



EDUC 769
Case Study, Small Group, and Action Research
Fall 2016

Instructor: Dr. Michelle R. Murphy

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Office Hours: Tuesday/Thursday 9:30am – 11:30am, also available by appointment

Course Meeting Times:

Face-to-Face: Saturday (8/27, 9/10, 10/1, 10/29, 11/19) 9:00am – 6:00pm, CEMC 208B

**Class meetings will take place on campus and through asynchronous and synchronous communication settings (please refer to the Tentative Class Schedule/Agenda).*

Course Description:

This course will address research paradigms for studying students with learning disabilities, and for investigating the nature and extent of change in public educational systems. The emphases of this course will include designing and implementing small group studies for students with learning disabilities, as well as **critically evaluating the contributions and limitations of published research** that use these investigative approaches. Students will also become proficient with appropriate electronic tools for gathering and analyzing data, including qualitative information on students with learning disabilities. The successful candidate will use the studies to evaluate change in his/her classroom by completing an action research investigation.

Prerequisites: All required courses for the M.A.T.-LD and M.Ed.-LD Program with the exception of electives; for M.A.T.-LD Co-requisite for M.A.T.-LD only: EDUC 770

Course Credit: 3 credit hours

Textbook:

Mills, G.E. (2014). Action Research: A Guide for the Teacher Researcher (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN-10: 0132887762; ISBN-13: 9780132887762

*Additional required readings and interactive web-based activities/assignments may be posted in Blackboard, therefore access to the Internet is needed.

**In addition to Internet access, access to a personal computer that supports Windows and Window Office Suite (Word, Power Point) is needed.

***If you are a degree seeking education student, you must also purchase LiveText.

Francis Marion School of Education

Conceptual Framework

The School of Education prepares **competent** and **caring** teachers.

- I. Competent teachers possess
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills
 - 1. Ability to plan instruction
 - 2. Ability to apply skills and knowledge in a clinical setting
 - 3. Ability to cause learning in P -12 students
 - 4. Ability to assess learning and learners
 - 5. Ability to work with children of poverty
 - 6. Ability to use technology
- II. Caring teachers possess
 - Professional Dispositions
 - A. Exhibits professional attributes
 - B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
 - C. Upholds Ethical and Professional Standards
 - D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
 - E. Shows respect for colleagues, P -12 students, faculty and staff

Professional Dispositions

An important aspect of becoming a highly qualified educator is the demonstration of appropriate professional dispositions or behaviors. These behaviors will be clearly identified and monitored throughout your educational program (particularly for those seeking professional licensure) in all courses and experiences. If you are in an education licensure program, you will be informed if a pattern of problematic behavior is noted and an intervention plan will be implemented. For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions at:

http://departments.fmarion.edu/education/NCATE/Exhibits/Standard4/Graduate/Guidelines/Adv_CandDisposDescr.pdf

School of Education Dispositions Statement

The School of Education faculty realizes that teaching is more than mastering academic content and instructional techniques. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The development and demonstration of these behaviors are integral parts of your professional preparation.

If your professor or your program committee recognizes a problem or even a potential problem with your professional dispositions, they will begin the Teacher Candidate Resolution Policy. This policy is designed to assist you in correcting behaviors that may be professionally inhibiting or that may prevent you from providing excellent teaching to your students.

**Your professional dispositions will be monitored throughout this course and rated accordingly on a Dispositions Rubric at the end of the semester, but the rating will have no *direct* impact on your grade. We will discuss the rubric located in LiveText. **

Learning Outcomes: The course requirements for Case Study, Small Group, and Action Research (EDUC 769) call for all candidates in both programs (M.Ed. & M.A.T) to complete an in-depth action research investigation, which focuses on two or three students with learning disabilities. Candidates in both programs will be encouraged to use students with whom they have worked throughout their program as the subjects for their action research projects.

Candidates who have successfully completed this course will:

- **Demonstrate understanding of individual learning differences.**
 - Candidates will complete an action research project that summarizes instructional interactions for at least two students with learning disabilities.
 - If the action research project involves a child in grades K-3 with a reading problem, instructional interventions should include research-based methods, with particular emphasis on the impact of phonological awareness.
 - Action research projects must reflect respect for individuals, and an understanding of how differences in language, culture, and background impact a student with learning disabilities.
- **Demonstrate the ability to select and implement research-based instructional strategies to meet individual needs.**
 - Literature review/peer-reviewed journal article summaries that are included in action research projects will reflect the candidate's ability to
 - select, adapt, and implement appropriate strategies.
 - use strategies that facilitate integration of students with disabilities into a variety of settings.
 - use strategies to facilitate maintenance and generalization of skills across environments.
 - use specialized methods for teaching basic skills.
- **Demonstrate understanding of the impact of language problems on academic achievement, and of appropriate techniques for supporting learners with these kinds of difficulties.**
 - The selected intervention may address oral language and include techniques to enhance the student's vocabulary development.
 - The selected intervention program may address written language, and focus on methods for improving spelling, written organization, and sentence structure.
- **Demonstrate the ability to develop and implement individualized programs in collaboration with team members.**
 - Action research projects must contain information documenting collaborative efforts with cooperating teachers.
 - Action research projects are based on selected interventions that address the individual academic needs of the student.
- **Demonstrate the ability to use data-based methods for developing, monitoring, and adapting learning experiences.**
 - Candidates must provide evidence of ongoing assessment throughout the action research project interventions and tell how assessment information was used to make adjustments.
 - Candidates will use students' progress monitoring data to guide instructional decisions and evaluate the effectiveness of their instruction/interventions.

- **Demonstrate understanding of ethics and professional practice**
 - Candidates will safeguard the identity of all students involved in interventions by using pseudonyms.
 - Candidates will include written self-assessments/self-reflections with the action research project.

Course Assignments for EDUC 769:

A. Class Participation (5 meetings x 10 points = 50 points)

Learners will participate in discussions and short activities/presentations related to course content and text chapters during 5 Saturday class meetings. Activities may be individual or group. Learners who are absent from class will not have an opportunity to complete these activities, which may serve to limit final project completion. Each absence (and/or non-participation when in attendance) will result in 10 points being deducted from your participation score. (*see also *Attendance and Participation* under Course Policies)

B. Action Research Project (450 points)

Each candidate will complete and submit an Action Research Project, which summarizes the planning and implementation two research-based instructional interventions with a small group of students. **The project must reflect work with at least two or three students with learning disabilities in a specific content area. For example, students may require interventions that address problems with basic reading skills (decoding), problems with reading comprehension or interventions that address problems in mathematics, social skills, or written expression.**

The action research project is designed to show how well candidates can integrate and apply both their knowledge and skills in assessment, program planning, instruction, monitoring and adapting interventions on the basis of student performance, and working with both students and other teachers.

The written action research project serves as a product that can be used to assess the candidate's ability to: (1) formulate and systematically evaluate hypotheses regarding a student's performance and change; (2) develop and implement appropriate interventions and articulate the rationale for his/her decisions; (3) monitor performance and adapt instruction and/or materials based on the systematic collection and interpretation of data; and (4) connect his/her research findings to relevant aspects of the professional literature concerning students with learning disabilities. The presentation portion of the action research project allows candidates to disseminate their findings and experience with peers and other educators within and beyond the School of Education.

Rubrics will be used to assess each of these dimensions. The action research component will provide indications of candidates' abilities to integrate theory and practice, and in the process, can also provide a measure of how well the programs have prepared them to bring the various elements together. Furthermore, retention of both the products and the rubrics used to assess them will provide a basis for examining the validity and reliability of the rubrics.

Candidates can earn a maximum of 450 points for the action research project. Detailed rubrics and due dates for each portion will be posted in Blackboard and reviewed in on-site class meetings. This assignment will be submitted portion by portion as a Word doc in Blackboard throughout the course for feedback. The final product will be submitted as a Word doc in Blackboard (and in Live Text) by 9:00am on November 19th.

C. Learning Disabilities Content Mastery Exam (100 points)

Candidates will also take and pass a Learning Disability Content Mastery Exam that covers all of the coursework throughout the degree program. The Content Mastery Exam grade is counted twice. A grade of 75% is required on the Content Mastery Exam in order to pass the course. This exam will be administered on-site on the last scheduled class meeting date: November 19th at 9:00am. You will have two hours to complete the exam.

Assignment Points:

Class Attendance and Participation (5 @ 10 pts)	50 points
Action Research Project	450 points
LD Content Mastery Examination	100 points
Total Points	600 points

Grading:

The following scale will be used to determine the final grade for the course

Grade	Percentage Range	Points	Descriptor
A	93-100%	600 - 558	Distinction
B+	85-92%	557 - 510	
B	80-84%	509 - 480	Above Average
C+	75-79%	479 - 450	
C	70-74%	449 - 420	Average
F	Below 70%	429 & below	Unsatisfactory (no credit)

Course Policies (Dispositions/Attendance/Tardiness/Assignments/Courtesy):

Any exemption to the following course policies will be determined on a case-by-case basis at the instructor's discretion.

- This course has been designed to use Blackboard extensively as class sessions will be conducted via Blackboard when not meeting on-site, therefore access to the Internet is needed. In addition, there will be important updates and information posted regularly in Blackboard. It is your responsibility to check Blackboard for announcements and updates (including any off-site class "meetings", additional required readings, and interactive web-based activities/assignments).
- Your FMU email address will be the primary means of contact for course related information; therefore you **must** check your g.fmariion.edu email account regularly. It is

your responsibility to have your email forwarded to another email address if you prefer to use a different account.

Assignments

- All course assignments must be turned in by the announced due date. Late assignments will not be graded.

Attendance and Participation

- Students are expected to attend all class meetings punctually (i.e., be on time and stay for the entire class), complete all assignments, and participate in all class activities (via Blackboard and on-site).
- There will be an attendance sheet for you to sign at each class meeting. It is your responsibility to sign the sheet when in class. Names will not be added after the class meeting has ended.
- You are expected to attend class, unless an emergency prevents it. In the event you are unable to attend a class meeting, please notify me ahead of time, if possible, to make necessary arrangements. You are responsible for obtaining information missed and arranging a time to meet with me, as needed. The FMU Attendance Policy will be strictly followed for EDUC 769. The attendance policy, from the FMU Catalog, states: "It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class...sessions per week during regular semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor." Failure to meet the Francis Marion Attendance Policy will lead to your being dropped from the course. For EDUC 769, if you miss more than 15% (1 Saturday), an "Instructor Initiated Drop" form will be submitted with a course grade consistent with university policy. ALL absences, whether excused or not, will impact your grade. The instructor reserves the right to deduct points/lower grade due to excessive absences.

Course Communication/Emails

- All written communication in the course and via emails should be professional. Concise and relevant subject lines should be used and spelling/grammar should be carefully checked. Write in a professional tone. Text message language is not acceptable.
- If you have a general question about the course, please post it in the Question Forum under the "Discussions" tab in Blackboard. If you have a personal question, please email me. Blackboard and email will be checked Monday through Friday between 9am and 5pm. I will do my best to respond to you within 24 hours if contacted Monday-Friday. While I will try, I may not be able to respond and/or check Blackboard and emails over the weekend, so please plan accordingly. *When sending an email, please include a detailed subject line and be sure to reference the course (EDUC 769) in the message and sign the email with your name.*

Professional Conduct

- The use of mobile devices during class or the use of personal computers for purposes other than those directly related to the class are unprofessional behaviors.

Students Requiring Learning Supports/Americans with Disabilities Act (ADA):

- If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (Francis Marion University Student Handbook). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors in which the learner would like to use these accommodations. If at anytime during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Academic Integrity

- Your peers can serve as valuable resources for you throughout the course. However, unless an assignment is designated as a group assignment, the work you submit should be your own. Please refer to the “FMU Honor Code” section of the Student Handbook available at: <http://www.fmarion.edu/students/article328429.htm> so that you are aware of the policy that will be followed in this course regarding academic conduct.
- Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.
- See Honor Code found in the *University Learner Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

*****FMU School of Education Announcements*****

Each week remember to check the “News and Announcements” page for any upcoming deadlines required for your completion in the education program and for special information regarding your major. You may do this by going to the Francis Marion Website, www.fmarion.edu, clicking on the drop-down box under “Quick Links”, choosing “School of Education”, and then clicking “News and Announcements” under the columns on the left side of the page.

Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners verbally in class and/or on the announcement page of Blackboard and/ or by email.

Affirmation Form

The last page of this syllabus is the affirmation form that indicates you have read and understand all course policies. **Please fill out, sign, and return the form to Dr. Murphy by 11:59pm on Friday, September 2nd or you will be dropped from this course.**

Tentative Class Schedule/Agenda

*Please note that this schedule is a guide and may be changed to accommodate instructor and student needs and goals for the course. If changes are made, you will be notified.

Date	Content Covered	Due Date and Assignments
Saturday, August 27 th	<ul style="list-style-type: none">• Course Overview• Understanding Action Research• What are Evidence-Based Practices and Research-Based Interventions• Finding Appropriate Peer-Reviewed Journal Articles• Deciding on Area of Focus	
Week of August 29 th – September 2 nd	<ul style="list-style-type: none">• Read Chapters 1, 2, and 3 in required text• Complete IRIS Center Modules – Evidence-Based Practices (on Blackboard) by 11:59pm September 2nd	
Week of September 5 th – September 9 th	<ul style="list-style-type: none">• Select students and setting, decide focus and interventions• Literature Review: Locate, read, and summarize 6 research articles for two selected research-based interventions (3 for each)	
Saturday, September 10 th	<ul style="list-style-type: none">• Examples of Research Questions• Data Collection Techniques• Data Collection Considerations	<ul style="list-style-type: none">• Literature Review, Student Participants, Focus Area, Selected interventions due by 9:00am in class
Week of September 12 th - September 16 th	<ul style="list-style-type: none">• Collect Baseline/Prep for Intervention 1• Read Chapters 4 and 5 in required text• Complete all of Part A (Background, Lit Review, Problem Statement and RQs) of Action Research Project and submit via Blackboard by 11:59pm on September 14th. Feedback will be provided electronically.	
Week of September 19 th – September 23 rd	<ul style="list-style-type: none">• Begin and Progress Monitor intervention 1 (*4 weeks – 9/19 through 10/14)	
Week of September 26 th – September 30 th		

	<ul style="list-style-type: none"> Continue intervention 1/data collection 	
Saturday, October 1 st	<ul style="list-style-type: none"> Individual meeting to review Part A, data collection for 1st research-based intervention Meeting is mandatory – <u>bring all interventions information, materials, data, etc. with you to the meeting</u> 	<ul style="list-style-type: none"> Individual meetings scheduled to review Part A and data collection for 1st research-based intervention
Week of October 3 rd – October 7 th	<ul style="list-style-type: none"> Continue intervention 1/data collection 	
Week of October 10 th – October 14 th	<ul style="list-style-type: none"> Continue intervention 1/data collection Collect Baseline/Prep for Intervention 2 	
Week of October 17 th – October 21 st	<ul style="list-style-type: none"> Post-assessment for intervention 1 Begin and Progress Monitor intervention 2 (*4 weeks 10/17 through 11/11) Part B (All products – materials, graphs, etc.) for first research-based intervention due in Blackboard by 11:59pm on October 21st (the first intervention will be combined with the second in the final product) 	
Week of October 24 th – October 28 th	<ul style="list-style-type: none"> Continue intervention 2/data collection 	
Saturday, October 29 th	<ul style="list-style-type: none"> Data Analysis and Interpretation Writing Up Your AR Project/APA formatting Content Mastery Exam Study Guide (*Group Activity – Bring your notes) 	<ul style="list-style-type: none"> Bring notes/text for group study/review session. Exam covers EDUC 624, 745, 760, 761, 763, 769
Week of October 31 st – November 4 th	<ul style="list-style-type: none"> Continue intervention 2/data collection Read Chapter 6 in required text 	
Week of November 7 th – November 11 th	<ul style="list-style-type: none"> Continue intervention 2/data collection 	
Week of November 14 th – November 18 th	<ul style="list-style-type: none"> Finish up all data collection/post assessments Finalize Action Research Project, Prepare Presentation/Poster 	
November 19	LD Content Mastery Exam (2 hours, in-class)	<ul style="list-style-type: none"> Content Mastery Exam – 9:00am Action Research Project (Final Product) must be uploaded as a Word document on Blackboard and LiveText by 9:00am.

FRANCIS MARION UNIVERSITY
Department of Education
Student Affirmation Form

Name: _____ Semester: Fall 2016 Course: EDUC 769

Please initial by each point, then sign, date, and return this form to Dr. Murphy by 11:59pm on September 2nd, 2016. You may scan it and email back to me, take a photo with your phone and email that to me, or drop it off at my office. You must return this form to me or you will be dropped from EDUC 769.

I agree to protect the privacy of faculty, peers, clients, and family members of clients by not inappropriately disclosing confidential information about faculty, peers, clients or their family members that is disclosed to me in my capacity as a Francis Marion University education student. In addition, I agree not to inappropriately disclose confidential information about any institution that is disclosed to me in my capacity as a Francis Marion University education student.

I have read the syllabus of all education courses I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average for the course must be a 70% in order to pass the course.

I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the School of Education Dispositions and the FMU Academic Dishonesty Policy.

I will maintain and uphold the academic integrity policy of the Department of Education and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment the FMU Education program.

I will not accept or access any unauthorized information related to any exam administered during my enrollment the FMU Education program.

I will sign only my own papers and other documents and will not sign any other student's name to anything, including class attendance sheets.

I will not allow any other student access to any of my paperwork for the purpose of copyright.

I have /will read the **current edition** *Francis Marion University Student Handbook and Catalog* (On-line).

I have/will read the **current edition** of the *Department of Education Graduate Student Handbook* (LiveText, On-line).

I will agree to have personal information sent to me via email.

Student Signature _____ Date: _____

Student Printed Name: _____