

SYLLABUS

SPED TIRP I

Fall Semester 2024

Special Topics in Special Education:

SPED TIRP I

SPED 5980 601



INSTRUCTORS



2YALP Assistant Director: Sue Sallee, ssallee@ppboces.org

Deb Montgomery, deb.montgomery1@gmail.com

Linda Williams-Blackwell, loliwb@gmail.com

Maria Wilcox, MARIA.WILCOX@d11.org

Tina Vidovich, tvidovich@mingaeducationgroup.org

Deirdre Shearer, DEIRDRE.SHEARER@d11.org

2YALP Website: www.tirp.org

SEMINAR SCHEDULE

Date	Time	Seminar Title	Room
8/3	9:00-2:00	1 st Days of School for Special Education Teachers	BOCES
8/10	9:00-2:00	SPED Procedures / Intro to the IEP	BOCES
8/17	9:00-2:00	Lesson Planning, Colorado Standards	BOCES
8/24	9:00-2:00	Lesson Planning, Colorado Standards	COLU 128 Breakout 115
9/14	9:00-2:00	Classroom Management	COLU 323
9/21	9:00-2:00	Using Data to Guide Instruction	COLU 115
10/12	9:00-2:00	Intro to SPED Assessment	COLU 323
11/2	9:00-2:00	Collaboration Between General and Special Education	COLU 116
11/16	9:00-2:00	Collaboration and Inclusion-Access to Academics for All	COLU 116
12/7	9:00-2:00	Engagement and Cooperative Classroom Strategies 1	COLU 128

PURPOSE AND TEACHER QUALITY STANDARDS

PURPOSE

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. Special Topics in Special Education: SPED TIRP I 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. Become knowledgeable about implementation of the special education process from referral through eligibility determination. (Standard 6)
2. Become knowledgeable about writing and reviewing individualized education programs (IEPs) for students with disabilities. (Standards 3,6)
3. Understand the issues related to diversity that impact special education eligibility and programs. (Standard 8)
4. Discuss a wide range of techniques to match intellectual, emotional and social levels of each student. Identify educational methods that accommodate children with a variety of special needs. (Standard 6)
5. Become knowledgeable about and begin to establish collaborative relationships with other service providers and general educators in the school setting. (Standard 4)
6. Describe typical human development and identify potential issues in development that may be associated with particular disabilities. (Standard 6)
7. Recognize that school professionals use various forms of communication to meet students' needs, foster collegial relationships, and interact with parents/guardians, and the community. (Standards 5,6)
8. Reflect and discuss issues in relation to the Colorado Teacher Quality Standards and the Colorado State Model Evaluation System.
9. Understand the Response to Intervention model, be able to identify the level or RtI implementation in their schools and districts, synthesize student performance data along the three tiers of the model. (Standard 2)
10. Demonstrate the knowledge and process of preparing lesson plans reflecting both the "Backwards Design" approach and Colorado CORE Standards for effective instruction.

Textbooks:

A Survival Guide for New Special Education Educators. Billingsley, Brownell, Israel, & Kamman (2013). San Francisco CA: Jossey-Bass

The First-Year Teacher's Survival Guide (Fourth Edition) by Julia G. Thompson

****The reading assignments are to prepare you for the topics to be discussed in the session. Look over the reading material & complete the exercises prior to coming to class. You are encouraged to peruse the textbooks and read ANY of the sections as your knowledge needs arise.

SEMINAR SYNOPSIS

Session #1	Date: August 3	Location: Pikes Peak BOCES
Seminar Title: The First Days of School for Special Education Teachers		
Topics: Starting the School Year Productively Character Traits of Successful Teachers/Becoming an Efficient 21st Century Educator Getting Organized/First Days of School Checklist/Establishing Priorities Tips on Getting a Great Start in Your Teacher Role Dealing & Developing Professional Relationships Classroom Setup/Rules/Procedures/Time & Paper Management Professional Communications with Administrators, Teammates, Mentor, Field Coach Discuss Classroom & Behavior Management Philosophy Statement **Before Class: Read “The First-Year Teacher’s Survival Guide” (Fourth Edition) Section 2: pp. 31-63; Section 3: pp. 65-79; Complete 3.1 p. 67; Section 5: pp. 125-160.		

Session #2	Date: August 10	Location: Pikes Peak BOCES
Seminar Title: Special Education Procedures/Intro to the IEP		
Topics: "Introduction to the IEP: In this seminar, teachers will learn: <ul style="list-style-type: none"> • Procedural Safeguards (aka, Parent Rights) • Legal requirements of the IEP, both process and content • How to write a compliant and meaningful IEP • “The Golden Thread of Continuity” of the IEP • Preparation for IEP meetings • Participants in the development of the IEP • Implementation of student IEP Assign: IEP Procedures Assignment, Due Sunday, 12/1. Upload completed Lesson to Google Classroom. (15 points) A Survival Guide for New Special Education Educators. Billingsley, Brownell, Israel, & Kamman (2013). San Francisco CA: Jossey-Bass is provided as a supplement to content presented in this seminar. It is advisable to read Chapter 5: pp. 65-86		

Session #3	Date: August 17	Location: BOCES
Seminar Title: Teacher Quality Standards & Colorado Content Standards		
Topics: The Colorado Teacher Quality Standards & Elements; State Model Evaluation System Colorado State Model Evaluation System Rubric Two-Year Alternative Licensure Program Observation and Assessment process Comparing the 2YALP rubric to the Colorado State rubric Formal Observations with Field Coaches & School Administrators Components of Classroom Leadership Colorado CORE Standards and Effective Lesson Plan Preparation Lesson Planning and the Backwards Design Approach Be familiar locating your content/grade level standards prior to class session! (See Session #4 for location of Colorado CORE Standards) **Before Class: Read “The First-Year Teacher’s Survival Guide” (Fourth Edition): Section One: Begin Your Professional Growth pp.1-30; Section 3: pp. 65-79 Section 4: pp. 81-87.		

Session #4	Date: August 24	Location: UCCS
Seminar Title: Effective Lesson Planning & Colorado Academic Standards		
Notes: Using a “Google” search, enter Colorado 2020 Academic Standards Downloads. Click on Colorado Standards CDE. On the CDE page, click on academic 2020 Standards Download on the right side of the page. Once on this Standards page, click on the grade/content area you need. In the content area, scroll down to the correct grade level where you will find Grade Level Expectations, Evidence Outcomes and Academic Context & Connections. (You can highlight, copy, and then paste into your lesson plan, the evidence outcomes that directly pertain/apply to your lesson. Be familiar in how to locate the standards prior to coming to class. ***Discuss and Assign “Lesson Plans with Field Coach” Assignments for first semester (Three observations due from Field Coach before the end of the first semester) **Before Class: Read “The First-Year Teacher’s Survival Guide” (Fourth Edition) Section 8: pp. 237-270; Section 9: pp. 273-316; Section 10: pp. 329-352		

Session #5	Date: September 14	Location: UCCS
Seminar Title: Classroom Management		
Topics: <ul style="list-style-type: none"> • Dealing with a Difficult Class & Students • Classroom Policies, Procedures, Rules, Consequences, Behavior Contracts, Self-Discipline • Problem Solving Approach to Disciplinary Issues • Prevent or Minimizing Discipline Problems in the Classroom • Dealing with Individual Misbehaviors The First-Year Teacher’s Survival Guide (Fourth Edition) by Julia G. Thompson is provided as a supplement to content presented in this seminar. It is advisable to read Sections 11, 12, 13, 14: pp. 355-493 A Survival Guide for New Special Education Educators. Billingsley, Brownell, Israel, & Kamman (2013). San Francisco CA: Jossey-Bass is provided as a supplement to content presented in this seminar. It is advisable to read Chapter 7: pp. 112-137		

Session #6	Date: September 21	Location: UCCS
Seminar Title: Using Data to Guide Instruction		
Topics: <ul style="list-style-type: none"> • Different types and purposes of assessment • Ongoing progress monitoring – Tier I, Tier II, and Tier III • Curriculum Based Measurement (CBM) • Graphing performance data • Making decisions based on data <p><i>A Survival Guide for New Special Education Educators.</i> Billingsley, Brownell, Israel, & Kamman (2013). San Francisco CA: Jossey-Bass is provided as a supplement to content presented in this seminar. It is advisable to read Chapter 10: pp. 172-188</p>		

Session #7	Date: October 12	Location: UCCS
Seminar Title: Introduction to Special Education Assessment		
Topics: Analyze student performance data and use for special education eligibility Determination. <ul style="list-style-type: none"> • Role of SPED teacher in special education eligibility determination • SLD referral & evaluation process • Standardized and Norm Referenced Assessments • Curriculum based measures • CDE recommendations for determining Eligibility • Determining a Disability versus Language Acquisition. • Best Practice in Assessment and Identification of Multilingual Learners 		

Session #8	Date: November 2	Location: UCCS
Seminar Title: Collaboration Between General and Special Education		
Topics: <ul style="list-style-type: none"> • The role of the IEP Team in determining services • Identify the strengths and challenges of service delivery models • Know what collaboration is and identify challenges and issues between General and Special Education • Explore the types of co-teaching models and articulate advantages and disadvantages of each model • Explore the skills that educators need to collaborate <p>Reading Assignment: <i>A Survival Guide for New Special Education Educators</i> Billingsley, Brownell, Israel, & Kamman (2013).. San Francisco CA: Jossey-Bass Read Chapter 8 prior to class <i>A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning.</i> Villa, R., Thousand, J., & Nevin, A. (2004).</p>		

Session #9	Date: November 16	Location: UCCS
Seminar Title: Collaboration and Inclusion-Access to Academics for All		
<p>Topics:</p> <ul style="list-style-type: none"> • The essential elements of collaboration and co-teaching • The role of all staff in the education of students with disabilities in an inclusive/collaborative model • The definition of inclusion • The inclusive classroom and how co-teaching fits • Strategies for facilitating student learning in an inclusive/collaborative model • Students as co-teachers <p>Reading Assignment:</p> <p><i>A Survival Guide for New Special Education Educators</i> Billingsley, Brownell, Israel, & Kamman (2013).. San Francisco CA: Jossey-Bass Read Chapter 7 prior to class</p> <p><i>A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning.</i> Villa, R., Thousand, J., & Nevin, A. (2004).</p>		

Session #10	Date: December 7	Location: UCCS
Seminar Title: Engagement and Cooperative Classroom Strategies Part 1		
<p>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.</p> <p>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 		

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:

1. **Seminar Attendance and Participation**
2. **Course Assignments**
3. **Classroom Observations**

Each area is weighted by the grade program, Google Grade Book, to account for 1/3 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	=IW

GRADE POINTS WILL BE ASSIGNED AS FOLLOWS:

1/3 OF THE FINAL GRADE: CLASS ATTENDANCE/PARTICIATION—50 points

- Attendance points are based on the total number of class sessions held. This course has **10** 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: 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@ppboces.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 17 and August 24** 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.
- As part of best teacher practice, the 2YALP lesson plan process includes teacher reflection for every lesson. 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 Friday, December 6, 2024. Your Field Coach will be asked to submit grades (points) by Wednesday, December 11, 2024. (45 Points Total, 15 Points for each observation)**

1/3 OF THE FINAL GRADE: FORMAL WRITTEN ASSIGNMENTS AND PROJECTS—40 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.

AI (ARTIFICIAL INTELLIGENCE) POLICY

The use of generative AI tools is permitted in this course for the following activities:

- Brainstorming and refining your ideas
- Fine tuning your research questions
- Finding information on your topic
- Drafting an outline to organize your thoughts
- Checking grammar and style

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board replies or content that you put into a Teams or Zoom chat
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments

Submitting an assignment generated by AI as one's own work is considered plagiarism and in violation of the UCCS Academic Honor Code policy: 2017-JUN-27_200-019 Academic Ethics Code-APPROVED.docx.pdf (uccs.edu)

Be advised that written work submitted as your own may be uploaded to AI and plagiarism software for analysis.

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 **10** seminars in this semester; therefore, survey response has a point value of **10**. 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, 10)

THE IEP PROCEDURES ASSIGNMENT

Develop an Individualized Educational Plan, which reflects a particular students' needs, strengths, goals/objectives and appropriate direct and indirect services. **Due: Sunday, 12/1/2024 Upload completed assignment to Google Classroom (15 points)**

COLLABORATION WITH GEN ED ASSIGNMENT

- **Due: 12/1/2024 Upload completed assignment to Google Classroom (15 points)**

TIRP I – SPECIAL EDUCATION - FALL SEMESTER 2024

Date	Level	Topic	Location	Time	Instructor
Aug 3	SPED	1st Days of School for Special Education	BOCES	9:00-2:00	Montgomery
Aug 10	SPED	SPED Procedures / Intro to the IEP	BOCES	9:00-2:00	Montgomery
Aug 17	Elementary SPED	Teacher Quality Standards/CO Model Evaluation System/ Colorado Academic Standards*	BOCES	9:00-2:00	Sallee, Williams Blackwell
Aug 24	Elementary SPED	Standards Based Lesson Planning, Colorado Academic Standards, & Instructional Implementation*	COLU 128 Breakout COLU 115	9:00-2:00	Sallee, Williams-Blackwell
Sep 14	SPED, Elementary	Classroom Management	COLU 128	9:00-2:00	Wilcox
Sep 21	SPED	Using Data to Guide Instruction	COLU 115	9:00-2:00	Montgomery
Oct 12	SPED	Intro to Special Education Assessment	COLU 323	9:00-2:00	Shearer
Nov 2	SPED	Collaboration Between General and Special Education	COLU 116	9:00-2:00	Williams-Blackwell
Nov 16	SPED	Collaboration and Inclusion – Access to Academics for All	COLU 116	9:00-2:00	Williams-Blackwell
Dec 7	SPED, Elementary	Engagement and Cooperative Classroom Strategies Part 1	COLU 128	9:00-2:00	Vidovich

UCCS MAP AND PARKING INSTRUCTIONS

COLU = Columbine Hall

OCSE = Osborne Center for Science and Engineering

DWIR = Dwire Hall

CENT = Centennial 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 four ½-hour session

