



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2023

EDSE 794 001: Special Education Teacher Education Research
CRN: 23140, 3 – Credits

Instructor: Dr. Kelley Regan	Meeting Dates: 1/23/23 – 5/17/23
Phone: cell # to be provided in class	Meeting Day(s): Wednesday
E-Mail: kregan@gmu.edu	Meeting Time(s): 1:30 pm – 4:10 pm
Office Hours: Thursday 2:30-5 (or as needed)	Meeting Location: Fairfax; Finley 119
Office Location: Finley Building Room 201B	Other Phone: N/A

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s):
None

Co-requisite(s):
None

Course Description

Advanced study of selected topics in education for students preparing for doctoral studies or who have been admitted to the PhD program in education. The selected topic for this course is special education teacher education research. In this course, students will articulate their area of research interest on the topic, summarize the landscape of special education teacher education research, and apply concepts and processes discussed in class sessions to develop a high quality research design and/or component(s) of a research project.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speded@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Professional Standards

This course is part of the George Mason University, College of Education and Human Development (CEHD), Graduate School of Education, Special Education, CEHD PhD in Education Program. This program complies with university and program standards.

Required Texts

There are no required texts for this course.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Required Readings

Additional readings not include on this listing may be assigned, as needed.

*Those articles relevant for the summary presentation assignment

Anderson, T. & Shattuck, J. (2012). Design-based research: A decade of progress in education research? *Educational Researcher*, 41(1), 16-25.
<https://doi.org/10.3102/0013189X11427083>

*Brownell, M. T., Jones, N. D., Sohn, H., & Stark, K. (2020). Improving teaching quality for students with disabilities: Establishing a warrant for teacher education practice. *Teacher Education and Special Education*, 43(1), 28-44. <https://doi.org/10.1177/2F0888406419880351>

*Cochran-Smith, M., Villegas, A. M., Abrams, L., Chavez-Moreno, L., Mills, T., & Stern, R. (2014). Critiquing teacher preparation research: An overview of the field, Part II. *Journal of Teacher Education*, 66(2), 109-121. <https://doi.org/10.1177/0022487114558268>

Gehlbach, H. & Brinkworth, M. E. (2011). Measure twice, cut down error: A process for enhancing the validity of survey scales. *Review of General Psychology*, 15(4), 380-387.
<https://doi.org/10.1037/a0025704>

*Klingner, J. K., & Boardman, A. G. (2011). Addressing the “Research Gap” in special education through mixed methods. *Learning Disability Quarterly*, 34(3), 208-218.
<https://doi.org/10.1177/0731948711417559>

Ledford, J. R., Lambert, J. M., Pustejovsky, J. E., & Zimmerman, K. N., & Barton, E. (2022).

Single-case-design research in special education: Next-generation guidelines and considerations. *Exceptional Children*. Advance online publication.
<https://doi.org/10.1177/00144029221137656>

Leko, M. M, Hitchcock, J. H., Love, H. R., Houchins, D. E., & Conroy, M. A. (2022). Quality indicators for mixed-methods research in special education. *Exceptional Children*. Advance online publication. <https://doi.org/10.1177/001440292211410>

Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suarez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications Committee and Communications Board task force report. *American Psychologist*, 73(1), 26-46.
<https://doi.org/10.1037/amp0000151>

*Nagro, S. A., & deBettencourt, L. U. (2017). Reviewing special education teacher preparation field experience placements, activities, and research: Do we know the difference maker? *Teacher Education Quarterly*, 44(3), 7-33.

Rock, M. L., Cheek, A. E., Sullivan, M. E., Jones, J. L., Holden, K. B., & Kang, J. (2016). Looking back and moving ahead: A content analysis of two teacher education journals. *Teacher Education and Special Education*, 39(1), 7-27.
<https://doi.org.10.1177/0888406415622031>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA/SLL (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA/SLL.

For EDSE 794, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

- Performance-based Assessment
(VIA submission required)
- None

College Wide Common Assessment
(VIA submission required)
None

Other Assignments

Article Presentation (12 points)

You will complete this assignment with a peer. An article from the required readings will be assigned to you and a peer with the expectation that you prepare a 15-20 minute presentation to (a) identify the type of article (provide context for the article, as needed), (b) provide a clear purpose of the article, (c) read the article for key take aways about what we can learn about special education teacher preparation research, (d) provide a brief overview of the authors, and (e) prepare a question(s) to lead a brief discussion related to the substantive findings you share from the article. Any written component of this assignment must be prepared in a professional manner, edited for clarity, accurate grammar, and spelling, and aligned with guidelines stated in the Publication Manual of the American Psychological Association (7th edition).

Progress Update (6 points)

A written update of your progress (with reflection) towards the key assignment (presentation of the design of a research study or component of a research study) (see below) should be provided to Dr. Regan. A structured template will be provided for you to complete. This written update will include an update of insights you gained from assigned “check-ins” with classmates. This written assignment must be prepared in a professional manner, edited for clarity, accurate grammar, and spelling, and aligned with guidelines stated in the Publication Manual of the American Psychological Association (7th edition). All written products must be typed.

Presentation of the Design of a Research Study or Component(s) of a Research Study (specifically related to special education teacher education preparation) (55 points)

This assignment will be individualized. There are a few activities in class that will be used to develop the scope of the assignment and to clarify expectations. Once the specifics for the assignment are clarified for/with each student, a rubric will be collaboratively developed to evaluate the students’ scholarly product(s) and the presentation of the product(s). Students should be designing a research study related to special education teacher preparation or developing a component(s) of a research study. All students’ projects should show evidence of the following: (a) a commitment to a clearly identified topic related to special education teacher preparation, (b) clear research question(s), (c) application of the concepts and processes discussed in class sessions, (d) a consideration for what we know/learn about special education teacher education research, and (e) knowledge of the quality indicators when designing/conducting special education research. Any written component of this assignment must be prepared in a professional manner, edited for clarity, accurate grammar, and spelling, and aligned with guidelines stated in the Publication Manual of the American Psychological Association (7th edition). All written products must be typed.

Attendance & Participation (21 points)

We will collaboratively and independently be developing our scholarly work/products in and outside of class sessions. Therefore, your attendance and meaningful participation is critical to your own learning and the learning of your peers. 1.5 points can be earned per class session.

These points will be based on your familiarity with the class readings and your engagement with classmates during class discussions.

Assignment Summary

Article Presentation	12 points
Progress update #1	6 points
Progress update #2	6 points
Presentation of a research study or component(s) of research study	55 points
Attendance & Participation	21 points
Total Points:	100 Points

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Attendance/Participation

Because of the importance of lecture and discussion to the total learning experience, students are encouraged to both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. Students who must miss a class must notify the instructor (preferably in advance) and are responsible for connecting with peers and the instructor regarding class content, completion of all assignments and any readings for the next class.

Late Work

With the exception of a personal or family emergency, all assignments must be submitted on or before the assigned due date. In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each weekday from your grade for late assignments. However, no assignments will be accepted if more than five week days late.

Other Requirements

You will need to bring a laptop to class if you are attending in person.

Grading

95-100% = A

90-94% = A-

87-89% = B+

83-86% = B
 80-82% = B-
 70-79% = C
 <70% = F

*Note: The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/polices-procedures/) (<https://cehd.gmu.edu/students/polices-procedures/>).

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Course Topic	Readings Due	Assignment Due Today
1/25	Introductions and Conversations		Development of your research plan
2/1	The Landscape of Special Education Teacher Education Research (Part I)	Rock et al., 2016	
2/8	Dive into Teacher Education Special Education (TESE)	*select readings marked from list will be assigned in class 1	
2/15	The Landscape of Special Education Teacher Education Research (Part II)	*select readings marked from list will be assigned in class 1	Article presentations
2/22	Implications, considerations, and limitations for your research plan?	Gehlbach & Brinkworth, 2011	(by end of class) Refined research plan w/ targeted goal(s) and product(s) identified
3/1 (CEC)	Progress check-in #1		
3/8	Quality Indicators – overview and MMR	Leko et al., 2022	Progress update #1
3/15	Mason SPRING BREAK		

3/22	Quality Indicators – Single Case	Levitt et al., 2018	
3/29	Quality Indicators - Qualitative	Ledford et al., 2022	
4/5	Progress check-in #2		
4/12	Collaborative conversations		Progress update #2
4/19	Design-Based Research	Anderson, T. & Shattuck, J. (2012)	
4/26	Guest Presenter		
5/3	Summary; Final Research Presentations		Final Research Project is Due
5/10	Final Feedback provided		

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services](https://ds.gmu.edu/) (<https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.

- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).
- [Learning Services \(learningservices@gmu.edu\)](mailto:learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the [Student Support and Advocacy Center \(SSAC\)](#) at 703-380-1434 or [Counseling and Psychological Services \(CAPS\)](#) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development](http://cehd.gmu.edu/) (<http://cehd.gmu.edu/>).

Appendix

Assessment Rubric(s)

The final presentation of a research design and/or development of component(s) of a research study will be evaluated on elements that include, but are not limited to:

- (a) a clearly identified topic related to special education teacher preparation,
- (b) clear research question(s),
- (c) application of the concepts and processes discussed in class sessions,
- (d) a consideration for what we know about special education teacher education research, and
- (e) knowledge of the quality indicators when designing/conducting special education research.

A complete rubric for the large assignment (i.e., Presentation of a research study or component(s) of research study) will be provided in class.