

## SPEC ED 781:Advanced Studies in Special Education



Summer 2008  
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### A. Course Description:

This is a hybrid of traditional and online course about current topics for advanced graduate students having a background in Special Education. Successful completion of this course will allow students to apply for admission to candidacy for their Master's Degree. This is typically an initial course beyond licensure in the special education graduate program. The contents introduced in this course will weave through the rest of your graduate core courses. To ensure students' understanding of statistical applications in existing data-based research studies, contents of basic educational statistics will be introduced. Additionally, you are expected to develop the basic skills in using the SPSS software to analyze data.

### B. Course Objectives:

The student will be able to:

1. compute descriptive statistics (mean and standard deviation) and basic inferential statistics (dependent and independent t-tests, Pearson and Spearman Correlation coefficients)
2. compute basic non-parametric statistics (chi-square test)
3. critically discuss and evaluate current issues in special education

4. examine and assess the relative importance of the influences and factors contributing to the current issues
5. conceptualize and identify a thesis or field report topic related to current issues
6. use the SPSS software to analyze hypothetical data

**C. Textbook:**

**1. Required**

Byrnes, M. *Taking Sides: Clashing Views in Special Education (3<sup>rd</sup> ed.)*. McGrawHill.

**D. Course Outline:**

6/16	Course Introduction and Overview
6/18	IDEA 2004/Issue 2 Scales of Measurement & descriptive statistics SPSS demo
6/23	NCLB Powerpoint programs/Issues 8 & 9 independent t test
6/25	NCLB and its impacts on special education: On-line
6/30	Efficacy of inclusion/Issue 12, dependent t test
7/2	Issue 6/School discipline/Co-teaching: On-line
7/7	Quiz 1, Outline of paper due
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7/9	RTI and progress monitoring Pearson r
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7/14	Response to Instruction (RTI): Online
7/16	Lieberman articles/Issue 10 / Spearman r
7/21	Chi-square test

- 7/23 Using a Checklist to addressing disproportionality/Issue 3 Closing the Achievement Gap (DVD)
- 7/28 Disproportionality of students of minority and ESL: Online
- 7/30 Issue 18 /Autistic Spectrum Disorder: On-line
- 8/4 Quiz 2  
SPSS assignment and paper are due

**E. Course Requirements**

- **Class attendance** and active participation in discussion are required. All students are expected to bring and use a calculator for practicing statistics.
- All **papers** are expected to follow the APA styles with an emphasis on review of literature (i.e. not just your personal opinions) and about 5 pages in length. The topics of the paper are required to be related to (1) the three areas that are covered by the online sessions -- NCLB, RTI, and Disproportionality, or (2) efficacy of co-teaching (3) efficacy of inclusion, (4) ASD. The outlines of the papers are due on July 7th, so you should begin to identify the topic and start to go over the information sources from the very first week of the course.
- There are no classes on campus during the **five online sessions**. Unless there are special circumstances that you have obtained consent from the instructor, you are required to read related materials attached at the end of this syllabus (also on D2L), log in via D2L during the 8:30 –10:00 Monday mornings, and engage in professional discussion forums related to the topics. Such discussions also will help enrich the contents of your paper.
- Both quizzes include objective questions and statistics problems.

**F. Evaluation Methodology**

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|--------------------|-----|
| 1. Quiz 1          | 25% |
| 2. Quiz 2          | 25% |
| 3. Paper           | 35% |
| 4. SPSS Assignment | 15% |

<u>Grade</u>	<u>Percentage Total</u>
A	90% +
AB	80-89%
B	70-79%
BC	65-69%
C	60-64%
F	59% and below

## Information sources related to required paper and online session topics

### I. No Child Left Behind (NCLB)

<http://www.ed.gov/index.jhtml>

#### 1. General information and underlying assumption

[www.nclb.gov/next/faqs/doing.html](http://www.nclb.gov/next/faqs/doing.html)

[www.ed.gov/teachers/nclbguide/nclb-teachers-toolkit.pdf](http://www.ed.gov/teachers/nclbguide/nclb-teachers-toolkit.pdf).

<http://www.weac.org/Capitol/2004-05/Berliner.pdf>

#### 2. Negative effects of high-stake testing

<http://www.aera.net/policyandprograms/?id=378>

#### 3. Meeting the highly qualified teacher challenge

Searching the Attic: How States are Responding to the Nation's Goal of Placing a HQT in Every Classroom? Kate Walsh & Emma Snyder, Dec. 2004

[www.nctq.org/nctq/images/housse\\_report\\_2.pdf](http://www.nctq.org/nctq/images/housse_report_2.pdf)

#### 4. Closing achievement gaps between black and white students

<http://www.edexcellence.net/gadfly/index.cfm?issue=169>

- The Rhetoric and Reality of Gap Closing, Ceci, S.J & Papierno, P.B., (March, 2005) *American Psychologist*

#### 5. Student achievement since NCLB

<http://www.edexcellence.net/gadfly/index.cfm?issue=173>

[www.edtrust.org](http://www.edtrust.org)

- a. School accountability lead to Improved Student Performance? Eric Hanushek & Margaret Raymond, *Journal of Policy Analysis & Management*, Vol 24 (2), July 2005

#### 6. Adequate yearly progress and growth index

[www.ets.org/research/index.html](http://www.ets.org/research/index.html).

<http://www.cep->

[dc.org/document/docWindow.cfm?fuseaction=document.viewDocument&documentid=238&documentFormatId=3756](http://www.cep-dc.org/document/docWindow.cfm?fuseaction=document.viewDocument&documentid=238&documentFormatId=3756)

- **Inadequate Yearly Progress: Unlocking the Secrets of NCLB**  
by Caroline M. Hoxby in *Education Next* , summer 2005 ,  
<http://www.educationnext.org/20053/46.html>
7. **State standards, tests, and accountability policies**  
[www.ccsso.org/content/pdfs/RevisitingStatewideEducationalAccountabilityUnderNCLB.pdf](http://www.ccsso.org/content/pdfs/RevisitingStatewideEducationalAccountabilityUnderNCLB.pdf).
- **Grading the System: The guide to state standard, tests, and accountability policies (Cross, R. W., Rebarber, T., & Torres, J, 2004)**  
[www.edexcellence.net/doc/Gradingthe\\_Systems.pdf](http://www.edexcellence.net/doc/Gradingthe_Systems.pdf)
  - **Revisiting Statewide Educational Accountability under NCLB (Fast, E. F. & Erpenbach, W. J. 2004)** [www.ccsso.org/projects/Accountability\\_Systems](http://www.ccsso.org/projects/Accountability_Systems)
8. **School choice and graduation rates**  
[www.schoolchoiceinfo.org/data/research/grad\\_rate.pdf](http://www.schoolchoiceinfo.org/data/research/grad_rate.pdf).
- **Choosing Better Schools: A Report on Student Transfers under NCLB, Citizens ‘ Commission on Civil Rights, May 2004**  
[www.cccr.org/ChoosingBetterSchools.pdf](http://www.cccr.org/ChoosingBetterSchools.pdf)
  - **Milwaukee Parental Choice Program**  
<http://dpi.wi.gov/sms/choice.html>
  - **Getting Honest about Grad Rates: How States Play the Numbers and Students Lose. Daria Hall, The Education Trust. June, 2005**  
<http://www.ecs.org/html/Document.asp?chouseid=6294>
  - **Effect of Mckay Scholarship**

**The Effect of Special-Education Vouchers on Public School Achievement: Evidence from Florida's McKay Scholarship Program**

Jay P. Greene and Marcus A. Winters  
Center for Civic Innovation, The Manhattan Institute  
April 2008

Since the statewide introduction of Florida's McKay Scholarship Program for Students with Disabilities in 2000, it has exploded in popularity. It currently serves nearly 18,500 students in over 800 Florida private schools, making McKay the country's largest voucher program. McKay vouchers are available to any Florida student who has been enrolled in public school for at least one year and currently has [an IEP](#). Greene and Winters sought to examine whether the "exposure" to private schools willing to accept McKay vouchers would create positive effects for the eligible students who remained in the public school setting--i.e., whether McKay would foster constructive competition. Using longitudinal data from the Florida Department of Education, the researchers evaluated the impact on McKay-eligible students who remained in public schools of living near McKay private schools. (The longitudinal data allowed the researchers to control for student-level characteristics, such as eligibility for free or reduced-price lunches and type of disability.) Overall, they found that McKay-induced competition significantly raised the test scores of students still in the public school system. Although the report leaves much unanswered (for example: What effects do the

vouchers have on the performance of the students who use them?), it does show how a targeted voucher program can have a positive impact on public education. Read it [here](#).

## **9. Data-based Decision making (Evidence-based Practice) in Schools (What Works Clearinghouse)**

<http://ies.ed.gov/ncee/wwc/>

- **Interactive Dialogue with Educators from Across the State**  
[www.IDEAS.Wisconsin.edu](http://www.IDEAS.Wisconsin.edu)

**NCLB: Expanding the Promise, March 2005**

[www.ed.gov/about/overview/budget/budget06/nclb/index.html](http://www.ed.gov/about/overview/budget/budget06/nclb/index.html)

**National Assessment of Educational Progress (NAEP)**

<http://nces.ed.gov/nationsreportcard/>

## **II. Co-teaching**

<http://www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=7504>

<http://www.k8accesscenter.org/index.php/category/co-teaching/>

<http://hawbaker.pls.iowapages.org/id3.html>

<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=collaboration&section=main&subsection=coteaching/types>

[http://www.dldcec.org/pdf/teaching\\_how-tos/murawski\\_36-5.pdf](http://www.dldcec.org/pdf/teaching_how-tos/murawski_36-5.pdf)

<http://www.geocities.com/Athens/Styx/7315/subjects/coteaching.html>

[http://www.corwinpress.com/upm-data/6847\\_villa\\_ch\\_1.pdf](http://www.corwinpress.com/upm-data/6847_villa_ch_1.pdf)

<http://www.nea.org/teachexperience/spedk031113.html>

<http://www.edletter.org/past/issues/1999-ma/coteaching.shtml>

<http://www.ttac.odu.edu/Articles/comcotch.html>

## **IIA: School Discipline**

<http://dpi.wi.gov/sped/bul06-02.html>

<http://www.wrightslaw.com/info/discipl.index.htm>

[http://www.doe.mass.edu/sped/IDEA2004/spr\\_meetings/disc\\_chart.pdf](http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_chart.pdf)

[http://www.newyorker.com/archive/2006/09/04/060904ta\\_talk\\_gladwell](http://www.newyorker.com/archive/2006/09/04/060904ta_talk_gladwell)

<http://www.districtadministration.com/newssummary.aspx?news=yes&postid=18509>

### **III. Response to Intervention as A Model for Identifying LD**

<http://www.studentprogress.org/>

<http://www.nwea.org/assessments/map.asp>

<http://www.aimsweb.com/>

<http://www.nichey.org/training/contents.asp#eis>

[http://www.nasponline.org/publications/cq/cq345rti\\_burns.aspx](http://www.nasponline.org/publications/cq/cq345rti_burns.aspx)

<http://www.schwablearning.org/articles.aspx?r=1057>

[http://educationevolving.org/pdf/Response\\_to\\_Intervention.pdf](http://educationevolving.org/pdf/Response_to_Intervention.pdf)

<http://www.wrightslaw.com/info/rti.index.htm>

<http://www.mtcec.org/PART%20I%20%20Answers%20to%20the%20Top%20FAQs%20about%20Response%20to.pdf>

[http://www.nccrest.org/events/RtI\\_CEC\\_06.ppt](http://www.nccrest.org/events/RtI_CEC_06.ppt)

<http://www.unomaha.edu/psych/schoolpsych%20articles/RTIart4.pdf>

[http://en.wikipedia.org/wiki/Response\\_to\\_intervention](http://en.wikipedia.org/wiki/Response_to_intervention)

<http://dpi.wi.gov/sped/doc/rti-nwp-chetek.doc>

<http://dpi.wi.gov/sped/doc/rti-nwp-general.doc>

<http://www.coe.iup.edu/kovaleski/rti%20bibliography.htm>

[http://www.reading.org/downloads/resources/IDEA\\_RTI\\_report.pdf](http://www.reading.org/downloads/resources/IDEA_RTI_report.pdf)

<http://www.nde.state.ne.us/SPED/reg/documents/ResponseToIntervention-Admdays2005.pdf>

<http://www.pattan.k12.pa.us/files/SchlInterv/RtIOverview110205.pdf>

<http://www.opi.state.mt.us/PDF/SpecED/faq/RTI.pdf>

### **IV. Disproportionality of Minority and ESL Representation in Special Education**

<Http://dpi.wi.gov/sped/doc/disp-cadse-cklst.doc>

<http://www.nea.org/specialed/disproportionality.html>

<http://www.nccrest.org/publications/briefs.html>

<http://www.ecs.org/clearinghouse/39/99/3999.htm>

<http://www.emstac.org/registered/topics/disproportionality/faqs.htm>

[http://www.monitoringcenter.lsuhs.edu/Stateranks\\_B-ReleasedFeb2006.htm](http://www.monitoringcenter.lsuhs.edu/Stateranks_B-ReleasedFeb2006.htm)

<http://www.indiana.edu/~safeschl/minor.html>

[http://www.findarticles.com/p/articles/mi\\_qa4111/is\\_200403/ai\\_n9348692](http://www.findarticles.com/p/articles/mi_qa4111/is_200403/ai_n9348692)

<http://www.ed.gov/policy/spced/guid/idea/tb-overident.pdf>

<http://dpi.wi.gov/sped/spp-disp.html>

<http://dpi.wi.gov/sped/spp-disp-si07.html>

<http://dpi.wi.gov/sped/spp-disp-si06.html>

<http://dpi.wi.gov/sped/spp-disp-si05.html>

[http://alpha.fdu.edu/psychology/Guy\\_disproportionality\\_in\\_sped.htm](http://alpha.fdu.edu/psychology/Guy_disproportionality_in_sped.htm)

<http://www.indiana.edu/~safeschl/minor.html>

[http://www.ncset.org/teleconferences/transcripts/2005\\_02.asp](http://www.ncset.org/teleconferences/transcripts/2005_02.asp)

<http://www.ecs.org/clearinghouse/48/90/4890.htm>

[http://www.ncset.org/teleconferences/transcripts/2005\\_03b.asp](http://www.ncset.org/teleconferences/transcripts/2005_03b.asp)

## V. Autistic Spectrum Disorder

### Historical perspective

[http://www.childnettv.com/videos/lectures/autism\\_historical\\_perspective](http://www.childnettv.com/videos/lectures/autism_historical_perspective)

### prevalence

[http://en.wikipedia.org/wiki/Epidemiology\\_of\\_autism#Incidence\\_and\\_prevalence](http://en.wikipedia.org/wiki/Epidemiology_of_autism#Incidence_and_prevalence)

[http://www.autismspeaks.org/press/cdc\\_autism\\_prevalence.php](http://www.autismspeaks.org/press/cdc_autism_prevalence.php)

### characteristics

<http://www.nea.org/specialed/images/autispuzzle.pdf>

[http://www.k12academics.com/autism\\_characteristics.htm](http://www.k12academics.com/autism_characteristics.htm)

### diagnosis

[http://www.psychnet-uk.com/dsm\\_iv/autistic\\_disorder.htm](http://www.psychnet-uk.com/dsm_iv/autistic_disorder.htm)

### legislation

[http://en.wikipedia.org/wiki/Combating\\_Autism\\_Act](http://en.wikipedia.org/wiki/Combating_Autism_Act)

### causes

[http://en.wikipedia.org/wiki/Causes\\_of\\_autism](http://en.wikipedia.org/wiki/Causes_of_autism)

<http://www.ajc.com/opinion/content/opinion/stories/2008/03/20/autismed0320.html>

<http://osiris.sunderland.ac.uk/autism/envirofactor.htm>