

Connie L Lurie College of Education · Special Education

# Advanced Research Projects in Special Education Section 03 EDSE 220

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/13/2023

#### Contact Information

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#### Office Hours

Hour before class & by appointment

## Course Description and Requisites

Advanced application of special education action research projects conducted in diverse educational settings.

Prerequisite(s): Department consent.

Letter Graded

#### \* Classroom Protocols

This course is in-person with some class session designated for independent research and writing. This course has an extensive writing component, the bulk of which must be completed outside of class time. Students should have access to a computer and the Internet in order to submit assignments to the CANVAS learning management system.

Professional demeanor and disposition for a graduate student are expected in this class. Participants are expected to arrive to class on time and to stay until class is ended.

All written work must be turned in using Microsoft Office Word (or Excel, for the Research Matrix). The Microsoft Office Suite is available for free from the university. If you do not have Microsoft Office on your computer, please refer to Information Technology Services (<a href="http://its.sjsu.edu/services/software/microsoft-">http://its.sjsu.edu/services/software/microsoft-</a> students/index.html) for information on how to download the software on your device.

## ■ Program Information

#### LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

#### LCOE Department of Special Education Program Learning Outcomes

- PLO 1 Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- PLO 2 Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- PLO 3 Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- PLO 4 Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- PLO 5 Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

<u>Link to Education Specialist TPEs (pps 13 - 42) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-</u> standards-pdf.pdf?sfvrsn=729750b1\_45)

#### Course Goals

A4 Ethical Professionals – Qualities of ethical professionals

A5 Change Agent – Qualities of change agents

C1 Scientific Inquiry – Engagement in scientific inquiry

C2 Critical Skills - Critical skills as consumers & investigators of research

## Course Learning Outcomes (CLOs)

- 1. APA 7th Edition standards when completing research project, including double spacing, Times New Roman font 12, one-inch margins, etc.
- 2. Review, critically analyze and synthesize research as a part of reflecting on one's teaching practice and commitment to equity and social justice in the classroom.
- 3. Complete all contents of the research project successfully using MA project outline and scheduled due dates.

#### Course Materials

#### Required Texts:

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, D.C.: Author. ISBN: 978-1-4338-3217-8 (Spiral with tabs). Order Info: www.apa.org/pubs/books @\$45

Sagor, R. D., & Williams, C. (2016). The action research guidebook: A process for pursuing equity and excellence in education. Corwin Press.

Armstrong, F., & Tsokova, D. (2019). Action research for inclusive education. ISBN 97B-1-138-48570-9

#### Recommended:

Forester, C., & Eperjesi, R. (2021). Action research for Student Teachers.

Mertler, C.A. (2009). Action research: Teachers as a researcher in the classroom. Sage. <a href="https://edge.sagepub.com/mertler6e">https://edge.sagepub.com/mertler6e</a>

https://www.perkinselearning.org/videos/webcast/action-research-special-education

## E Course Requirements and Assignments

- 1. Title Page Title of MA project, Name, Department Name, Date
- 2. Abstract No more than 200 words, summarizes the purpose of the project, inquiry question(s), method, main or important findings, and implication for teacher practice.
- 3. Table of Contents List all main sections of the paper on the left side with its correct pagination on the right side of the page.
- 4. References and Appendices Include only cited references, entries must be 100% correct using 7th version APA.
- 5. EDSE 285 Revised content with appropriate in-text citations APA citations, page number and headings, etc.
- 6. AR Project Paper Includes 10 elements in AR Project Outline including finalized method, data analysis, teacher practice implications, and future research with appropriate APA citations, tables, and figures labeled correctly and page numbers.
- 7. Final Presentation Final oral presentation will include a culminating presentation of all of the major elements of the action research project: introduction, action inquiry question, key relevant literature, methodology, sample of main results, implications for teacher practice, and key references.

See Appendix A - MA Project Outline for more complete descriptions of assignments

## Grading Information

Assignments	Points	Percentage
Title Page	5	5%
Abstract	10	10%

Table of Contents	10	10%
References and Appendices	10	10%
EDSE 285 - Final Revisions	15	15%
AR Project Paper	40	40%
Final Presentation	10	10%
Total Points	100	100%

In order to keep up with the pace of the class, turning in late assignments is strongly discouraged. Late assignments will accrue a ½ point per day 24/7. If you have a medical or significant emergency (e.g., illness, house flooding, etc.), please let me know as soon as possible, and if it's a medical issue I will need a doctor's note. If need be, we will figure out a doable timeline to get all your work successfully completed this semester.

#### **Department Grading Policy:**

All MA students must receive a GPA of 3.0 with a grade of B or better in each MA class to be able to pass the final MA course EDSE 220. An "Incomplete" is only given when 80% or more of the work has been completed on time.

Grade	Points
A	95 - 100
A-	89 - 94
B+	83 - 88
В	77 - 82
Not Passing	< 76

## **university Policies**

Per <u>University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf)</u>, relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on <u>Syllabus Information web page (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)</u> (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

## **course Schedule**

Week	Date	Topics	Assignments & Readings
1 Class Session	1/25	Introduction, Syllabus Overview & Course Structure, MA AR Project Outline	Review 220 Syllabus & Canvas  Review status of student projects
2 Class Session	2/1	Lecture - Title Page, Table of Contents, References In class - Individual work on 285 rewrites and title page APA Review	Due: Current iteration of research project from EDSE 285 including reference list - make all corrections noted by 285 professor & Decembe presentation  Read: APA pages 30-32; 60-67
3 1:1 Meetings	2/8	Individual Meetings - Discuss method, data collection and analysis  APA Review	Sign-up for individual appts. with instructor  Read: Sagor & Williams, Ch. 7

4 1:1 Meetings	2/15	Individual Meetings - Discuss method, data collection and analysis  APA Review	Sign-up for individual appts. with instructor  Read: Sagor & Williams, Ch. 7
5 Class Session	2/22	Lecture - Methodology and Findings, Tables & Figures  APA Review	Due:  Introduction, Conceptual Framework, Literature Review  Methodology - Part 1 (Context) and 2 (Inquiry Design)  Read: Sagor & Williams, Ch. 8  Read: APA pages 200-207, 232-243
6 Workshop Session	3/1	Writing Workshop- Methodology and Findings	
7 Class Session	3/8	Lecture - Conclusions, Implications, Future Research APA Review	Due:  Draft version of Methodology - Part 3 (Data Collection) and Part 4 (Data Analysis)  Draft version of Findings - Part 1 (Findings) and Part 2 (Limitations), include Tables or Figures  Read: Sagor & Williams, Ch. 9
8 Workshop Session	3/15	Writing Workshop - Conclusions and Implications	
9 Class Session	3/22	Lecture - Abstract Practice - Abstract write-up	Due: Draft version of <u>Conclusions and Implications</u> - Part 1 (Conclusion and Implications) and part 2 (Future Research)  Read: APA pages 73-74
	3/29	Spring Break	
10 Class Session	4/5	Lecture - Preparation/Outline of AR Presentation - Celebration of Learning Event  Peer Review - Abstract	Due: Draft of Abstract  Due: Final Title Page and References
11 Workshop Session	4/12	Compile all 10 elements for draft of AR Project Paper (meet with instructor to go over draft if needed)  Prepare AR Presentation	Due: Final Abstract and Table of Contents
12 Class Session	4/19	Practice AR Presentation with classmates	Due: Draft of <u>AR Presentation</u> to class for peer review and edits  Due: Draft of <u>AR Project Paper with revisions</u> (complete with all 10 required elements from AR Project Outline)
13 1:1 Meetings	4/26	Individual Meetings - review of final project paper	Sign up for individual appointments with instructor

14	5/3	Individual Meetings - review of final project paper	Sign up for individual appointments with instructor
1:1 Meetings			
15	5/12	LCOE Celebration of Learning Event	Due: AR Presentation (10 points)
Presentation	(Friday)		
Finals Week No Class	5/17		Due: Final <u>AR Project Paper</u>