

6100
READING AND APPLYING RESEARCH IN SPECIAL EDUCATION
3 Semester Hours

College of Education
Valdosta State University
Department of Special Education and Communication Disorders
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

No Text. Readings will be provided by Instructor.

COURSE DESCRIPTION

Students will gain and apply knowledge and skills to identify fundamental characteristics of quality research across a number of methodologies in special education. Emphasis is placed on developing an evidence-based research proposal to be implemented in the capstone event that has the potential to impact programs or practices that affect students.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES (CO) Candidates will be able to:

1. Use a variety of exploratory, reflective, and self-evaluation techniques. (CF I, II, III, IV, V)
2. Demonstrate effective written skills (CF I, II, IV, V, VI)
3. Describe the differences between single-subject, qualitative, quantitative methodologies as they relate to research (CF I, V)
4. Analyze the process of research as it applies to child, school, or system improvement (CF I, II, III, V, VI)
5. Demonstrate the ability to conduct a review of literature pertinent to the teacher candidate's interests, experiences and needs of children; and reflective of the idiosyncratic nature of a classroom (CF II, III, V)

6. Describe and evaluate how you would implement interventions so that you can study the systematic nature of whether your intervention has an effect on students, the school, and/or the education community (CF I, II, III, IV, V, VI)
7. Demonstrate the ability to present student achievement data in written and visual form. (I, IV, V, VI)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

See the Course Schedule for due dates. All work is to be submitted on time (on the assigned date). A 25% penalty of total assignment value will be assessed for each day an assignment is late.

Point Value	Assignment	Course Objectives Addressed
70	Quizzes	1, 2, 5, 6, 7
100	Module assignments (Discussion Boards and assignments)	1, 2, 3, 4, 7
30	Final – Teaching Proposal	1, 2, 4, 5, 6, 7
200	Total Points	

COURSE EVALUATION

200 - 180	90% - 100%	A
179 - 160	80% - 89%	B
159 - 140	70% - 79%	C
139 - 120	60% - 69%	D
Below 120	60%	F

SPECIAL NEEDS STATEMENT

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the quarter. Students not registered with the Special Services Program should contact the Special Services office in Nevins Hall, Room 1115. The phone number is 245-2498.

DIVERSITY STATEMENT

The Departments of Special Education and Communication Disorders / Early Childhood and Reading Education maintain a strong and sustained commitment to value the diverse and unique nature of the learner and to include all students in the high expectations of success.

DEPARTMENTAL PLAGIARISM POLICY

Please see additional document posted in “Getting Started” folder.

APA STYLE

The Department of Special Education and Communication Disorders has officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated. Procedures for APA style are found in:

American Psychology Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Examples of on-line resources that help with APA will be provided in the learning modules.