EDU 580-Advanced Special Topics
Fall 2022 Syllabus

Instructor	Office	Phone	Email
Dr. Andrea Paganelli	GRH 1011 Office Hours: By Appointment Only	Office: 270-745-4420	Email: andrea.paganelli@wku.edu

Address: Western Kentucky University
1906 College Heights Blvd. #61030
Bowling Green, KY 42101-1030

Prerequisite: Teacher Certification or Instructor Permission

Texts:

Moriarty, B. (2018). Research Skills for Teachers: From research question to research design (1st ed.). Routledge. https://doi.org/10.4324/9781003117124

Primary Course Website: BlackBoard

Graduate Catalog Description:
Advanced special topics course customized to support program participant goals.

Course Objectives:
Based on the needs of the program participant and district recommendation a special topic will be addressed.

Course Assignments and Schedule

Assignment Description	Week	Points
START HERE **Introduction Discussion Board:** Students will participate in the discussion board by introducing themselves and replying back to at least two classmates. **Preparing for Meaningful Work** ● What is meaningful work? ● Let us climb together!	Aug. 22th Due Sept. 2nd	100
Module 1 **Special Topic Selection** ● Choose your special topic. ● Select the special topic driven texts and peer reviewed journal articles. ● Select special topic driven technology to represent your learning.	Sept. 5th Due Sept. 23rd	200
Module 2 **Special Topic Technology Supported Curriculum Development**	Sept. 26th	400

• Planning the special topic driven curriculum unit. • Differentiation of the special topic driven curriculum unit. • Assessment of the special topic driven curriculum unit with technology.	Due Nov. 4th	
Module 3 **Special Topic Research Development** • Planning the special topic driven research project.	Nov. 7th Due Dec. 2nd	300
Module 4 (Only if you are in the 6 hour section) **Are you in the 6 hour LITE 580 course? Talk to your instructor about your path toward publication.**	Contact your instructor.	NA
Final Grades Due	Dec. 13th	
	Total Points	**1000**

All assignments are due by 11:59 pm on the due date.

Grading Scale
A = 90%   900-1000
B = 80%   800-899
C = 70%   700-799
D = 60%   600-699
F = 50%   599 and below

<u>**Class Time Management:**</u>
Management of your personal "class time" is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

<u>**Our Interaction Plan:**</u>

1. Blackboard proficiency is a must to participate in this course.

    a. The WKU Help Desk at http://www.wku.edu/infotech/ or 270.745.7000 can be an asset when you encounter technical difficulties

2. Use the WKU email account provided by the university to receive communication from the instructor.

    a. It is positive emails to be in the following format: **EDU 580, last name, topic.**

b. **If you don't here from me within 24 hours, feel free to resend. Issues with email can happen.**

3. We will have weekly announcements/emails that highlight our course schedule and any potential meetings.

4. We will have scheduled optional Q&A sessions. These will be dispersed throughout the semester.

5. We will have individual coaching progress sessions offered at the beginning, middle and end of the term.

6. We can also meet face-to-face by appointment.

7. I look forward to strongly supporting your progress

Deadlines:

Students may submit work late for up to 7 days with 10% off a day for each of the 7 days. Students will NOT receive an incomplete in the course unless most of the work is completed. Incompletes (X) are given to students who are mostly done with the entire class. Instructors determine whether a student can receive an incomplete for the course. Students must contact the instructor prior to the end of class to determine if an incomplete is an option. The Graduate School has created a policy where students can repeat a course and replace the prior grade in the course. Therefore, incompletes are rarely given to students.

Student Disability Services: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a

source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

Sexual Misconduct/Assault Policy:
Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding
WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at
https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and

Discrimination and Harassment Policy (#0.2040) at
https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the
*University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.*

For further information and support you may choose to go to the Student Accessibility Resource Center:
https://www.wku.edu/sarc/

Standards addressed in this course:

KTPS with INTASC Details/Indicators -- Core Curriculum Alignment	Alignment: Assignments/Assessments
Standard 1. Learner Development: The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement	Curriculum Unit, UDL training, UDL lessons, Differentiation of the Unit

developmentally appropriate and challenging learning experiences. (1a, 1b)	
Standard 2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (2a, 2b, 2c, 2d)	Curriculum Unit, UDL training, UDL Lessons, Differentiation of the Unit
Standard 3.Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation. (3b, 3d, 3g)	Curriculum Unit, UDL Training, UDL Lessons, Differentiation of the Unit
Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h)	Curriculum Unit
Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (5a, 5b)	Curriculum Unit, UDL Lessons, Differentiation of the Unit
Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making. (6a, 6e, 6g)	Curriculum Unit

Standard 7. Planning for Instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (7a, 7d)	Curriculum Unit, Curriculum Map, Planning for the Unit, UDL Lessons, Differentiation of the Unit
Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways. (8a, 8b, 8d, 8e, 8f, 8g, 8h, 8i)	Curriculum Unit, UDL Lessons, Differentiation of the Unit
Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner. (9b,9c, 9d)	Curriculum Unit
Standard 10. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession. (10b, 10c, 10f)	Planning the research project

Course Assignments, Projects, and Evaluation:

Major Course Experiences	Course Objectives/Student Learning Outcomes	KY Teacher Performance Standards
Assignments ☒Clinical; hours ____		
Assignments		1, 2, 4, 5, 6, 7, 8, 9

☒Clinical; hours _10___		
Assignments ☒Clinical; hours ____		
Assignments ☒Clinical; hours ____		

Student Learning Outcomes of Required Courses in Advanced Teacher Education

Student Learning Outcomes	Demonstrate content knowledge of the academic disclipline	Display the dispositions and skills of a professional educator	Evaluate data to inform instructional decisions	Integrate technology purposefully in instruction	Exhibit teaching competence in a clinical environment
EDU 502		✔			✔
EDU 503					
EDU 694			✔		
EDU 580	✔			✔	
EDU 560/TCHL 560		✔	✔		

CAEP Key Assessments within the Advanced Teacher Education MAE

1	Candidate Knowledge (Content)	**Curriculum Project-580**	2: Learning Differences 4: Content Knowledge 5- Application of Content 6: Assessment 7: Planning for Instruction 8: Instructional Strategies 9: Professional Learning and Ethical Practice	Middle
2	Professional Skills and Dispositions	Dispositions and Skills Evaluation- 502 (beginning) and 560 (end)	1- Learner development 2- Learning Differences 9- Professional Learning and Ethical Practice	Beginning, End
3	Data and Research driven decision making	Leadership Project- 560	9- Professional Learning and Ethical Practice 10- Leadership	End
4	Integration of Technology in the discipline	**Curriculum Project-580**	2: Learning Differences 4: Content Knowledge 5- Application of Content 6: Assessment 7: Planning for Instruction 8: Instructional Strategies 9: Professional Learning and Ethical Practice	End
5	Clinical Practice (integrated practices of diversity)	Classroom Management and Peer Coaching Project- 502	1- Learner development 2- Learning Differences 3- Learning Environments 6- Assessment 9- Professional Learning and Ethical Practice	Beginning

Course Mapping

EDU 580 Advanced Special Topics

The **highlighted** learning activities engage the listed technology.

Course Objective(s)	Module Objective(s)	Assessments	Learning Activities	Associated Supportive Instructional Materials
● Based on the needs of the program participant and district recommendation a special topic will be addressed.	● The candidate will be able to choose a topic that aligns with participant and district interest. ● The candidate will be able to select texts and peer reviewed articles on the special topic. ● The candidate will be able to complete the research process	● Special Topic Research Work Product Guide ● Special Topic Research Work Product Guide ● Special Topic Research Work Product Guide	● Review course materials in support of your topic selection. 　○ Complete the course section activities. ● Select the texts and peer reviewed articles in support of your topic. 　○ ==Use technology enhanced research strategies to gain access and select topic supportive materials.== ● Complete the Special Topic	● Review course materials in support of your topic selection. 　○ Bailey, C., Lips-Wiersma, M., Madden, A., Yeoman, R., Thompson, M., & Chalofsky, N. (2019). The five paradoxes of meaningful work: Introduction to the special issue 'meaningful work: Prospects for the 21st century'. *Journal of Management Studies*, *56*(3), 481-499. 　○ https://www.lsu.edu/ldi/markets/k-12.php ● ==Select the texts and peer reviewed articles in support of your topic.== 　○ ==https://www.pewresearch.org/internet/2012/11/01/part-iv-teaching-research-skills-in-todays-digital-environment/== 　○ Moriarty, B. (2018). Research Skills for Teachers: From research question to research design (1st ed.).

	based on the selected special topic.		Research Work Product Guide. ○ Develop Research Question ○ Create Research Question and Rationale ○ ==Document Hypothesis for your research==	Routledge. https://doi.org/10.4324/978100 3117124 ■ Chapter 1: Getting started: From research problem to research question ■ Chapter 2: More about research questions ■ Chapter 3: Ethics ■ Chapter 4: Understanding and completing a literature review ● Complete the Special Topic Research Work Product Guide. ○ https://www.frontiersin.org/art icles/10.3389/feduc.2021.680 404/full ○ ==Data visualization information, https://oedb.org/ilibrarian/9- data-visualization-tools-for- librarians-and-educators/ ; https://blog.flexmr.net/the-10- best-free-data-visualisation- tools ; https://www.pcmag.com/news/1 0-free-data-visualization-tools==
● Based on the needs of the program participant and district recommenda tion a special topic will be addressed.	● The candidate will be able to plan using the curriculum map. ● The candidate will be able to develop	● UDL lesson plan *Curriculum Map* section. ● UDL lesson plan *Class Analysis* section. ● UDL lesson plan *Assessment* section.	● Planning the Curriculum Unit: The unit will be based upon the curriculum map and chosen topic. ○ Curriculum Map: Candidates will locate their school,	● Planning the Curriculum Unit: The unit will be based upon the curriculum map and chosen topic. ○ https://www.edglossary.org/c urriculum-mapping/ ○ https://www.gale.com/school s/curriculum-mapping-and- alignment ● Differentiation of the Curriculum Unit: Teachers will use the UDL

	the UDL lesson plan based upon the chosen topic. ● The candidate based upon UDL lesson plan need will select technology to support the assessment of the implemented curriculum.		district or the most applicable curriculum map for the chosen topic. ○ Create a justification for the chosen topic and unit coverage. ● Differentiation of the Curriculum Unit: Teachers will use the UDL Lesson Plan to complete the lessons within the unit. ○ UDL training: Teachers will complete the module on learning how to use UDL. ○ UDL lesson plan: Teachers will apply their knowledge of UDL to completing the UDL template within their curriculum unit. ● Assessing the Curriculum Unit:	Lesson Plan to complete the lessons within the unit. ○ Courey, Tappe, P., Siker, J., & LePage, P. (2013). Improved Lesson Planning With Universal Design for Learning (UDL). *Teacher Education and Special Education*, *36*(1), 7–27. https://doi.org/10.1177/0888406412446178 ● Assessing the Curriculum Unit: This unit will include assessment based upon the curriculum map and pacing. ○ Delgado, A. J., Wardlow, L., McKnight, K., & O'Malley, K. (2015). Educational technology: A review of the integration, resources, and effectiveness of technology in K-12 classrooms. Journal of Information Technology Education: Research, 14, 397-416. Retrieved from http://www.jite.org/documents/Vol14/JITEv14ResearchP397-416Delgado1829.pdf

			This unit will include assessment based upon the curriculum map and pacing. ○ This unit will have formative assessments. ○ This unit will have a pretest and a posttest for summative assessment based upon their chosen topic. ○ ==Select the technologies to engage the assessment of the curriculum unit.==	
● Based on the needs of the program participant and district recommendation a special topic will be addressed.	● The candidate will be able to develop a research prospectus based upon the chosen topic that aligns with participant and district interest.	● Planning the research project: candidate will determine their research project for EDU 560.	● The candidate will complete the research prospectus.	● The candidate will complete the research prospectus. ○ Moriarty, B. (2018). Research Skills for Teachers: From research question to research design (1st ed.). Routledge. https://doi.org/10.4324/9781003117124 ■ Chapter 5: Understanding research designs

				■ Chapter 6: Research methods ■ Chapter 7: Understanding paradigms ■ Chapter 8: Data analysis ■ Chapter 9: Thinking about findings and implications for practice and future research

● Based on the needs of the program participant and district recommendation a special topic will be addressed.	● The candidate will select a practitioner journal, conference, professional development or other platform to share research that aligns with the selected topic.
	● The candidate will complete a manuscript or other work product to submit to
		● Sharing the research project: candidates will select and submit the work product from course research.	● The candidate will complete the research manuscript or other work product.
			● <mark>The candidate will share their findings through a digital story presentation.</mark>
				● The candidate will complete the research manuscript or other work product.
				  ○ Moriarty, B. (2018). Research Skills for Teachers: From research question to research design (1st ed.). Routledge. https://doi.org/10.4324/9781003117124
				    ■ Chapter 10: Conducting and reporting research

	the selected platform.			