Topic Approval Form (Ed.S. and EDLD Ed.D. Tier I)

Please provide requested information below. Secure the approval and signature of the Ed.S./EDLD Ed.D. Tier I Content Specialist on this form no later than the final two weeks of the semester prior to EDUR 8434, not including summer. Approved form is required for registration in EDUR 8434 (contact Graduate Academic Services Center (GASC) for assistance with enrollment into this permission-only course). Approved form must also be submitted to EDUR 8434 instructor during first week of class. Note: If significant changes are made to the research study or approved form is more than one semester old, a new Topic Approval Form will need to be completed and signed by the Content Specialist and then submitted to GASC.

Candidate’s Name: 

Candidate’s Eagle ID: 

Candidate’s Program: Ed.S. Special Education

Candidate’s Concentration (if applicable):

What is the purpose of your study?

The purpose of the current study is to analyze the math lesson plans of elementary co-teaching teams over the course of one quarter to determine strengths and weaknesses within the co-planning structure and to collect survey data about co-planning and co-teaching.

What literature informs your study (theorists, theories, topics, search terms, etc.)?

Literature related to co-planning and co-teaching was reviewed and categorized for the literature review section of my project. The literature review begins with a discussion on the specific outcomes and perceived benefits of co-teaching. This is followed by a discussion on the different types of co-teaching structures and how they have been utilized in the literature. The next category focuses on strategies for effective co-teaching. After this category, impediments to implementation of effective co-teaching are reviewed. Finally, co-planning as an essential yet challenging element of effective co-teaching is discussed.

What are your research questions or hypotheses?

The following research questions will be addressed: (1) Is there a prevalent co-teaching model used among co-teaching teams in the written planning process? (2) How much co-planning time are co-teaching teams allotted per week? (3) Is there a relationship between the length of allotted co-planning times and the co-teaching structures used by co-teaching teams?
Who will be the participants in your study?
All teachers at the study site who co-teach math will be invited to participate in the study. Some teachers may participate within more than one team.

What is the location of your study? Have you sought permission for the study?
Research will take place at an elementary school in Northeast Georgia. The elementary school is a Title I public school serving approximately 400 students in pre-kindergarten through fifth grade. The school consists of 36 teachers, eighteen of whom hold advanced degrees. Nearly three-fourths of the school population is African-American, and another 13 percent identifies as Hispanic. The remaining percentage of students is identified as multi-racial or white. I have not yet sought permission for this study. This will be done during fall semester 2016.

What is your study timeline; when do you plan to collect data?
I plan to collect data during fall semester 2016.

What kind of data do you plan to collect?
This study will involve collecting archived and current lesson plans from co-teaching teams over the course of one quarter. In addition to collecting data from lesson plans, I will survey participants about co-teaching and co-planning. A survey will be developed with content based on topics discussed and issues identified in the co-teaching literature. Once the survey is developed, the researcher will have the survey analyzed for content validity by administrators, teachers, and university personnel with a co-teaching interest. Data analysis will involve the use of lesson plan evaluation, using inductive coding and principals of grounded theory, as well as survey response evaluation.

Signatures:

[Handwritten signatures]

[Handwritten dates]

Although all candidates must sign this form, the following statement applies only to those candidates seeking a certification upgrade: By signing this form, the Ed.S. Candidate acknowledges responsibility for completing research in identified PSC certification field in order to meet the requirements for certification upgrade. Failure to complete all research activities in identified PSC certification field may result in Ed.S. candidate's inability to obtain a certification upgrade.