EDSP 690: Teacher Candidate Research Seminar in Special Education – Section 0201 (Kohl-combined program)
EDSP 690: Teacher Candidate Research Seminar in Special Education – Section 0101 (Moon-grad cert)

SEMESTER: Spring, 2008
INSTRUCTOR: Dr. Francey Kohl 301.405.6490 (office phone)
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            moons@umd.edu FAX: 301.314.9158

ROOM: Refer to Schedule of Classes on page 2.

COURSE DESCRIPTION
This course is taken in conjunction with Student Teaching/Internship II and is designed to have teacher candidates: (a) develop an understanding of the importance of evidenced based educational research and reflect on scientifically based knowledge by designing and implementing an Instructional Inquiry Project; and (b) develop a Professional Portfolio which presents the demonstration of knowledge and skills by selecting documentation from student teaching and previous field experiences. The Instructional Inquiry Project fulfills the Master’s of Education (MEd) Research Seminar Paper requirement for graduation.

The course offers teacher candidates the opportunity to apply evidence based practices gained from prior course work and field placements to a specific area of inquiry. Under the guidance of a graduate advisor, teacher candidates develop and implement a project during their student teaching/internship experience. Teacher candidates then present their results at a poster session open to all students and faculty in the College of Education, as well as invited guests from local school districts, MSDE, and their families.

The development of a professional portfolio is a valued process for documenting teaching performance and experiences, breadth and depth of teaching abilities, and reflective thinking. According to Costantino and DeLorenzo (2006), a professional portfolio is a selection of artifacts and reflective entries representing professional experiences, competencies, and growth over a specified period of time. Included in each teacher candidate's portfolio will be his/her Instructional Inquiry Project.

REQUIRED TEXTS (2)


Schedule of Classes for Spring, 2008

Please Note: Room assignments change for each class!

1/28  M  9:00-12:00  Course Introduction & Requirements
Room 0220
Graduation Requirements: Program of Study & Grad Application
Overview of Evidenced Based Practices and Research
Terminology: IV, DV, DM
Read Alberto & Troutman Chapter 5

1/29  T  9:00-12:00  Introduction to Single Subject Design Research Methods
Room 0220
Read Alberto & Troutman Chapter 5

1/30  W  9:00-12:00  Single Subject Research Designs:
Room 0220
Withdrawal Design                   Multiple Probe Design
Multiple Baseline Design           Changing Criterion Design
Read Alberto & Troutman Chapter 5

1/31  Th  9:00-12:00  Observation Methods: Review & Peruse Data Collection
Room 0202
Graphing Procedures: Review & Peruse Graphs
Read Alberto & Troutman Chapters 3 & 4
EC, EL, SD, SM Faculty Lead Inquiry Groups (11:00-12:00)

2/01  F  9:00-12:00  Instructional Inquiry Project Approval Form & Project Examples
Room 0220
Technology Lab on Making Graphs with EXCEL
All Graduation Requirements Due.

---------2/11 to 2/14----------Faculty Mentor Appointments------------------------------------------

2/07  Th  5:15 PM  Voluntary Informal Brainstorming Session: first come basis

2/15  F  1:00-4:00  Instructional Inquiry Project Approval Form & Abstracts Due;
(Student Teaching in AM)
Room 1121
Professional Portfolio Development
Read Costantino & DeLorenzo (2006)

4/18  F  1:00-4:00  Requirements for Instructional Inquiry Paper and APA Style
Room 1121

4/24  Th  by 4:30  Two copies of the Instructional Inquiry Paper Due (with COE
portfolio)
Cover Sheet) in Drs. Kohl or Moon’s mailbox by 4:30 (Can be
picked up on May 7, 2008 to be edited for placement in

5/12  M  9:00-12:00  Due: Professional Portfolio Due & Revised Inquiry Project
Room 1121
MSDE Certification Information (bring “Red Folder”), Status of
**Accommodations for Students with Disabilities:** If you have a documented disability and need to discuss academic accommodations, please contact the instructor within the first class session.

**Academic Integrity:** Along with certain rights, students also have the responsibility to behave honorably in an academic environment. Academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, and plagiarism will not be tolerated. Any abridgement of academic integrity standards will be referred directly to the Department Chair and forwarded to the University's Office of Judicial Affairs. Students who are uncertain as to what constitutes academic dishonesty should consult the University of Maryland publication entitled *Academic Dishonesty*.

**Honor Pledge:** The University has a nationally recognized Honor Code, administered by the Student Honor Council. The University of Maryland Honor Pledge reads: *I pledge on my honor that I have not given or received any unauthorized assistance on this assignment or examination.* Unless you are specifically advised to the contrary, the Pledge Statement should be handwritten and signed on the front cover of your Instructional Inquiry Project when submitted for evaluation in this course.

**COMPETENCIES**—The teacher candidate will:
1. Become familiar with terminology used in educational research including evidenced based practices.
2. Become familiar with educational research and issues facing educators in applied settings;
3. Develop, implement, and reflect on an Instructional Inquiry Project using single subject research methodology in an applied setting;
4. Understand the concept of a professional teaching portfolio and how it is used;
5. Develop a Professional Portfolio based on pre-service teaching experiences using CEC Professional Standards as an organizational framework; and

**REQUIREMENTS**

**Abstracts (3 points):** As part of the assigned reading material, teacher candidates will read two (2) articles, one required and one selected from the Book of Readings and write an abstract on both; the selected article’s abstract must follow the criteria found in the Research Abstract Format Guideline (see Appendix A). Abstracts must be typed and limited to no more than one page each. You should be prepared to discuss your abstracts in class when they are due on **Friday, February 15, 2008**.

**Appointments (3 points).** Each teacher candidate is required to meet with: (a) her/his mentor teacher, followed by a meeting with (b) his/her assigned faculty adviser to secure approval for the Instructional Inquiry Project using the Instructional Inquiry Project Approval Form (see Appendix B). Meetings must be conducted on or before **Thursday, February 14, 2008** and the completed form turned in **Friday, February 15, 2008 in class**. Be sure to include YOUR phone number and email address on the form; if you do not hear from Dr. Kohl or Dr. Moon by **Monday, Feb.18, 2008**.
you can begin your project.

I. Instructional Inquiry Project (39 points): Teacher candidates are to prepare a 10-page report describing the project you are implementing while student teaching. This is an elaboration of the Instructional Inquiry Project Approval Form (Appendix B). The project can involve one student, a group of students, or the entire class. Projects will vary due to the students with whom teacher candidates are assigned; however, the project must: (a) relate directly to an IEP objective of a student or students in your classroom AND (b) be aligned to an objective from one of the following Maryland State curricula (found at web site http://mdk12.org):

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maryland Voluntary Curriculum (VSC) in reading/language arts, math, or science: EC, EL, or SM</td>
<td><a href="http://mdk12.org/instruction/curriculum/index.html">http://mdk12.org/instruction/curriculum/index.html</a></td>
</tr>
</tbody>
</table>

**Independent & Dependent Variable Requirements**

Teacher candidates must select a rigorous Independent Variable (IV) in which an evidenced based instructional method is used, such as time delay procedures to teach coin recognition; webs to organize story writing content; or Touch Math to improve addition quizzes. The Dependent Variable (DV) must be an academic behavior such as reading accuracy defined as the % of words read correctly, multiplication accuracy defined as % correct on math facts using multipliers from 0 to 5, or number of steps completed independently on a task analysis. Behaviors such as “out-of-seat”, “class transition”, or “on task” are NOT acceptable. Refer to Drs. Kohl/Moon’s list of unacceptable project topics.

**Single Subject Design Requirements**

Single subject design requirements are as follows. If you are using an:
(a) ABAB Reversal design: you must involve a minimum of 1 student across 4 conditions;
(b) Multiple Baseline design: it must be with 3 students across the same behavior, OR 3 behaviors across 1 student, OR 1 student with the same behavior across 3 settings;
(c) Multiple Probe design: it must be the same options as with a multiple baseline design (see Multiple Baseline above in (b); and
(d) Changing Criterion design: you must involve 1 student with a minimum of 4 criterion changes (not including baseline).

**Additionally Requirements**

- Select an academic behavior with baseline results lower than 50% accuracy or independence.
- Your intervention/instruction must be implemented a minimum of three (3) times per week with a minimum of one to three (3) data points per week depending on the type of data collected.
- Dates (month/day) must be provided on the graph (not sessions or days) and a minimum of eight (8) weeks of data are required (including baseline and instruction according to the design).
- Teacher candidates must implement the procedures of their inquiry project and collect data on the project each time it is implemented.
- Start each graph on Monday, Feb. 18, 2008 and end on Friday, April 18, 2008.
• If satisfactory design requirements are met before 8 weeks of instruction, THEN continue until an appropriate criterion is reached such as 100% accuracy for 3 consecutive days; if the criterion is reached, THEN conduct maintenance or generalization probes until the end of student teaching (see Appendix D for sample graphs).

• Note absences of the student and/or the teacher candidate by circling absent dates on the graph.
• The written report should be a minimum of 10 pages excluding graph and appendices.
• All “raw” data must be handed in with the final report; a duplicate copy of the raw data is fine. Under NO circumstances: Do NOT retype or rewrite your raw (original) data.

First Draft (COE Requirement)  TWO COPIES Required

• Two copies of the first draft of the written report are due on Thursday, April 24, 2008 by 4:30 in Drs. Kohl’s or Moon’s mailbox.
• The College of Education (COE) Cover sheet must be attached so it can be submitted to the college. An example of the COE Cover Sheet is found in the syllabus and at: http://www.education.umd.edu/studentinfo/graduate_info/FormsExplanGrad.html
• The project must be double spaced and written in PAST TENSE.
• Your paper will be returned on Wednesday, May 7, 2008 so it can be updated and placed into your portfolio.
• Place a running head on all pages in upper right corner with page numbers.
• The project title must be centered on the first page.
• A minimum of 2-3 introductory paragraphs are required leading to your Instructional Inquiry Project Question.
• Description of your project using the following headings and subheadings:

Method

Student(s)

Include the following information on each participating student (if applicable):

• number of students in the project
• age, sex, and disability/diagnosis
• placement (e.g., 3rd grade inclusion class), type of school, and attendance record
• statement of abilities: cognitive/academic, language/communication, social, behavioral
• physical conditions of the student that might interfere with the student’s performance (e.g., sensory disabilities, seizures, medication usage)
• former or current educational experiences of the student (e.g., prior speech therapy, number of years in current program, prior education placement) which may affect your project
• student selection: describe how students were selected or screened (e.g., random selection, intact groups, volunteers, teacher selected) and any students who dropped out and why?
• specific accommodations or modifications for each student that affects the project
• DO NOT use the students’ name; use Student 1 or a pseudonym.

IEP Objective and MSA Standard, Outcome, Goal, and/or Indicator

Provide the following: (a) the student’s IEP objective and (b) the most appropriate objective from the Maryland Voluntary Curriculum, High School Core Learning Goals, or Maryland Model for School Readiness relevant to your student and project. You must state which curriculum (MVC, HSCLG, MMSR) and the Grade/Area, standard, goal, and/or objective (which ever is appropriate) Refer to Appendix C for an example of how to present the curriculum alignment information.
Setting
Describe the critical elements of the environment or location in which the project was conducted including those listed below and any unique elements that might influence the outcome of the project.
• geographic area of the country (Mid-Atlantic state; rural, urban, or suburban school district)
• location of instruction
• adult ratios
• DO NOT use the name of the county, school, program, or mentor teacher.

Procedures
Use the following bolded headings in your paper to describe your procedures.

Experimental design. Provide the name and brief description of your design. Cite Alberto and Troutman (2006) when you briefly describe your design.

Dependent variable and data collection system. State the academic behavior you measured and describe the type of data that were collected.
• Examples of academic behaviors include: % correct responses to 20 multiplication facts from 0 to 9; % correct responses on weekly spelling test; % of independent steps on task analysis; reading rate per minute (correct words read/time X 100); or number of “Wh” questions answered correctly out of six.
• Describe the procedures of how baseline data were collected such as: only one direction given to complete the test, no reinforcement; 10 minutes to respond to 20 problems.

Independent variable. This is VERY important. Describe in detail EXACTLY what and how you taught the student(s) including:
• Step by step instructional procedures you used such as specific directions, prompts, error correction, placement of materials, etc. (Can someone replicate the procedures?)
• Materials and how they were used? Include in an appendix a picture or sample of the materials such as picture cards, worksheet, and task analysis.
• How did you collect data during instruction? Same as baseline?
• How often and when (i.e., specific days and time) did you instruct and collect data?

Reinforcement. Describe what type or types of reinforcement were given to increase the likelihood that the dependent variable would increase.
• What type of reinforcement did you use?
• When and how often did you give reinforcement?

Maintenance procedures. (optional)

Generalization procedures. (optional)

Results
Provide a narrative of the results of your project for each Instructional Inquiry Project question and provide a graph (see examples in Appendix D) visually displaying the results. The narrative of
the results must include a description of:
• Baseline results: report # of baseline sessions, mean baseline score, and baseline range scores
• Intervention results for each condition: report # of intervention sessions, mean intervention scores, and intervention range scores and then compare baseline scores to intervention scores
• **State % of increase from baseline mean to intervention mean in BOLD**
• Graph(s) are labeled Figure 1, 2, 3, etc. and placed after the reference list.
• Be sure to use PAST tense when reporting on results.
• Include a copy of your data sheets containing all the raw (original) data.

**Discussion**

Provide a description of the findings/significance/interpretation of your project.
• What claims can be made regarding the results of your project?
• Reflect back on literature review/previous findings from you introduction.
• What are the limitations of the project regarding threats to internal and external validity?
• What are future research needs or recommendations?

**References**

On a separate page titled “References” (centered on the top of the page), alphabetically list (according to APA style) all references cited in your project. Select a minimum of five references including research articles and/or textbook chapters from your previous coursework on the topic of your project. One of the references must be Alberto and Troutman (2006). Do not include EDSP 690 required articles or course handouts!

**Second Draft (due 5/12)**

An APA cover page must be added to your Instructional Inquiry Project which contains the running head with page number 1, running head indicator (Running Head: RUNNING HEAD TITLE), title of project, author, university, department, and date. Refer to example. The second draft of your Instructional Inquiry Project will be placed in your Portfolio.

**II. Professional Portfolio (45 points)**. Each teacher candidate will develop a professional portfolio based on his/her pre-service teaching experience used as documentation of your teaching accomplishments and having met the performance competencies of all 10 CEC standards. It may also be used as a means to enhance your job search and interview process. Each portfolio must contain the following items (refer to Appendix E for the evaluation rubric):

a. Table of Contents and organizational framework using the 10 CEC Professional Standards;
b. Professional Resume (maximum of 2 pages);
c. Statement of educational philosophy and/or identification of professional goals/objectives;
d. Each standard (N=10) must have one entry (except for Standard 4) with the following open or required entries:
<table>
<thead>
<tr>
<th>Standard</th>
<th>Entry (Open or Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEC Standard 1-Foundations</td>
<td>Open Selection</td>
</tr>
<tr>
<td>CEC Standard 2-Development and Characteristics of Learners</td>
<td>Open Selection</td>
</tr>
<tr>
<td>CEC Standard 3-Individual Learning Differences</td>
<td>Portfolio of Lessons (EDSP 481/681)</td>
</tr>
<tr>
<td>CEC Standard 4-Instructional Strategies</td>
<td>Age Based Selection- include only one: EC: Unit of Instruction (EDSP 422/627) EL: Intervention Report (EDSP 455/654) SM: Lesson Plans &amp; Units (EDSP 485/683)</td>
</tr>
<tr>
<td></td>
<td>All teacher candidates must also include: SD: Functional Task Lesson Plan (EDSP 602) Reading: Literacy Lesson Plans (EDSP 416/616)</td>
</tr>
<tr>
<td>CEC Standard 5-Learning Environments &amp; Social Interactions</td>
<td>Behavior Support Plan (Positive Behavior Support Seminar or from any class in which is was required)</td>
</tr>
<tr>
<td>CEC Standard 6-Communication</td>
<td>Alternative Communication Aid (EDSP 403/603)</td>
</tr>
<tr>
<td>CEC Standard 7-Instructional Planning</td>
<td>Instructional Inquiry Project (EDSP 690)</td>
</tr>
<tr>
<td>CEC Standard 8-Assessment</td>
<td>Open Selection</td>
</tr>
<tr>
<td>CEC Standard 9-Professional and Ethical Practice</td>
<td>Field Performance Based Assessment (FPBA) II</td>
</tr>
<tr>
<td>CEC Standard 10-Collaboration</td>
<td>Family Interview (EDSP 487/687)</td>
</tr>
<tr>
<td>Ancillary Standard-Technology</td>
<td>Technology Plan based on MSDE Technology Standards</td>
</tr>
</tbody>
</table>

Refer to the CEC web site for complete standards:
http://www.cec.sped.org/ps/perf_based_stds/standards.html

e. Each entry must include a reflective evaluation (reflection statement) which highlights professional growth and learning;
f. A copy of your Individual Technology Professional Development Plan (10 points); and
g. Each student in any photograph must have a photo release form signed by parent/guardian (copies available in syllabus).

The portfolio must be 1 inch in thickness. Points are taken off for any portfolio using a larger binder.

**GRADING CRITERIA** (refer to Appendix E for Rubric)  POINTS  DUE
1. Instructional Inquiry Project Approval Form  3  2/15/08
2. Two Abstracts  3  2/15/08
3. Instructional Inquiry Project Report  39  4/24/08
4. Professional Portfolio  45  5/12/08
5. Individual Technology Professional Development Plan  10  5/12/08

TOTAL: 100 points

100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; below 60 = F; no (+) or (-) grading will be given.

**IMPORTANT:** All assignments are due on the dates indicated. The deadlines are set by the UMD Graduate School, no extensions are possible. Deadlines have to be met.
are graduation will not be possible.

READINGS
Required readings are distributed in class. You must: (a) read the article by Babkie and Provost (2004) and write a one page narrative abstract and (b) select one additional reading which uses the type of design selected for your Instructional Inquiry Project and prepare an abstract using Appendix A.


After selecting and reading the article which uses the type of design selected for your Instructional Inquiry Project, consider the following:

1. How does the introduction lead to the purpose of the research (research questions)?
2. Examine the specific design used; how is it described? Look at the figure(s).
3. Look at the organization of the information in the article.
4. How are the results described?
5. How are references cited?
Recommended Readings


Appendix A

Abstract Format Guideline: Experimental Research

1. Full citation (A.P.A. style):

2. Research question(s):

3. Method
   a. Subjects & Setting:
   
   b. Design:
   
   c. Data Collection:
   
   d. Procedures:

4. Results:

5. Discussion/Implications:

Appendix B
Instructional Inquiry Project Approval Form

Teacher Candidate (TC): ___________________________ TC Phone: ___________________________

TC Email: ___________________________ Advisor: Dr. ___________________________

Mentor Teacher: ___________________________ School: ___________________________

1a. What is your Instructional Inquiry Project Question:

b. Explain in detail your Independent Variable(s) and Reinforcement (Based on your detail, I should be able to implement the procedures.)

c. Explain in detail your Dependent Variable(s) and how it is quantified (% of, # of, rate of, etc.)

2. What students will participate in this project? Describe their characteristics.

3a. What setting will your project take place?

b. How often (at least 3 days/week)? Days and Time?

4. What kind of Single Subject Design? Describe the conditions of the design. Provide a mock graph of project results.

5a. Describe specifically how you will collect baseline data. Provide a copy of the baseline data sheet.

b. Describe specifically how you will collect instructional data (minimum of three times/week). Provide a copy of the instructional data sheet.

6. What is the student's (s') IEP objective?

7. Align and provide an outcome, goal, standard, and/or indicator from the MD Voluntary Curriculum, High School Core Learning Goals, or MMSR.

8. Find, select, reread, and list (according to APA style) a minimum of five (5) references from your previous teacher education coursework which directly relate to your project's independent variable including Alberto and Troutman (2006). References may include research articles and textbook chapters. These will be listed in the Reference section of your Instructional Inquiry Project. Do not include EDSP 690 abstract articles or course handouts!

Mentor Teacher's Suggestions:
Faculty Advisor's Suggestions:

1.

2.

3.

4.

Faculty Mentor's Signature

Date
MD Voluntary State Curriculum
Area/Grade: Reading/Grade 3
Standard 1: General Reading Processes
Topic C: Fluency
Indicator 2: Read Grade Level Text Accurately
Objective 4: Increase Sight Words Read Fluently

High School Core Learning Goals
Area: Mathematics
Goal 1: Functions and Algebra
Expectation 1.2: Use language of mathematics
Indicators 1.2.1: Determine equations

Maryland Model for School Readiness
Area: Personal and Social Development
Standard 3: Approaches toward learning
Indicator 2: Attends to Learning Tasks with Guidance
Objective c: Completes short term tasks