

SYLLABUS



Special Education III Summer 2023



Special Topics in Special Education: TIRP III CURR 5980 601

INSTRUCTORS



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SEMINAR SCHEDULE

Date	Time	Seminar Title	Room
5/6	9:00-1:30	Philosophy of Education / Code of Ethics	COLU 214
5/20	9:00-1:30	Brain Based Teaching and Learning	TBD / UCCS or BOCES
6/3	9:00-1:30	Digital Literacy / 21st Century Skills	TBD / UCCS or BOCES
6/5 AM	8:00-12:00	Assistive Technology	BOCES
6/5 PM	1:00-5:00	Deliver Effective Instruction	BOCES
6/6 AM	8:00-12:00	School Law / The Teacher and the Law	BOCES
6/6 PM	1:00-5:00	Classroom Technology	BOCES

PURPOSE AND TEACHER QUALITY STANDARDS

PURPOSE

The purpose of this course is to continue the preparation of teachers in applying educational theory and practice in the classroom setting. Classroom and Assistive Technology, as well as, Ethics are included as seminar topics. This class will address ongoing academic and social skills through the study of topics designed to support the Colorado Department of Education (CDE)

Teacher Quality Standards. A reflective approach regarding the first year of teaching will be the underlying premise of this summer course.

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 academic content and how to facilitate learning through discussions involving educational theory and models of instruction.
2. Become familiar with a variety of assessment methods to improve learning. Utilize a data-driven approach to standards-based instruction through the implementation and review of a Student Learning and Achievement Case Study.
3. Discuss a wide range of techniques to match intellectual, emotional, and social levels of each student. Identify educational methods that accommodate children with special needs.
4. Become familiar with the impact of school law on how schools are organized and governed.
5. Recognize the importance of individual differences for diverse students.
6. Review the professional roles and ethical responsibilities of the classroom teacher.
7. Differentiate instruction for the universal, targeted & intensive needs of diverse groups of students, including students with disabilities, students from culturally & linguistically diverse populations, & high-achieving students.
8. Select, administer, & interpret progress-monitoring assessments to evaluate students' progress toward an instructional goal & determine effectiveness of instruction/intervention & regularly articulate progress to students.
9. Understand the legal & ethical issues in the fair & meaningful evaluation of students in the classroom, including confidentiality, informed consent, privacy, & bias.
10. Understand the contributions of both neurobiological & environmental factors to reading & writing success & failure, including genetics, gender, medical history or condition, socio-cultural context, family context, educational & instructional history, & language background.
11. Demonstrate the use of technology to support instruction and enhance student learning and achievement.
12. Apply technology to the delivery of standards based instruction.

SEMINAR SYNOPSIS

Session #1	Date: May 6	Location: UCCS
Seminar Title: Philosophy of Education / Code of Ethics for Teachers		
Philosophy of Education Statement / Code of Ethics for SPED Teachers What is my philosophy of education and learning? NEA Code of Ethics Personal Code of Ethics for a SPED Teacher		

Session #2	Date: May 20	Location: TBD /UCCS or BOCES
Seminar Title: Brain Based Teaching and Learning		
Using the analogy of keychains, locks, and keys, this course discovers how to unlock the brain's potential for learning. Based on scientific research, we will discuss how each of these keys empower our work with students to increase attention and memory. Reading <i>Super Mindsets</i> *(Chapter 7) by Eric Jensen is a prerequisite for the class.		

Session #3	Date: June 3	Location: TBD / UCCS or BOCES
Seminar Title: Digital Literacy / 21st Century Skills		
Digital Literacy / 21st Century Skills: <ul style="list-style-type: none"> • What is Digital Literacy and why is it important? • The 4 C's of 21st Century Learning • CDE's Essential Skills and Media Literacy • Why is Digital Literacy important? • What can we, as educators, do to actively engage and challenge our students on a daily basis 		

Session #4	Date: June 5, Morning	Location: BOCES
Seminar Title: Assistive Technology		
Assistive, adaptive, rehabilitative devices and services for learning disabled students such as: Alternative keyboards Braille embossers Touch screens Screen enlargers, magnifiers Speech recognition or voice recognition programs Text to Speech (TTS) or speech synthesizers		

Session #5	Date: June 5, Afternoon	Location: BOCES
Seminar Title: Deliver Effective Instruction		
Delivering Effective Instruction <ul style="list-style-type: none"> • Identifying & Understanding Learning Modalities • Learning Styles & Multiple Intelligences • Blooms Taxonomy & Depth of Knowledge • Best/Worst Lesson Discussion 		

Session #6	Date: June 6, Morning	Location: BOCES
Seminar Title: School Law / The Teacher and the Law		
School Law Teacher Contracts in Colorado Public Schools Teacher Liability Protection Act Governmental Immunity The Teacher and the Law How to stay out of trouble with your district, school or principal Q & A: Is it OK if I...?		

Session #7	Date: June 6, Afternoon	Location: BOCES
Seminar Title: Classroom Technology		
Classroom Technology <ul style="list-style-type: none"> • Using Technology to bring learning to life in your classroom: <ul style="list-style-type: none"> -Managing 1:1 devices -Interactive Smartboards -NearPod -Pear Deck -Jamboard -Kahoot! • Using Technology as a way to increase student ownership <ul style="list-style-type: none"> -Storyboarding -Movie Making -Padlet -Poplet -Flipgrid -Scratch -Sway/Power Point • Using Technology to Communicate with Families <ul style="list-style-type: none"> -Class Dojo -Seesaw -Schoolology 		

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 two graded areas: **seminar attendance/participation and course assignments.**

- Each area is weighted by the grade program, Google Grade Book, to account for one half 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 two 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:

1/2 OF THE FINAL GRADE: CLASS ATTENDANCE/PARTICIPATION—56 points

- Attendance points are based on the total number of class sessions held. This course has **7** sessions. **8** 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@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.**

1/2 OF THE FINAL GRADE: FORMAL WRITTEN ASSIGNMENTS AND PROJECTS— 67 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.

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 **7** seminars in this semester; therefore, survey response has a point value of **7**. 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, 7)

CODE OF ETHICS AND PHILOSOPHY OF EDUCATION STATEMENT

Develop both a professional Code of Ethics (not more than 1 page) and an Educational Philosophy Statement (not more than 2 pages) based on materials and discussion presented in class. **Please follow the specific format presented for your Code of Ethics.** Include in your Educational Philosophy, classroom management principles and guidelines (**do not specifically state your classroom rules in this document**).

DUE 5/20/23: Submit online using Google Classroom (20 Points)

BEST / WORST LESSON IN-CLASS ACTIVITY & WRITTEN REFLECTION

As part of a class session, students will discuss in groups both the attributes and student involvement that made this their “best” and “worst” lessons to date (**please pick one of each**). Submit a one page analysis **for each lesson** that includes the following:

(Please number your responses):

1. The lesson purpose
2. Why this lesson turned out to be your best/worst to date
3. For your worst lesson, please reflect on how you either have or will make improvements to this lesson (it, then, may become your best lesson!)

Be ready to share your lesson with the group.

Due: Sunday, June 18, 2023.

Submit via Google Classroom. (20 points)

CLASSROOM TECHNOLOGY PROJECT

The twenty-first century teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.

This project calls for you to demonstrate your technology skills and knowledge about using technology to support instruction. Submit a PowerPoint, Prezi, or technology based lesson that you have developed for use in your content area. **Due: Friday, June 30, 2023. Submit to Google Classroom. (20 points)**

2YALP SPECIAL EDUCATION III – SUMMER SEMESTER 2023

Date	Grade Level	Topic	Place	Time	Instructor
5/6	SPED & Ele	Philosophy of Education / Code of Ethics	COLU	9:00-1:30	L Williams-Blackwell
5/20	SPED & Ele	Brain Based Teaching and Learning	TBD / UCCS or BOCES	9:00-1:30	W Swearingen
6/3	SPED	Digital Literacy / 21st Century Skills	TBD / UCCS or BOCES	9:00-1:30	S Strizich
6/5 AM	SPED	Assistive Technology	BOCES	8:00-12:00	H. Emery-Hendrick
6/5 PM	SPED & ELE	Deliver Effective Instruction	BOCES	1:00-5:00	S Sallee
6/6 AM	SPED, Ele, Sec	School Law / The Teacher and the Law	BOCES	8:00-12:00	K Dude T Gemski
6/6 PM	SPED & Ele	Classroom Technology	BOCES	1:00-5:00	S Strizich

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

UCCS University of Colorado Colorado Springs

LEGEND

- CAMPUS BUILDINGS
- PEDESTRIAN SPINE
- EMERGENCY CALL BOX
- CAMPUS SHUTTLE STOP
- CITY TRANSIT STOP

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-WAL 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
CGH	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 PLATA 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	I7			
CW	COTTAGE WEST	K7	OCSE	OSBORNE CENTER FOR SCIENCE & ENGINEERING	I7			
DPS	DEPARTMENT OF PUBLIC SAFETY	I8	PATT	PATTERSON HOUSE	L7			
DWR	DWIREE HALL	J7	PG	PARKWAY GARAGE	I8			
ELDO	ELDORA HOUSE	H8	RECW	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 Campus - Fridays after 4:00 pm, weekends and during breaks between semesters.