about how long it will take. Include a brief and general description about the kinds of questions participants will be asked to think about.]*

**Confidentiality.** *[Explain how you will ensure that all information submitted by students will be kept confidential. Example: "The researcher will treat all information gathered for this study as confidential. This means that only the researcher will have access to the information you provide. An identification number will be used on all paperwork. Only the researcher will have the list that matches this number with your name, and this list will be kept in a secure setting. In addition, when the researcher reports information, it will be reported for the entire group of participants, never for any one individual."]*

**The following is a required statement on any student consent form.** *I am required to inform you that there are two exceptions to the promise of confidentiality. Any information revealed concerning suicide, homicide, or child abuse or neglect is required by law to be reported to the proper authorities.*

**Voluntary Participation and Right to Withdraw.** *[Explain that participation is voluntary. Example: "Your participation in this study is voluntary. This means that everyone will respect your decision of whether or not you want to be in the study. No one at your school district will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. If you feel stressed during the study you may stop at any time. You may skip any questions that you feel are too personal."]*

**Compensation.** *[If applicable, explain how participants will be compensated. Example: "You will be paid \$5 for participating in the study."]*

**Potential Risks and Benefits.** This study is expected to provide us with important information regarding... *[Write a sentence or two about the potential benefit of your study for students, the school, the District, and/or the body of knowledge about this topic. Also, write a sentence or two addressing the risks of the study. Example: "The risks of this study appear to be minimal. However, some of the questions ask you to share something about your personal feelings. Remember that your participation is voluntary, and if you find any questions uncomfortable you will have the right to skip questions or discontinue at any time without any consequences."]*

**Contacts and Questions and Concerns:** If you have any questions or concerns about this research project or about your rights as a participant, you may contact the following people: *[Include contact information for primary researcher and one other person supervising the study.]*

**Attachment C**  
Parent Consent Template

*Cont. Draft: Template for Student Informed Consent*

Authorization: I am at student at \_\_\_\_\_. I have read and understood the description of the research project. I have asked for and received a satisfactory explanation of any language that I did not fully understand. I agree to participate in this study. I understand that I may withdraw my consent at any time. I have retained a copy of the cover letter and have returned a signed copy of the consent form.

\_\_\_\_\_  
**Signature Date**

\_\_\_\_\_  
**Printed Name**

\_\_\_\_\_  
**Address**

\_\_\_\_\_  
**Telephone Number (if applicable)**

\_\_\_\_\_  
**School**

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**Attachment D**  
Sample Abstract

Pilot Project Project Assist

ABSTRACT

**Jane Doe, Ph. D.**

Participation: Smith, Joyner, Brentwood, Millbrook, Apex, and Creech Road

Description of Study: This evaluation was conducted during the 1992-93 school year and was directed toward the implementation of Project Assist in elementary schools (Smith and Joyner). The project was originally designed to test the hypothesis that students in schools with trained reading aides will read better than students with untrained general aides (Brentwood and Millbrook) and better than students working in schools with no aides at all (Apex and Creech Road).

Description of Results: Classroom observations indicated, on the whole, that trained reading aides are involved in more instruction activities, use more instructional strategies, and work in classrooms more than untrained general aides. Parent interviews indicate that there is a general community support for what Project Assist is attempting to do and the methods for accomplishing it.

Despite problems with the achievement measures used in the evaluation, the data indicate that student reading achievement during the first project year was not appreciably different than it would have been without Project Assist. Some gains at the elementary level in attitude toward reading and school attendance were seen.

Implications of Results: The results after one year of program implementation and evaluation suggest that instructional reading aides in the classroom may contribute to an improvement in attitude toward reading and school attendance, at least on the elementary level. The evaluation results of the program after two or three years of program implementation should be much more conclusive on the question of whether or not instructional reading aides have a positive effect on the reading progress of students. The first year evaluation results do not indicate that the program affected the reading achievement, either positively or negatively.

Implications for the District: Aide training would probably result in aides being used more effectively in the classroom and in a greater degree of individualization occurring in classroom instruction. Based on the results of Smith and Joyner parent interviews, parent probably would not be opposed to aides being used as instructional personnel, providing that aides supplemented the teacher's instruction, rather than replace the teacher's instruction. It appears that neither would there be opposition from students if aides were trained and used in this capacity. Results after the second and third years of program implementation should be much more conclusive on the above points.

## **Attachment E**

### **Supplemented Information for Applicants**

In the past, the PCS has received numerous applications for external research studies. To aid you in filling out the application, and to help you be as specific as possible in defining the scope of your research and in meeting the criteria to conduct external research, we have compiled the following list outlining recurring problems with previous applications/studies:

#### **Recurring Problems with External Research Proposals**

- Consent form doesn't meet specifications (full disclosure, format, prior approval, or is too complex for parents or students to easily understand).
- Insufficient protections for participants.
- Repeats of studies already conducted for PCS; no new information on the topic is needed at this time.
- Too many students are requested to participate.
- Takes too much time for students/staff to participate.
- PCS is not interested in the topic at this time.
- Subject/content too controversial; questions too inflammatory or personal.
- Poor timing/conflicts with other CSD surveys/studies.
- Activities already underway could confound results.
- The proposal underestimates the time required to complete the study.
- Researcher needs to provide compensation to schools that participate.
- Researcher needs to compensate teachers/staff for extra duties as participants (e.g., photocopying, abstracting records).
- Lack of control group (making conclusions difficult).
- Instruments are not developmentally appropriate or have insufficient reliability & validity.
- Measures do not relate to hypotheses or have an incorrect scale type.
- Statistical analyses not described adequately or not appropriate.



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## References

Cherry Creek Research Book

University of Denver Institutional Review Board