



COURSE SYLLABUS

Department: Education
ED677 Action Research in Special Education
Spring 2023
Mondays: 5:00-7:00 P.M.

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| Instructor: | <i>Brian S. Friedlander,</i> <i>Ph.D.</i> | Telephone: | <i>908-217-1017</i> |
| Office Location: | <i>Please email me at my CSE email or call me 201-394-4861 to set up any office hours meeting(s)</i> | Email: | <i>bfriedlander@steu.edu</i> |
| Office Hours: by appointment | Via Zoom | | |

ED677 Action Research in Special Education will use remote-only instruction for the fall semester. During remote, online instruction, students and the professor will engage in both asynchronous and synchronous learning activities. Synchronous learning activities require students to be online at the same day/time. Students determine when they work on asynchronous learning activities, but these must be submitted by specified due dates. The Course Outline and Schedule specifies these requirements.

The professors will orient students to the remote learning systems that will be used in the course (Moodle, Videoconferencing such as Zoom, etc.).

Course Description: This course offers an overview of action research models and options, followed by the development of a project on a specific problem related to special education classrooms. Application of these projects to the New Jersey Core Curriculum Content Standards will be emphasized.

One of the aims of this course is to demonstrate to students the power and versatility of action research as a means of answering questions educators ask about their students, their practices, and their schools. The disciplined inquiry and data-based decision making advocated in this course have the potential to solve problems and transform classrooms and schools into positive learning communities.

The schedule of this class is unique all class time will be conducted 5:00 pm over Zoom. We will meet together as a class for the first three weeks of the semester. Session #4, January 31, will be devoted to continue conducting library and skill-based research, writing, and **attending individually scheduled consultation sessions ON THAT EVENING with the instructor**. The course schedule will enable you to experience the process of action research from conception to completion, and you will learn the skills you need to conduct independent and collaborative action research in schools.

The next weeks, Sessions #5-6-7 (February 7, February 14 & 21), We will NOT meet. You will work on assigned tasks on your own. We will meet as a class for session # 8 on (March 15.)

Sessions # 9 & 10 (March 7 & 14): we will hold individual meetings with the instructor. We will all meet again for Session #11 on (March 21). Session #12 (March 28) will be individual meetings with the instructor. Session #13 (April 4) we will an all meet for the class. Session #14 (April 11), No Class. Session #15 (April 15) **You will give your presentations on that evening.**

Here is the Spring 2023 class meeting schedule at a glance

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|-------------------------|--|
| Session #1: January 23 | All Meet |
| Session #2: January 30 | All Meet |
| Session #3: February 6 | All Meet |
| Session #4: February 13 | No Class Independent Work |
| Session #5: February 20 | President's Day Break |
| Session #6: February 27 | All Meet |
| Session #7: March 6 | No Class |
| Session #8: March 13 | Individual Meetings |
| Session #9: March 20 | Spring Break |
| Session #10: March 27 | All Meet: sample project both Powerpoint and paper; rubric; explain the expectations |
| Session #11: April 3 | No Class Independent Work |
| Session #12: April 10 | All Meet |
| Session #13: April 17 | No Class Independent Work |
| Session #14: April 24 | All Meet – Present Action Research Paper |

Prerequisites: Courses toward certification for Teacher of Students with Disabilities

Student Learning Outcomes:

Students who successfully complete this course will:

1. Analyze several action research models and recognize the appropriateness of each model for investigating areas of concern and interest in special education settings.
2. Use an action research model to complete a project of their own choice and design and to achieve the NICCCS in a special education setting.
3. Identify, use, and appropriately cite professional literature to support the study of an area of concern and interest in a special education setting.
4. Use oral communication skills to present research findings to an audience of peers and evaluators.
5. Develop and enhance writing skills that meet graduate-level, publication quality standards for clarity, content, and style.
6. Recognize the power and versatility of action research as a tool for improving teaching, learning, and schools.

Class Format and Methods of Instruction: This course relies heavily on independent student research as a culminating project. Classes during the first 4 weeks focus on having students master the Action Research model and prepare their own projects for implementation. Therefore, classes rely heavily on individual and small group sharing and assisting others in a collaborative instructional classroom. This model continues as students present their drafts and final projects for class sharing.

Required Materials:

Sagor, R. (2000). Guiding school improvement with action research. Alexandria, VA: Association for Supervision and Curriculum Development. (3rd Edition) **(Purchase and use this book) (Small book: Not the Guidebook)**

Perrin, R. (2015). Pocket guide to APA style (5th. Ed). Boston, MA: Wadsworth Cengage Learning. **(You must purchase and use this guide)**

American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: Author. (For reference purposes only-no need to purchase it).

Course Outline and/or Schedule:

Session 1: January 23 **Introduction: All Attend**

Overview of course: Review Syllabus

Define action research.

- Consider elements and methods of action research
- Reflect on options for design
- Experimental Design
- Case Study
- Descriptive Research

Assignment: **Daily log** of what sticks out in your mind from teaching today.

Session 2: (January 30) **Beginning the action research process; All Attend**

- Consider issues that may call for action
- Steps in the Action Research process
- Consider individual or collaborative work.
- Triangulation

Assignment:

- **Sagor, Part 1 (pp. 1-24)**
- Reflective Journal, second week (five entries)

Session 3: (February 6) **Progress Report I: Assessing progress on the identification of issues, resources, and methods. All Attend.**

- Triangulation
- Reflective Interview to explain thought for research
- Planning the Issue Statement (not necessarily a "problem")

- Developing meaningful research questions
- **Discuss method of systematic inquiry; initiate action plan for research.**

Assignment:

- **Sagor, Part II; Chapters 3 and 4. Pp 25-43**
- Draft Issue Statement

Session 4: (February 13) No Class Independent Work Read

Sagor: Part III; Chapters 5 and 6. Pp 47-75

Session5 : President's Day Break

Session 6: (February 27) All Meet Read Sagor: Chapter 7. Pp

76-94

- **Instruments to measure research questions**
- Discuss format for final project
- Share assessment rubric
- Give brief report on bibliography
- Discuss revisions to issue statements and action plans
- Discuss plans for data gathering, organization, and analysis
Establish a schedule to complete the project.

Session 7: (March 6) NO CLASS

- **Instruments to measure research questions**
- Discuss format for final project
- Share assessment rubric
- Give brief report on bibliography
- Discuss revisions to issue statements and action plans
- Discuss plans for data gathering, organization, and analysis
Establish a schedule to complete the project.

Session 8: (March 13) Individual Meetings

Session 9: (March 20) Spring Break

- **Instruments to measure research questions**
- Discuss format for final project

- Share assessment rubric
 - Give brief report on bibliography
 - Discuss revisions to issue statements and action plans
 - Discuss plans for data gathering, organization, and analysis
- Establish a schedule to complete the project.

Session 10:(March 27) individual meetings

Progress Report II and Finalizing the Action Plan

- **Instruments to measure research questions**
 - Discuss format for final project
 - Share assessment rubric
 - Give brief report on bibliography
 - Discuss revisions to issue statements and action plans
 - Discuss plans for data gathering, organization, and analysis
- Establish a schedule to complete the project.

Assignment:

- Revised issue
- **Read Sagor: Chapter 8: p. 95-108**
- Complete assessment tools

Session 11: (April 3) Independent Work

Give progress reports and share current concerns about research.

Due: "packet"

- Issue Statement
- Priority Pie
- Internal Data gathering instruments
- Triangulation Matrix
- Working bibliography

Read Sagor: Chapter 9; p. 109-118

Session 12: (April 10) All Meet

Go over research questions

- Go over Triangulation Matrix
- Go over Survey draft
- Work on Data Instruments
- Go over the Project rubric
- Sagor: and read: Chapter 10: pp 119-138

Session 13 (April 17): No Class Independent Work

Session 14: (April 24): All Meet Presentation of Action Research Project

For April 7: Read Sagor: Chapters 11 and 12 pp. 139-160

Session 15: (April 18). All Attend PRESENTATIONS TONIGHT!

Assignment: Final written action research projects (2 copies)

Assessments:

This course builds toward the completion of a student-centered action research project. Assessments will be based upon each phase of the project with major emphasis on the final product. Listed below are the elements for assessment and the percentage assigned to each:

- Issue Statement: (10%)
- Triangulation Matrix: (10%)
- Assessment Instruments: (10%)
- Final project: (40%)**
- Class participation and timeliness of assignments (10%)

Two (2) two-page reaction papers (10% per paper = total of 20%)

Review a total two articles from the assigned readings during the semester. Choose one article from the week before each due date. You should begin each paper with a short description of an aspect of the reading that was most interesting to you. Follow that by an explanation of the ways in which this work connects to research in your discipline, your teaching, and/or your experiences in working with communities. Keep a methodological focus overall. If you choose your articles wisely, and spend time reviewing them carefully, you will be able to build a stronger methods section and a more meaningful reflection on the effectiveness of your method in the final paper case study paper. **These two papers may be handed in any time up until Noember11, 2020.**

Attendance Policy:

Students are expected to attend all classes. Students will be asked to contact the professor, via email, regarding any absences. A conference will be requested if absences become problematic.

Class Participation Policy:

Participation is required for face-to-face, Hybrid, and online learning activities. Absence from or failure to engage in a discussion is a lack of participation.

Policy for Missing or Late Assignments:

Assignments handed in late will automatically incur a drop of one grade. Missing assignments will result in zero credit and a drop in grade.

Academic Integrity Policy:

College Academic Integrity Policy: Each member of the academic community must recognize her/his individual responsibility to uphold academic integrity. The College will not accept academic dishonesty, which includes, but is not limited to: plagiarism; cheating in any form; theft of educational materials; unauthorized removal of books, journals, or other library resources; copyright violations; falsification of data; sabotaging the work of others; and illegal production of computer and audio/video software. Penalties will be imposed for violations of academic integrity. For a detailed description of the College's Academic Integrity Policy, visit <http://www.cse.edu/academics/registrar/academic-policies.dot>.

Course Academic Integrity Policy:

In the event of a breach of academic integrity, the student will be notified, a face-to-face meeting held, and the coordinator of the program notified.

CSE Policy on Accommodations for Students with Disabilities:

The College of Saint Elizabeth, in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the ADA Amendments Act, provides eligible students with documented disabilities equal educational opportunities and participation. Please contact the Coordinator of Disability Services at 973-290-4261, or visit <http://www.cse.edu/campus-life/student-support/disability-services/> for more information about disabilities services and academic accommodations.

Health and Safety Policy:

Because we are a community of mutual respect and caring, all students, faculty, and staff must comply with all health and safety policies.

Please be advised that the University may terminate in person learning if the local, state, or federal governments order the closure of the campus or if the University deems that it is in the best interest and safety of the academic community.

In an effort to keep the campus safe and healthy, students with approved religious or medical exemptions from the COVID-19 vaccination mandate must comply with social distancing practices that require staying at least 6 feet apart during class sessions, and includes the wearing of masks at all times. They are also required to monitor their health on a daily basis. They are therefore required to download the Campus Clear app on their mobile phone. This is a COVID-19 self-screening tool that must be completed each day before coming to campus (you will receive a daily reminder). Upon completion, the app will tell you if you are approved to come to campus or not, based on how you are feeling. If you are not approved, you must contact health services (973) 290-4175 or 4131, and they will instruct you on next steps. Under no circumstances are you to come to campus if you are feeling ill.

Proctortrack Identity Verification Software Policy

If this course requires the use of identity verification software used for exam proctoring, then the following policy applies: Proctortrack (PT) allows students to take an exam online from a remote environment. The technology uses identity verification and tracks movements to ensure test-taking integrity. PT will continuously verify a student's identity and test-taking experience by recording the screen and testing environment. An algorithm is used to flag behaviors that are unusual. Your instructor is alerted to the flagged behaviors and will have access to the recording so he/she can review for any concerns. Recordings will only be available to the instructor and Saint Elizabeth University's IT staff and are deleted at the end of each term. Faculty reserve the right to require students to use Proctortrack PT as part of an evaluation.

Please note that this syllabus and course schedule are subject to change at the discretion of the professor.