Syllabus - SPED 687
Practicum in Special Education
3 semester hours
Spring 2021

Instructors:

Kristy Doss, PhD
kkdoss@wcu.edu
828 489 9904

Course Catalog Description:

Supervised experience in a K-12 school setting in area of licensure.
Prerequisites: Written application; approval of instructor and adviser.

Course Requirement Due Dates: Assignments are due at Midnight.

Specific Learning Objectives

1. Develop, complete, and evaluate an improvement action research project that is relevant to current role as an educator.
2. Share activities, lesson plans, and reflections from current role.

Topic	Activities	Dates	Due Date
Complete Research Proposal Plan Observations	Schedule Observations – Record Teaching Videos, Submit Video and Personal Reflection (3)	March 19th Online Meeting Discussion Peer-editing Group Meetings	March 19th Submit Schedule for Observations March 22nd Compile all components of Research Proposal. Revise Based on Instructor's Feedback. Submit Final Proposal.
Conducting Research and Bi-weekly Reflections	Implement Intervention	March 14th-April 25th	April 16th Offer Updates on Research Process and Complete Bi-weekly Reflections

	Arrange Individual Conferences – Email Updates		(Minimum of 4 email updates or online discussions)
Assessing Data	Analyze Results Complete the Discussion Section (Must use in-text citations to show connections to the literature review)	April 17th-20th	April 20th Submit Results and Discussion Sections to Blackboard and Revise based on Instructor Feedback
Demonstrating Instructional Expertise	Submit Teaching Videos and Reflections	March 20th-April 20th	April 20th Upload all Videos to Blackboard and Submit Reflections
Assessing the Research Results and Research Process	Write Final Paper – Add Conclusions and Limitations	April 21st-April 25th	April 25th Submit Conclusions & Discussion Sections to Blackboard and Revise based on Instructor Feedback
Finalizing the Details	Make revisions. Compile all Components for Research Project.	April 26th- May 1st	May 1st Submit Final Paper: Literature Review, Methods, Results, Discussion, Conclusions, & Limitations

Course Requirements: 145 hours of supervised experience in a classroom or clinic setting.

1. E-Mail to Instructor (kkdoss@wcu.edu) the following information Friday, Feb 15:

* Name
* Home or cell phone number
* Preferred e-mail address
* Name and phone number of your school

* Name of supervising teacher or administrator
* Your teaching schedule and description of student population
* Other information you would like to share

2. <u>Bi-Weekly reflections:</u> Respond to following questions.

   1. In a paragraph summarize the activities of the past two weeks.
   2. What one to three events or situations seemed to be critical? Why?
   3. Provide a little context about at least one of the situations.
   4. Will it change the way you proceed? In what ways? Why? What did you learn?
   5. What goal(s) do you have for the next two weeks?
   6. Describe your research project: ideas, plans, issues, and/or progress.

   Due dates:
   1. Sunday, March 14th
   2. Sunday, March 28th
   3. Sunday, Apr 11th
   4. Sunday, Apr 25th

3. <u>Teaching lessons.</u> Submit three lesson plans and reflections on the lessons after you have taught the lesson. Use the form (SPED 687 Lesson Plan and Reflection Share) for lesson plans and reflections.

   Due Dates: To be determined

4. <u>Action Research Project</u>

The Action Research Project has two parts: **The Research Proposal** (due Mar 22nd) and **Final Product** (due May 1).

Reflect on your classroom practices with individuals and groups and select a topic to research and act upon. Here are some examples:

   1. Improve a specific operationally defined target behavior of an individual or group (e.g. on-task, assignment completion. See more below.)
      o goal setting
      o motivation
      o problem solving/self-control/self-management
   2. Shaping new behaviors
   3. Contingency contracting
   4. Social skill training
   5. Peer mediation/ conflict resolution
   6. Class meetings

7. Improve academic behavior in individual or group
8. Teach using a new evidence-based strategy

Relationship of the SPED 687 Action Research Project to other courses and assignments in the program: The Action Research Project should be a unique activity for SPED 687. It should be an organized implementation of something that has NOT been implemented in another course or assignment. For example, if a student conducted a behavior change project or used an academic strategy and documented the effect for another course, the Action Research Project for SPED 687 should be substantially different. Doing the same thing from another course with different students is not acceptable. The Action Research Project must be completed during the time of the course – SPED 687. Using literature reviewed in another course such as SPED 682 is acceptable, as is using the brainstorming sessions for the research proposal.

The Research Proposal

The research proposal will be in the following format and will be approximately three to four pages. All students will be completing a project using a Single Subject Research Design.

Review and summarize the literature in the area. Select a minimum of seven current and pertinent sources (2007-present) including professional education journals/textbooks (do not use internet websites). Develop an action plan for your classroom based on what you learned in the professional literature.

Include the following: an objective, strategy for reaching your objective, a timeline, and an evaluation plan (method of data collection). Have your plan approved before beginning implementation. Implement the action plan. Collect data, evaluate, and modify the plan if needed.

Use the following format for Proposal (**March 22nd**):

- **Brief Description of Project:** State in three to five sentences what you propose as project.
- **Relevance to Exceptional Education and Practica:** State in three to five sentences the relevance of your proposal to exceptional education and practica.
- **Brief Literature Review:** Using at least seven professional references from scholarly sources (cite using APA format), state why the issue is important and what the literature says about it. This section is about three to five paragraphs or about a page.
- **Describe the Expected Outcome and Product:** In two or three paragraphs, describe what you expect to accomplish.
- **Provide an Evaluation Plan for your Project:** How will it be evaluated for success? You can use a rubric, a set of tasks with deadlines, an independent observer or observers such as a supervisor of colleague, a graphic representation

of progress of a student or students, a survey of stakeholders, a combination of two or more methods or something else. Provide criteria for the instructor to evaluate your project.

- **Timeline and Action Plan:** Provide a plan for completing the product and timeline. Include your participants, methods, and data-gathering plan here.
- **Statement of Originality:** Provide a statement that the proposal is an original project and has not been completed in another course or another assignment.
- **Completed <u>Collaboration with School Administration with Action Research Project or Grant Proposal</u>:** Complete the form and secure signatures.

Research Proposal Rubric

Indicators	Unsatisfactory	Developing	Proficient	Exemplary
Understanding of Single Subject Research in Education (CAEP 1.1)	Inappropriate research design for the topic or intended population.	The research design ideas are vague, lacking enough specific details for fellow researchers to follow the process. Tools will not provide relevant data aligned with the research design. For example, the method does not measure the behaviors accurately.	Appropriate selection of research method for topic, setting, and population. Appropriate selection or design of tools for gathering data. Appropriate approach for data analysis. Limitations describe possible complications that might be encountered during the study. Research design is crafted after a	In *addition* to Proficient: Description of tools offers possible limitations with the instrument based on scholarly research or from peer assessment. Description of data analysis includes references to scholarly articles. Limitations offer a comprehensive understanding of numerous factors that may influence the study.

			careful examination of prior studies through a focused, accurate examination of the literature.	
Employment of data analysis and evidence to develop supportive school environments (CAEP 1.1, NCPTS 4, InTASC 9.c)	Research topic is not based on current educational trends or on students' needs.	Research topic is based on current educational trends, but the research proposal lacks details about the information gleaned can improve students' academic, behavioral, or social and emotional development.	Selection of topic pertains to current educational trends or specific classroom needs based on students' academic needs, behavioral support, or social and emotional development.	In addition to Proficient: Selection of participant(s) stems from current classroom makeup. Description is thorough, including academic strengths and challenges, behaviors, and other important factors that may influence the study.

Final Project Format (May 1):

Your final project should be in the form stated in your proposal and it will include a paper. The paper can and should contain part of your proposal. You do not have to rewrite if you have stated accurately in the proposal and have not changed the project. For example, you can include the project description and review of literature from the proposal. (If you do change the project for some reason, you must communicate with the instructor and receive approval for changes.)

Cover Page

Description of Project: Can be same or similar to proposal.

Relevance to Exceptional Education and Practica: Can be same or similar to proposal

Brief Literature Review: Can be similar to proposal or enhanced

Participants, Methods, & Implementation: Describe your participants and methods used here. Describe what actually happened. Depending on project, this can be one to five pages.

Results: Describe results specifically. This section must include graphs or charts of your data collection.

Discussion: Assess your results. Compare your findings to concepts in your literature review. Use in-text citations to showcase connections.

Conclusion, Limitations, & Recommendations for Future Research: Offer conclusion. Note any limitations in the study and recommendations for future studies.

Outcome and Impact: Provide your analysis of project using criterial from your evaluation plan. What was the impact? Will you continue? What did you learn? This should be one to two paragraphs

References: Cite all references carefully using APA format.

Appendix: Include any materials that support project such as log sheets, agenda, etc.

Conceptual Framework.
The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future.

Grading.
Grading for the course is holistic. Assignments will receive qualitative feedback and will be assigned a rating according to the following rubric.

Action Research Rubric

Indicators	Unsatisfactory	Developing	Proficient	Exemplary
Application of Single Subject Research in Education (CAEP 1.1)	Inappropriate implementation of research proposal for the topic or intended population.	Attempted implementation of research proposal, but outcome was invalid due to issues with participants, data-gathering methods, or timeline for the intervention.	Successful implementation of research proposal. Thorough discussion of results, discussion, conclusion, limitations, and suggestions for future research.	In *addition* to Proficient: Thorough reflection and description of outcomes and impact of the study. All APA guidelines followed. Copies of data-gathering tools and results included in the appendix.

Evaluation and Grades
Students will be evaluated based on performance on each of the following areas.

Assignment   Possible Points

Action Research Proposal   50 points
Final Action Research Product   50 points
Bi-weekly Reflections   20 points
Lesson Plans and Reflections   30 points

Total Possible Points   150 points

A = 135 pts (90%)
B = 119 pts (80%)
C = 104 pts (70%)
F = 103 and below

About the Course: This course will utilize Blackboard. Blackboard is the course management system used to place content for the course such as the syllabus, PowerPoint

presentations, and other course materials.   Assignments must be submitted electronically through Blackboard using Word documents.

When submitting assignments on Blackboard, label or name the file using your last name and first initial. name of assignment, course. For example, the interview assignment should be named: lastname firstnameinitial assignment SPED687 (Example – Doss K Reflection 1 SPED 687).

Academic Integrity Policy.
This policy addresses academic integrity violations of undergraduate and graduate students.
Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see ArticleVII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

General:
This policy addresses academic integrity violations of undergraduate and graduate students. Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of this policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community.
Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to an including a final grade of "F" in the course in which the violation occurs.

Definitions:
Cheating – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise. This includes "recycling" assignments (yours or others').
Fabrication – Creating and/or falsifying information or citation in any academic exercise.
Plagiarism – Representing the words or ideas of someone else as one's own in any academic exercise.
Facilitation – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).

Undergraduate and Graduate Academic Integrity Process.
Additional information is available on the Student Success website under Student Community Ethics: http://www.wcu.edu/experience/dean-of-students/academic-integrity.aspx

Course Evaluation.
Course Eval is the WCU course evaluation and you are encouraged to participate and complete this on-line evaluation for this course. We strive to constantly improve course design and delivery – your cooperation to complete the Course Eval provides a mechanism that will help us in our goals to improve teaching and learning outcomes for all students. You will receive an electronic notification near the end of the semester when it becomes available.

Accommodations for Students with Disabilities.
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Accessibility Resources. All information is confidential. Please contact the Office of Accessibility Resources at (828) 227-3886 or stop by Suite 135 Killian Annex for an appointment. http://accessibility.wcu.edu

Civil Discourse at Western Carolina.
Consistent with WCU's core values and our campus creed, the WCU community accepts the freedoms and responsibilities of our shared community. WCU encourages all to clearly express their own views while at the same time seeking to understand the varieties of style, identity, and opinion that are held in any diverse community. In order for us to sustain a learning environment that promotes and values freedom of expression, we have a shared charge to accept personal responsibility for our actions, reactions, and speech, while seeking to learn from the actions, reactions, and speech of others.

Distance Students.
Distance students are encouraged to use the online tutoring service, more information can be found here: https://www.wcu.edu/apply/distance-online-programs/current-students/tutoring-support.aspx .

Blackboard Support.
The learning management system for this class is blackboard and can be found at: http://wcu.blackboard.com. Additional help with blackboard can be found at: tc.wcu.edu, (828) 227-7487 or by visiting the Technology Commons located on the ground floor of the Hunter Library.

Library Resources.
Hunter Library provides students with access to group and individual study spaces and to thousands of information resources: print and electronic books, newspapers, and

scholarly journal articles. These resources can be searched online and often accessed there (http://library.wcu.edu) or can be searched and located in the library building. Students in need of research or library support can get help online (http://researchguides.wcu.edu/help), from your subject specialist, Beth McDonough bmcdono@wcu.edu, or from the research guide: http://researchguides.wcu.edu/Education or http://researchguides.wcu.edu/Counseling

Academic Toolbox.
The Academic Toolbox is available in all WCU courses via the course Blackboard site. It can be found in the left-hand side column. The Academic Toolbox contains information and contact information for nearly all of the resources needed by WCU students, including but not limited to: technology assistance, academic services, student support, co-curricular programs and university policies.

Jamaican Relevancy Statement
Recognizing that limited resources are a common issue in Jamaican schools and classrooms, students in this class are encouraged to explore how teacher leaders can build leadership capacity in schools by involving all major stakeholders in attempts to address the needs of ALL students, but particularly those with mild disabilities (learning disabilities, ADHD, slow learners, poor readers, etc.). All Jamaican educators are faced with addressing the needs of a diverse and challenging group of students with multiple learning and emotional needs. Jamaican educators assuming roles as teacher leaders provide important support to other teachers, administrators, and community members. Students will be expected to implement strategies discussed in class and report the benefits and/or difficulties encountered when implementing these approaches in their schools and classrooms. The final evaluation for the class will include a question related specifically to whether the information presented during the course was 'relevant to Jamaican schools.'