

SYLLABUS

Special Education II

Spring 2024



Special Topics in Special Education: TIRP II

CURR 5980 601

INSTRUCTORS



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SEMINAR SCHEDULE

Date	Time	Seminar Title	Room
1/6	9:00-2:00	Engagement and Cooperative Learning Strategies II	BOCES
1/20	9:00-2:00	Response to Intervention/Multi-Tiered System of Supports	COLU 317
2/3	9:00-2:00	Revisit the IEP / Conduct an IEP Meeting	COLU 325
2/10	9:00-2:00	Designing a Safe and Supportive SPED Classroom 1 (Academic Strategies)	COLU 325
2/24	9:00-2:00	Designing a Safe and Supportive SPED Classroom 2 (Behavior Strategies)	COLU 325
3/2	9:00-2:00	Functional Behavioral Assessments and Interventions	COLU 325
4/6	9:00-2:00	Disability Categories / SPED Special Providers	COLU 323
4/20	9:00-2:00	Child Development	COLU 323

PRPOSE AND TEACHER QUALITY STANDARDS

PURPOSE

The purpose of this course is to prepare class participants to apply educational theory and practice as special education generalists in a public school setting. The study of learning and teaching, as it relates to the cognitive, social, and emotional make-up of students with disabilities, will occur. This class will address these important academic and social skills through the study of the Colorado Department of Education (CDE) Teacher Quality Standards, Special Education Generalist Standards. The purpose of this course is to support resident teachers as they develop strategies to apply important knowledge and skills related to their content area.

2YALP II will address these important elements through the review of the Colorado Department of Education (CDE) Colorado Teacher Quality Standards.

TEACHER QUALITY STANDARDS

Standard I. Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

Standard II. Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Standard III. Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Standard IV. Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

OBJECTIVES

Upon completion of this course participants will:

1. Identify specific instructional strategies and environmental modifications associated with of instructional classroom management (ICM)
2. Identify key concepts derived from the effective teaching literature
3. Demonstrate specific behavior management strategies derived from Applied Behavior Analysis (ABA) to include information on the appropriate and inappropriate uses of restraint.
4. Collect and interpret data based on an instructionally-focused intervention in the educational setting.
5. Identify characteristics of learners with significant support needs from person first perspectives.
6. Demonstrate the use of strength based decision making when designing supports for students with significant support needs.
7. Design curriculum adaptations following a universal design curricular model that will allow students with significant support needs access to the general education classroom and academic curriculum.
8. Design age appropriate curriculum for participation in the inclusive classroom.
9. Identify and utilize, in instructional decisions, inclusive models of conceptualizing intelligence.

SEMINAR SYNOPSIS

Session #1	Date: January 6	Location: TBD
Seminar Title: Engagement and Cooperative Strategies 2		
<p>PART 2: Adding on to Part 1 -- Through using cooperative learning strategies a teacher can facilitate student learning in order to increase students' achievement, social skills, and self-esteem. Teachers facilitate student abilities to work together to complete a task, problem, or project. Strategies are adjustable and can be used across grades and content areas. Teachers will:</p> <ul style="list-style-type: none"> - learn strategies for classroom set up and student grouping - increase their knowledge of strategies and structures to increase engagement and effective communication in the classroom - gain strategies to build classroom communities that support cooperation, problem solving and engagement 		

Session #2	Date: January 20	Location: UCCS
Seminar Title: Multi-Tiered System of Supports (MTSS) / Response to Intervention (RTI)		
<p>After reviewing the historical developments leading to federal law outlining the use of RtI/MTSS and its value, students will take a deep dive into the 5 essential components of MTSS: 1) team-driven shared leadership, 2) data-based problem solving, 3) school, family, and community partnering, 4) layered continuum of supports, and 5) evidence-based practices. Additionally, this course spends time outlining the 4 key components of the problem-solving process, and requires students to apply those components to situations unfolding in their present classroom placements. Emphasis is placed on collecting and analyzing data to make intervention decisions and monitor progress.</p>		

Session #3	Date: February 3	Location: UCCS
Seminar Title: Revisit the IEP / Conduct an IEP Meeting		
<p>In this seminar, teachers will review the content and process elements of the IEP. Teachers will then learn the processes and strategies associated with planning and conducting an IEP Meeting. This includes materials, research, participants and the roles of each participant.</p>		

Session #4	Date: February 10	Location: UCCS
Seminar Title: Designing a Safe and Supportive SPED Classroom 1 (Academic Strategies)		
<p>Designing a Safe and Supportive SPED Classroom (Part I, Academic Strategies):</p> <p>In this seminar, teachers will learn:</p> <ul style="list-style-type: none"> • A variety of effective academic strategies, using John Hattie's work as a framework, and with a focus on direct instruction • A variety of effective academic strategies for students with significant support needs • Student engagement strategies 		

Session #5	Date: February 24	Location: UCCS
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Seminar Title: Designing a Safe and Supportive SPED Classroom 2 (Behavior Strategies)

Designing a Safe and Supportive SPED Classroom (Part II, Behavioral Strategies):

In this seminar, teachers will learn:

- Strategies to build appropriate relationships with students
- How to develop rules and procedures
- How to develop reinforces and consequences
- Effective strategies for managing difficult behavior

Session #6

Date: March 2

Location: UCCS

Seminar Title: Functional Behavioral Assessments and Interventions

In this seminar students will examine and discuss how behavior is a form of communication. Students will learn how to complete a Functional Behavioral Assessment and use this information to develop a Behavior Intervention Plan

Session #7

Date: April 6

Location: UCCS

Seminar Title: Disability Categories / SPED Special Providers

Categories of SPED Disabilities under IDEA: The Individuals with Disabilities Education Act (IDEA) requires public schools to provide special education services to eligible students. This seminar will cover the unique characteristics of each category. The second part of this seminar transitions to SPED Service Providers, their roles, your role, how to collaborate for student success: Speech Language Pathologist, Occupational Therapist, Physical Therapist, Social Worker, School Psychologist.

Session #8

Date: April 20

Location: UCCS

Seminar Title: Child Development

- Introduction to child development theorist.
- Understanding developmental milestones.
- How do social, emotional, and behavioral issues impact learning?
- Strategies to address developmental concerns.

UNIVERSITY OF COLORADO AT COLORADO SPRINGS GRADUATE CREDIT

University Credit—Graduate credit is available through University of Colorado at Colorado Springs for each semester course at an additional cost. Enrollment procedures will be made available each semester via email and Google Classroom. Teachers enroll through the UCCS online enrollment system. If a Teacher receives an “IW”, the teacher will not have successfully completed this course and college credit will not be granted.

COURSE EXPECTATIONS AND ATTENDANCE

Attendance and participation in class sessions, as well as, successful completion of assignments, is required for completion of the course. Class will begin and end on time. **It is expected that Teachers will be on time and attend the entire class.**

Due to the fact that your Alternative License is limited to two years and the length of the 2-Year Alternative Licensure Program is the same, there is no opportunity to retake a missed seminar. Therefore, attendance at all seminars is essential.

FINAL GRADE

The final grade for this course, required for licensure, is derived from three graded areas: **seminar attendance/participation, course assignments, and classroom observations.**

- Each area is weighted by the grade program, Google Grade Book, to account for one third of the final grade.
- The number of points earned for each area is entered into the grade program. The number of points for each area may or may not be equal.
- The grade program calculates a percentage grade for each area.
- Google Grade Book program calculates a weighted average of the three percentage grades to derive the final grade percentage.

Percentage Grade Scale:

100-94%	=A
93-90%	=A-
89-87%	=B+
86-83%	=B
82-80%	=B-
79-and below	=Inc.

GRADE POINTS WILL BE ASSIGNED AS FOLLOWS:

1/3 OF THE FINAL GRADE: CLASS ATTENDANCE/PARTICIATION—40 points

- Attendance points are based on the total number of class sessions held. This course has **8** sessions. **5** points are awarded for attendance at each seminar session.
- Points may be deducted for excessive tardiness, or leaving early and cannot be recovered unless the absence is due to a work requirement. (See section below regarding absences for work related obligations).
- **Participation points for ONLINE classes:** There is a possibility that one or more of your Saturday seminars will be online. Classes scheduled to be online are less in duration than in-person classes. Opportunities for topic discussion during class are limited during online

classes. Therefore, following online classes, teachers are required to participate in the After-Seminar Online Discussion.

After-Seminar Online Discussion: Three questions, relevant to the Zoom seminar of the day, will be posted in Google Classroom where teachers can participate in the After-Seminar Online Discussion.

1. First, teachers are required to select and provide reflection upon at least one of the three posted questions.
2. Second, teachers are required to pose a relevant question of their own.
3. Third, teachers are required to provide thoughtful reflection upon at least one of the questions submitted by a classmate.
4. Following the Saturday online seminar, the After-Seminar Online Discussion will be available until midnight on Sunday. After the Online Discussion has closed, late discussion entries will not be counted. No make-up assignment is available for non-participation in the Online Discussion.

Class Absences for Work Related Requirements:

Occasionally, a class must be missed due to **required** work related activities. On those occasions, the teacher can avoid penalties for missing class. It is up to the teacher to initiate the process to avoid loss of attendance points. All provisions regarding this process must be completed within two weeks of the class absence.

- If the school or school district requires that a teacher attend professional development conference, training or workshop, the teacher must provide the following:
 1. The teacher must provide documentation regarding the professional development activity along with an email from a school administrator regarding the attendance requirement.
 2. The teacher will be awarded full points in this instance.
- If a teacher must miss a class due to required attendance at a school function (graduation, fundraiser, club sponsorship, awards ceremony, etc.), the teacher may be awarded full points for the missed class. In this instance, the teacher must:
 1. The teacher must complete the make up assignment for the missed class.
 2. An email from a school administrator regarding the attendance requirement is required.
- If a teacher must miss a class due to required coaching at an athletic event sponsored by the school or district, the teacher may be awarded full points for the missed class. In this instance, the teacher must:
 1. The teacher must complete the make up assignment for the missed class.
 2. An email from a school administrator regarding the attendance requirement is required.

Class Absence with Make-up for Emergency or Unforeseen Circumstance:

As stated above, class/seminar attendance/participation is a mandatory requirement for successful completion of this course. Points are awarded to teachers for each class/seminar attended. The State specifies a minimum number of supervised professional development hours as a requirement for this program. The program is designed to meet those requirements. On a

rare occasion, there may be a serious circumstance precluding a teacher from class attendance. In the event that an emergency or unexpected circumstance prevents a teacher from attending a required seminar, the teacher may request an opportunity to make up the absence by completing an additional assignment designed to replace a missed class/seminar. The request must be submitted in writing, to sgriffin@ppbooces.org, and must include the reason for the absence. The program will accommodate one absence, without loss of points, in the event the teacher misses a class but completes the additional assignment. The make-up assignment must be submitted within one week of the class absence. There will be no opportunity for make-up beyond one absence during the semester.

****Class instructors may request that Teachers provide student work samples/artifacts for use during class sessions. Please note that provision of those work samples/artifacts are part of the requirement for participation points in that class session.**

1/3: OF THE FINAL GRADE: CLASSROOM OBSERVATION AND LESSON PLAN WITH FIELD COACH: --45 points

This assignment is designed as a demonstration of proficiency in the planning and execution of a formal lesson plan. This assignment requires the use of the 2YALP Lesson Plan template as introduced during the **August 21 and August 28** Saturday classes. Three formal lesson plans are required for completion of this assignment. It is intended that the three formal lesson plans be used in conjunction with the three formal observations by your Field Coach.

- Submit a copy of the lesson plan to your Field Coach prior to the formal observation. This allows the Field Coach an opportunity to review the lesson plan prior to the observation and accommodates any Pre-Observation Conference activities that may take place.
- Execute the previously submitted lesson plan during the formal observation.
- Following the formal observation by your Field Coach, the teacher should complete the Lesson Plan Reflection and submit it to the Field Coach. It is recommended that the Reflection portion of the Lesson Plan be part of Post-Observation Conference activities, if possible.
- **Due Date: All written work, observations, and conferences should be completed by April 26, 2024. Your Field Coach will be asked to submit grades (points) by May 3, 2024. (45 Points Total, 15 Points for each observation)**

1/3 OF THE FINAL GRADE: FORMAL WRITTEN ASSIGNMENTS AND PROJECTS— 58 points

Written assignments and projects are part of the course. The assigned work is designed to augment the development of the 2YALP Teacher, and/or to reinforce class instruction. It is expected that assignments meet specific requirements and be completed on time.

- A late assignment/project will result in a reduction of points earned for that assignment. In the case of late assignments, the 2YALP teacher should notify the 2YALP office or the appropriate instructor that the missing assignment has been submitted.
- Assignments/projects will not be accepted if submitted later than two weeks following the due date.

- All written assignments should be presented at the college level in grammar, writing style, and spelling.
- All written assignments should be double-spaced and include a cover page. (The Seminar Feedback Assignment does not require a title page.) The cover page should include:
 - Your name
 - Assignment title
 - Date
 - Cohort level (i.e. Elementary, Secondary, or Special Education)
 - Grade level and course title (if applicable)
 - Name of school at which the teacher works
- Assignments that include citations must be in APA format unless otherwise required by the instructor.

REQUIRED READINGS FOR CLASSES ON 1/22, 2/26, AND 3/5

READ-Prior to class on **February 3, 2024**- Please read **Chapter 4 and 5** in the textbook, Billingsley, Bonnie S., Brownell, Mary T., Israel, Maya, Kamman, Margaret L. (2013). *A Survival Guide for New Special Educators*.

READ-Prior to class on **Feb. 10, 2024**- Please read **Chapter 7 and 9** in the textbook, Billingsley, Bonnie S., Brownell, Mary T., Israel, Maya, Kamman, Margaret L. (2013). *A Survival Guide for New Special Educators*.

READ-Prior to class on **Feb 24, 2024**- Please read **Chapter 10 and 12** in the textbook, Billingsley, Bonnie S., Brownell, Mary T., Israel, Maya, Kamman, Margaret L. (2013). *A Survival Guide for New Special Educators*.

SEMINAR FEEDBACK ASSIGNMENT - Following each seminar, a feedback survey will be sent to each teacher via Google Classroom. Survey response is a required assignment for the semester. Each feedback survey has a point value of **1** towards your overall semester grade. There are **8** seminars in this semester; therefore, survey response has a point value of **8**. Survey response points are calculated as part of the final semester grade. The feedback survey will be released fifteen minutes prior to the scheduled end of the seminar. Survey results contribute information for the purpose of continuous program improvement and offer valuable guidance for the future.

Note: Keep in mind that seminars are not designed to be “job specific.” They are designed to align with the Colorado Teacher Quality Standards as prescribed by the Colorado Department of Education and to contribute to your overall development as a professional educator.

Seminar Feedback Assignments due via Google Classroom by midnight following the conclusion of the seminar. (Total Points, 8)

ASSIGNMENT FOR CLASS DESIGNING A SAFE AND SUPPORTIVE CLASSROOM PART 1 AND PART 2-

Effective Teaching Evaluation Form (ET-EF) — This assignment will provide you with the opportunity to observe an experienced teacher via video available at <https://www.youtube.com/watch?v=DCOHNtvxuRg> , and describe the effective instructional and behavioral strategies employed. Teachers must use the Effective Teaching Evaluation Form (ET-EF) provided, and follow all requirements for assignments as described in this syllabus. This assignment is worth **25 points. DUE Sunday, 3/10/24: Submit online using Google Classroom**

ASSIGNMENT FOR FUNCTIONAL BEHAVIORAL ASSESSMENTS AND INTERVENTIONS

—Functional Behavior Teaching Plan — The purpose of this activity is to develop skills with conducting structured observations of student behavior in classroom settings and developing a teaching plan for increasing levels of academic and social behavior. Upon completion of the observations, you will review the IEP, describe the behavior, complete the Motivation Scale and develop a plan. **25 Points DUE- Sunday, 3/17/24: Submit online using Google Classroom**

OTHER READINGS:

Villa, R., Thousand, J., & Nevin, A. (2004). *A guide to co-teaching: Practical tips for facilitating student learning*. California: Corwin Press.

Udvari-Solner, A., Villa, R., & Thousand, J. (2002). Access to general education curriculum for all: The universal design process. In Thousand, J., Villa, R., & Nevin, A. (Eds.), *Creativity & collaborative learning: A practical guide to empowering students, teachers, & families* (pp.85-103). Baltimore: Brookes Publishing Co. (Article to be provided in class. The book is optional.)

Billingsley, Bonnie S., Brownell, Mary T., Israel, Maya, Kamman, Margaret L. (2013). *A Survival Guide for New Special Educators*.

2YALP SPECIAL EDUCATION II – SPRING SEMESTER 2024

Date	Grade Level	Topic	Place	Time	Instructor
1/6	Ele & SPED	Engagement and Cooperative Learning Strategies 2	BOCES	9:00-2:00	T Vidovich
1/20	SPED & Elementary	Response to Intervention (RtI) / Multi-Tiered System of Supports	COLU 317	9:00-2:00	L Zimprich
2/3	SPED	Revisit the IEP / Conduct an IEP Meeting **See Class Readings & Assignments (p.9)	COLU 325	9:00-2:00	D Montgomery
2/10	SPED	Designing a Safe and Supportive SPED Classroom Part 1 (Academic Strategies) **See Class Assignment (p. 9)	COLU 325	9:00-2:00	D Montgomery
2/24	SPED	Designing a Safe and Supportive SPED Classroom Part 2 (Behavior Strategies)	COLU 325	9:00-2:00	D Montgomery
3/2	SPED	Functional Behavioral Assessments & Intervention Plans ***See Class Assignment (p.10)	COLU 325	9:00-2:00	L Williams-Blackwell
4/6	SPED	Disability Categories / Collaborating with SPED Special Providers	COLU 323	9:00-2:00	Zulkosky & Watson
4/20	SPED	Child Development	COLU 323	9:00-2:00	E Burch

OCSE = Osborne Center for Science and Engineering

COLU = Columbine Hall

****Parking is free on Saturdays****

Recommend parking on 3rd level in parking garage for easy access to Columbine Hall

Dress comfortably and you are welcome to bring a laptop/iPad to class

Bring something to drink/eat during class if needed for the 5 hour session

CAMPUS DIRECTORY

ANT	ANTERO HOUSE	G6	EIN	EINSTEIN HOUSE	K7	RFDH	ROARING FORK DINING HALL	G6
ACAD	ACADEMIC OFFICE BUILDING	I8	ENGR	ENGINEERING & APPLIED SCIENCE BUILDING	I7	SANJ	SAN JUAN HOUSE	G6
AGF	ALPINE GARAGE & FIELD	F6	EPC	EL POMAR CENTER	I7	SHAV	SHAVANO HOUSE	G6
ASPN	ASPEN HOUSE	H7	EPP	EL POMAR PLAZA	I7	STM	STEAMBOAT HOUSE	H8
BERG	BERGER HALL	J7	FULR	FULLER HOUSE	M7	TELL	TELLURIDE HOUSE	H8
BREC	BRECKENRIDGE HOUSE	H7	FDCT	FAMILY DEVELOPMENT CENTER	J8	TVQ	TELLY-VAIL QUAD	H8
CE	COTTAGE EAST	K7	FORS	FORSTER HOUSE	L8	UCTR	UNIVERSITY CENTER	J7
CENT	CENTENNIAL HALL	J8	GEC	GALLOGLY EVENTS CENTER	J7	UHAL	UNIVERSITY HALL	N7
CG	CRAGMOR GREEN	K7	GOCA	GALLERY OF CONTEMPORARY ART	J7	ULR	ULRICH HOUSE	L7
CSH	CAMPUS GREENHOUSE	M7	KEY	KEYSTONE HOUSE	H7	UOPK	UNIVERSITY OFFICE PARK	M8
COLU	COLUMBINE HALL	H8	KFL	KRAEMER FAMILY LIBRARY	J7	UP	UPPER PLAZA	J7
COPR	COPPER HOUSE	H8	LAPL	LA FLATA HOUSE	G6	VAIL	VAIL HOUSE	I8
CRAG	CRAGMOR HALL	K7	LODG	THE LODGE	H7	WL	WEST LAWN	I7
CRES	CRESTONE HOUSE	G6	LP	LOWER PLAZA	J8			
CSB	CAMPUS SERVICES BUILDING	K7	MAIN	MAIN HALL	K7			
CUCH	CUCHARAS HOUSE	G6	MON	MONARCH HOUSE	H7			
CW	COTTAGE WEST	K7	OCSE	OSBORNE CENTER FOR SCIENCE & ENGINEERING	I7			
DPS	DEPARTMENT OF PUBLIC SAFETY	I8	PATT	PATTERSON HOUSE	L7			
DWR	DWIRE HALL	J7	PG	PARKWAY GARAGE	I8			
ELDO	ELDORA HOUSE	H8	RECV	RECREATION AND WELLNESS CENTER	G7			

PARKING INFORMATION

All Campus Parking is by permit only unless otherwise specified.

VISITOR HOURLY PARKING:
 Pay machines are \$2.00/hr in PG level 3,
 AGF level 1 visitor parking area and lot 220

VISITOR METERED PARKING:
 Lot 100 and 224

FREE PARKING:
 North Campus - Lots 572, 573, 574, 576, & 580.
 Free shuttle to Central Campus during fall, spring and summer semesters.
 Central and East Campuses - Fridays after 4:00 pm, weekends and during breaks between semesters.