



# SYLLABUS

## Special Education V & VI

### Spring 2024



Topics in Special Education: TIRP V & VI  
CURR 5980 602 & CURR 5980 603

### INSTRUCTORS



Two Year Alternative Licensure Program

**2YALP Director:** Lou Valdez, [lvaldez@ppboces.org](mailto:lvaldez@ppboces.org)  
**SPED Practicum Instructor/Coach:** Linda Williams-Blackwell, [loliwb@gmail.com](mailto:loliwb@gmail.com)  
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- THE SPECIAL EDUCATION GENERALIST TIRP V AND TIRP VI SEMESTER SCHEDULES OVERLAP AND REQUIREMENTS FOR BOTH COULD BE ACCOMPLISHED SIMULTANEOUSLY. THEREFORE, THE SYLLABUS FOR EACH SEMESTER IS INCLUDED IN THIS DOCUMENT.
- **THE TIRP VI SYLLABUS BEGINS ON PAGE 10.**

### SEMINAR SCHEDULE FOR TIRP SPED V & SPED TIRP VI

Date	Time	Seminar Title	Room
1/20	9:00-2:00	Intro to the SPED Practicum / Para-Educator Supervision <b>TIRP VI</b>	COLU 323
1/27	9:00-2:00	SPED Transition 1	COLU 323
2/3	9:00-2:00	SPED Transition 2	COLU 323
2/10	9:00-2:00	Reading and Writing Assessments to Drive Instruction	COLU 114
2/24	9:00-2:00	A Systematic Approach to Teaching Vocabulary	COLU 114
3/2	9:00-2:00	Reading is Comprehension: Strategies for Guiding Students Through Reading	COLU 114
3/16	9:00-2:00	The Process of Writing for Teachers of Students with Special Needs 1	COLU 116
4/6	9:00-2:00	The Process of Writing for Teachers of Students with Special Needs 2	COLU 116
4/20	9:00-2:00	The Process of Writing for Teachers of Students with Special Needs 3	COLU 116
4/27	9:00-2:00	SPED Practicum Seminar <b>TIRP VI</b>	BOCES

## PURPOSE AND TEACHER QUALITY STANDARDS

### PURPOSE

The Special Education Generalist TIRP V and TIRP VI semester schedules overlap and requirements for both could be accomplished simultaneously. The SPED VI semester begins with an introduction to SPED VI Practicum requirements. Teachers may, with Program approval, schedule their practicum during the spring semester of the academic calendar. It is an option and not a requirement to schedule the practicum during the spring semester.

The SPED TIRP V semester schedule begins with a continuation of the SPED literacy study that was introduced during the previous fall semester (SPED TIRP IV). During this course, Fluency, Vocabulary, Morphology, Sentence Grammar, and Comprehension will be included as topics of study. In addition to literacy, SPED TIRP V will cover SPED Transition and Self Determination for students with disabilities.

### 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.

## SEMINAR SYNOPSIS

<b>Session #1</b>	<b>Date: January 20</b>	<b>Location: UCCS</b>
<b>Seminar Title: Intro to the SPED Practicum / Para-Educator Supervision –TIRP VI</b>		
In order to facilitate planning, teachers will be introduced to the requirements of the TIRP VI SPED Practicum. In this seminar teachers will develop an understanding of how to utilize para educators in their classroom as well as identify ways to provide training and supervision.		

<b>Session #2</b>	<b>Date: January 27</b>	<b>Location: UCCS</b>
<b>Seminar Title: Introduction to SPED Transition Part 1</b>		
<b>SPED Transition Overview</b> <ul style="list-style-type: none"><li>• Transition in IDEA</li><li>• Self-Determination: What is it? Why is it important?</li><li>• Self-Determination and Transition Assessment</li></ul> Student Development – Self-Determination Skills		

<b>Session #3</b>	<b>Date: February 3</b>	<b>Location: UCCS</b>
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**Seminar Title: Introduction to SPED Transition Part 2****SPED Transition Overview**

- Interagency Collaboration
  - Family Involvement
  - Transition IEP
- Student-Focused Planning and IEP

**Session #4****Date: February 10****Location: UCCS****Seminar Title: Reading and Writing Assessments to Drive Instructions****Overview:**

- Reading assessments and the progression of skills
- Writing assessments and the need for monitoring
- Successes and struggles of collecting data through the lens of SPED

The necessary instructional cycle for reading and writing

**Session #5****Date: February 24****Location: UCCS****Seminar Title: A Systematic Approach to Teaching Vocabulary****Overview:**

- Basic understanding of the need to teach vocabulary
- A systematic approach to teaching vocabulary within the reading instruction cycle

Strategies that can explicitly teach vocabulary

**Session #6****Date: March 2****Location: UCCS****Seminar Title: Reading is Comprehension: Strategies for Guiding Students Through Reading****Overview:**

- Literal and inferential comprehension
- Strategies to apply to “understanding what we read”
- A guided reading or close reading

Purpose of reading- defining active reading

**Session #7****Date: March 16****Location: UCCS****Seminar Title: The Process of Writing for Teachers of Students with Special Needs, Class 1**

- Why teach Writing? — history, national assessment, connection to reading
- How Children Learn to Write
- Characteristics of Good & Poor Writers including the Role of Memory in Writing
- Importance of Oral Language Development & Its Relationship to Reading/Writing Proficiency including implications for language learners
- Introduction of the Writing Process including Incorporating Oral Language in the Classroom as a pre-write
- Letter formation & Dysgraphia
- Orthography: mapping phonemes to graphemes

- Early childhood: What goes into a writing center? Writing supports: how does this look in the Special Education classroom? Or with students with special needs at any age?
- Analysis of student work; setting goals for instruction and implementation

**\*\*Before Class \*\*Read LETRS Module 9 Chapter #1 & Chapter #2. Read *Teaching Students with Dyslexia and Dysgraphia* by Berninger & Wolf. Bring samples of your students' writing for analysis and discussion.**

<b>Session #8</b>	<b>Date: April 6</b>	<b>Location: UCCS</b>
<b>Seminar Title: The Process of Writing for Teachers of Students with Special Needs, Class 2</b>		
<ul style="list-style-type: none"> <li>• Revisit Letter formation &amp; Dysgraphia</li> <li>• The Writing Process               <ul style="list-style-type: none"> <li>-Plan, Draft, Revise, Edit, Publish</li> </ul> </li> <li>• Mentor Text and the Mini-Lesson</li> <li>• Sentence Syntax Fluency, Formation, and Fabricating</li> </ul>		
<p><b>**Before Class: Read LETRS Module 9 Chapter #3, #4, #5, #6. Teach a writing mini-lesson using mentor text (bring that text). Utilize the resource <i>6 + 1 Traits of Writing</i> by Ruth Culham for building this lesson. Reflect on the lesson &amp; be ready to share out. Bring samples of your students' writing for analysis and discussion. Teach a letter formation lesson or a review letter formation lesson, reflect and be ready to share out.</b></p>		

<b>Session #9</b>	<b>Date: April 20</b>	<b>Location: UCCS</b>
<b>Seminar Title: The Process of Writing for Teachers of Students with Special Needs, Class 3</b>		
<ul style="list-style-type: none"> <li>• The writing Process, continued               <ul style="list-style-type: none"> <li>-Plan, Draft, Revise, Edit, Publish</li> </ul> </li> <li>• Review interaction of four language domains: Speaking, Listening, Reading, Writing</li> </ul>		
<p><b>**Before Class: Read and review course texts. Teach a second writing mini-lesson using mentor text (bring that text). Utilize the resource <i>6 + 1 Traits of Writing</i> by Ruth Culham for building this lesson. Reflect on the lesson &amp; be ready to share out. Bring samples of your students' writing for analysis and discussion.</b></p>		

<b>Session #10</b>	<b>Date: April 27</b>	<b>Location: BOCES</b>
<b>Seminar Title: The SPED Generalist Practicum Seminar –TIRP VI</b>		
<ul style="list-style-type: none"> <li>• This is the culminating and final class for teachers in the Two-Year Alternative Licensure Program. In this seminar, Practicum expectations and requirements will be discussed and examined.</li> <li>• Teachers will complete a 35 hour practicum experience in a setting TBD.</li> <li>• <b>A luncheon / celebration will be held following the conclusion of class.</b></li> </ul>		

## 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

### GRADE POINTS FOR SPED TIRP V WILL BE ASSIGNED AS FOLLOWS:

#### TIRP V SPED

#### 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 8 sessions. 7 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. 3 of the 7 Attendance/Participation Points earned for ONLINE classes will be awarded for 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@ppbores.org](mailto:sgriffin@ppbores.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.**

# TIRP V SPED

## 1/2 OF THE FINAL GRADE: FORMAL WRITTEN ASSIGNMENTS AND PROJECTS—58 Total 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 **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)**

### TRANSITION / SELF-DETERMINATION ASSESSMENT OR LESSON ASSIGNMENT

Complete an age appropriate transition or self-determination assessment with a student OR teach a self-determination or transition lesson designed to develop the student’s self-awareness or goal setting and attainment skills. Summarize the results and reflect on the experience. Specific instructions and criteria are provided in the rubric. (See rubric in Google Classroom)

**Due date** February 4, 2024 **30 points possible**

## **TRANSITION IEP CASE STUDY ASSIGNMENT**

- Complete an abbreviated Transition IEP from a case study including these IEP sections: Present Levels of Academic and Functional Performance, including transition assessments; Post-Secondary Goals; Transition Services; Course of Study; Annual Goals. Specific instructions and criteria for each section are provided in the rubric. (See Rubric in Google Classroom)

**Due date** February 11, 2024, **20 points possible**

## **READING ASSIGNMENTS**

Please see assigned reading on page 4 of this syllabus



## 2YALP – SPED GENERALIST V– SPRING SEMESTER 2024

<b>Date</b>	<b>Cohort</b>	<b>Topic</b>	<b>Place</b>	<b>Time</b>	<b>Instructor</b>
<b>1/20</b>	<b><i>SPED TIRP VI</i></b>	<i>Intro to the SPED Practicum / Para-Educator Supervision</i>	COLU 323	9:00-2:00	<i>L Williams-Blackwell</i>
<b>1/27</b>	SPED TIRP V	Special Education Transition 1	COLU 323	9:00-2:00	D Shearer
<b>2/3</b>	SPED TIRP V	Special Education Transition 2	COLU 323	9:00-2:00	D Shearer
<b>2/10</b>	SPED TIRP V	Reading and Writing Assessments to Drive Instruction	COLU 114	9:00-2:00	Schoolmaster
<b>2/24</b>	SPED TIRP V	A Systematic Approach to Teaching Vocabulary	COLU 114	9:00-2:00	Schoolmaster
<b>3/2</b>	SPED TIRP V	Reading is Comprehension: Strategies for Guiding Students Through Reading	COLU 114	9:00-2:00	Schoolmaster
<b>3/16</b>	SPED TIRP V	The Process of Writing for Teachers of Students with Special Needs, Class 1	COLU 116	9:00-2:00	L Wolf
<b>4/6</b>	SPED TIRP V	The Process of Writing for Teachers of Students with Special Needs, Class 2	COLU 116	9:00-2:00	L Wolf
<b>4/20</b>	SPED TIRP V	The Process of Writing for Teachers of Students with Special Needs, Class 3	COLU 116	9:00-2:00	L Wolf
<b>4/27</b>	<b><i>SPED TIRP VI</i></b>	<i>SPED Practicum</i>	<b><i>BOCES</i></b>	9:00-2:00	<i>L Williams-Blackwell</i>

# TIRP VI SPED Syllabus Begins Here

**Spring-Summer**  
**Special Education TIRP VI**  
**INTERNSHIP**  
**SPED 5980-603**

## INSTRUCTORS

Instructor/Field Coach: Linda Williams-Blackwell [loliwb@gmail.com](mailto:loliwb@gmail.com)  
Field Coach: Vivian Cook [vweimercook@hotmail.com](mailto:vweimercook@hotmail.com)  
Director: Lou Valdez [lvaldez@ppbores.org](mailto:lvaldez@ppbores.org)  
2YALP Web Site: [www.tirp.org](http://www.tirp.org)

## SEMINAR SCHEDULE

Date	Time	Seminar Title	Room
1/20	9:00-1:30	Intro to TIRP VI Practicum and Requirements / Supervision of SPED Para educators	COLU
4/27	9:00-1:30	Practicum Seminar for SPED TIRP VI	at BOCES

## PURPOSE

The SPED 2YALP VI Internship is the culminating field experience for the UCCS/PPBOCES Special Education Generalist licensure program. As a requirement for the Generalist License, 2YALP teachers are required to work in a variety of settings with K12 students with the full range of abilities. During the internship experience, 2YALP teachers will demonstrate proficiency in the required Colorado Generalist Regulations and the Colorado Teacher Quality Standards in educational settings that utilize practices congruent with the UCCS/PPBOCES special education generalist program. Teachers are required to meet the majority of the Generalist competencies in their day-to-day work and field-based observations during the first year of the 2YALP program. 2YALP teachers will demonstrate designated standards and indicators during the internship. The teacher and field coach will determine the specific competencies that each teacher will demonstrate prior to submitting the Internship Application. Please contact your Field Coach before filling out section 2 of the Internship Application. In the internship, the teachers will apply and integrate principles and techniques learned in previous courses with this new population of students. The Two-Year Alternative Licensure Program will hold two seminar sessions to explain the requirements for of the Internship.

## 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.

## SEMINAR SYNOPSIS

<b>Session #1</b>	<b>Date: January 20</b>	<b>Location: UCCS</b>
<b>Seminar Title: Intro to the SPED Practicum / Para-Educator Supervision</b>		
In order to facilitate planning, teachers will be introduced to the requirements of the TIRP VI SPED Practicum.		
In this seminar teachers will develop an understanding of how to utilize para educators in their classroom as well as identify ways to provide training and supervision.		

<b>Session #2</b>	<b>Date: April 27</b>	<b>Location: BOCES</b>
<b>Seminar Title: The SPED Generalist Practicum Seminar</b>		
<ul style="list-style-type: none"> <li>• This is the culminating and final class for teachers in the Two-Year Alternative Licensure Program. In this seminar, Practicum expectations and requirements will be discussed and examined.</li> <li>• Teachers will complete a 35 hour practicum experience in a setting TBD.</li> <li>• <b>A luncheon / celebration will be held following the conclusion of class.</b></li> </ul>		

## 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.**

- A total of **142** points is available for this course
- **20** points for attendance and participation
- **122** points for
  - Special Education Practicum and Reflective Journal Assignment
  - Supervising Teacher Evaluation Assignment
  - Seminar Feedback Assignment

### **Grade Point Distribution:**

<b>Percent</b>	<b>Points</b>	<b>Grade</b>
100-94%	142-133	= A
93-90%	132-128	= A-
89-87%	127-124	= B+
86-83%	123-118	= B
82-80%	117-114	= B-
<80%	<113	=IW

**Grade points will be assigned as follows:**

### **CLASS ATTENDANCE AND PARTICIPATION—20 POINTS**

- Attendance points are based on the total number of class sessions held. This course has **2** sessions. **10** points are awarded for attendance at each seminar session.
- Points may be deducted for non-participation, 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).

### **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.

## **FORMAL WRITTEN ASSIGNMENTS AND PROJECTS—122 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. Assignments should reflect analysis and understanding of presented material and demonstrate an integration of presented concepts. Assignments should be presented at college level in grammar, writing style and spelling. All written assignments must be word-processed, double-spaced and include a cover page. The cover page should include your name, assignment title, date, cohort group (i.e. Elementary, Secondary, or Special Education). Assignments that include citations must be in APA format unless otherwise required by the instructor.

## **SPECIAL EDUCATION VI WRITTEN ASSIGNMENTS**

### **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 **2** seminars in this semester;

therefore, survey response has a point value of **2**. 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.

**Seminar Feedback Survey due via Google Classroom by midnight the Sunday following the Saturday seminar. (1 point for each seminar for a total of 2 points)**

## **SPECIAL EDUCATION REFLECTIVE JOURNAL ASSIGNMENT**

At the completion of the 35- hour internship, the teacher will submit the Special Education Reflective Journal to the field coach for assessment. **(The SRJ has a point value of 100 Points)**

## **SUPERVISING TEACHER EVALUATION ASSIGNMENT**

At the completion of the 35 hour internship, the teacher will submit the Supervising Teacher Evaluation Form. **(20 Points)**

# **PPBOCES/UCCS SPECIAL EDUCATION GENERALIST TWO YEAR ALTERNATIVE LICENSURE PROGRAM INTERNSHIP REQUIREMENTS AND APPLICATION**

## **2YALP VI INTERNSHIP**

The internship provides the 2YALP special education teachers the opportunity to demonstrate proficiency in competencies with students who have varying levels of ability and disability. The internship experience should also be with students of a different age level and in a different type of setting than the teacher experiences in their current school or teaching assignment. During the internship, each teacher must complete the competencies that the 2YALP teacher and Field Coach identified while completing the Internship Application.

## **ELIGIBILITY REQUIREMENTS**

To determine whether you are eligible to register and begin the SPED 2YALP VI Internship, teachers must meet the following requirements:

- Successful completion of SPED 2YALP I – IV. SPED teachers may complete 2YALP VI concurrently with 2YALP V, **or** 2YALP VI may be taken any time up until three months prior to the expiration of your Alternative License.
- Submit evidence of a passing score on the PRAXIS II Special Education Generalist test #5354 to the Program Coordinator.
- Completion of the SPED Generalist Internship Application with the field coach, identifying the following:

- Competencies to be met from the Colorado Teacher Quality Standards and/or the Colorado Special Education Generalist Regulations.
- Disability/age group of students to be taught during the internship
- Environment in which the 35 hours of internship will take place.

**Submit the application to the Program Coordinator for the Program Director’s approval.**

During the SPED 2YALP VI Internship, the teacher will:

- Complete 35 hours of internship in an agreed upon setting and disability/age group.
- Demonstrate agreed upon competencies specified in the Internship Plan
- Complete the SPED Generalist Internship Reflective Journal.
- Participate in an exit meeting with the field coach at the conclusion of the Internship.
- Either participate or have participated in two Internship Seminars
- Schedule two formal observations with his/her Field coach.

Teachers must complete the demonstration of Colorado Teacher Quality Standards and/or Colorado Special Education Generalist Regulations, to complete SPED 2YALP and to be recommended for licensure to the Colorado Department of Education.

## SEMINARS

SPED VI runs concurrently with SPED V. The seminars will occur at the beginning and the end of the fifth semester.

## GRADING

**The grade is determined by the successful completion of the following requirements:**

1. Attendance to both seminars **(20 points)**
2. Feedback Survey Assignments for both seminars **(2 points)**
3. Special Education Reflective Journal **(100 points)**
4. Supervising Teacher Evaluation **(20 points)**

**(Total = 142)**

### **Grade Point Distribution:**

<b>Percent</b>	<b>Points</b>	<b>Grade</b>
100-94%	142-133	= A
93-90%	132-128	= A-
89-87%	127-124	= B+
86-83%	123-118	= B
82-80%	117-114	= B-
<80%	<113	=IW

# PPBOCES/UCCS SPECIAL EDUCATION GENERALIST TWO YEAR ALTERNATIVE LICENSURE PROGRAM

## INTERNSHIP APPLICATION INSTRUCTIONS

### ELIGIBILITY REQUIREMENTS

Teachers who meet the following requirements may enroll in SPED 2YALP VI Internship:

- Successful completion of all 2YALP I – IV Special Education course work.
- A passing score on the PRAXIS II Generalist test #5354 is required.

#### 1. Identification Information

Complete all necessary information.

#### 2. Generalist Standards and Indicators Met During the Internship

The Field Coach will meet with the teacher to determine which Generalist standards and indicators to be met during the internship, and to plan where, how and with whom the 35 hours will be spent. The field coach will conduct two formal observations of the teacher to document proficiency of the selected standards and indicators during the 35-hour internship. The Field Coach will submit a record of these two observations to the program office.

#### 3. Determine the Level and Disability of Students in Internship

Based on information including the competencies that the resident teacher has already demonstrated in the regular teaching assignment, as well as the identified internship Generalist Standards to be demonstrated, the field coach and teacher will determine:

- The semester in which the internship will take place.
- The internship level, either elementary or secondary.
- Whether the internship will be with students whose disabilities are in the mild/moderate level of academic or behavior disability or with students who have more significant academic or behavioral support needs.
- The location where the 35 hours will take place. Provided the students meet the descriptors identified for the internship in an academic setting, this can be a typical school setting, a before-school, after-school, weekend, or summer program. The internship position may be paid or unpaid.

If there is an option for a special education experience with students who meet the identified age and disability level agreed upon with the field coach, teachers may complete the 35-hour internship experience in the same school at which they teach. Teachers must be able to work with students who have a variety of special education needs to meet the identified Generalist Standards and be evaluated by the field supervisor. The field coach, principal/site administrator and teacher must agree in writing that opportunities are available for completion of the identified competencies in the school's programs. To qualify for the Generalist K-12 special education licensure, teachers must also:

- Attend two SPED 2YALP VI Internship Seminars (Time and Place TBD)



- Submit the completed Special Education Generalist Internship Reflective Journal (SRJ) to the field coach. The Reflective Journal should focus on the standards the 2YALP teacher and Field Coach have decided the 2YALP teacher needs to work on. The Field Coach will grade/evaluate the journal using the attached rubric.
- Have the Special Education Field Coach document the successful completion of the identified Generalist Regulations and/or Teacher Quality Standards.

**4. Select Elementary or Secondary for the Internship and indicate the Semester depending upon the place of employment or your preferred level.**

Select the opposite level for your internship and indicate semester you plan to complete the internship. *For example, if you are currently working at the elementary level with students who have mild to moderate disabilities, your internship should be at the secondary level working with student(s) who exhibit moderate to severe disabilities.* Indicate the semester you plan to do your internship.

**5. Internship Placement Request**

We will make every effort to honor the teacher’s internship request, provided it meets the identified levels and competencies identified by the teacher and field coach. In the Internship Placement Request section, identify:

- The district/school/program where the internship will take place.
- A description of how the 35 hours will be spent, such as teaching extended school year, working in an after school program, or working in another special education class or program at the teacher’s current school.
- The principal or site administrator of the program where the internship will take place.
- The onsite internship supervising teacher, or in the case of a program that does not have an onsite teacher, identify the onsite supervisor.
- The name of the field coach.

**6. Required Materials**

Submit/complete the following materials at least two weeks prior to the SPED 2YALP VI Internship:

- Passing score on the PRAXIS II Special Education Generalist test #5354.
- Internship Application

**7. Request Deadlines**

Complete the internship at least three months prior to the expiration of your Alternative License.

**8. Completion of the Internship**

At the completion of the 35 hours, the teacher will submit the internship reflective journal to the field coach. **Due date for submission of the reflective journal is two weeks following the completion of the 35 hour internship.** After review of the reflective journal, the field coach will submit documentation from the two formal observations which indicate the successful demonstration of the agreed upon standards and indicators.

**PPBOCES/UCCS Special Education Program  
SPED 2YALP VI Internship Application**

**1. Complete Identification Information:**

Name: \_\_\_\_\_

Home and/or Cell Phone: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

Work Phone: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

Email: \_\_\_\_\_

**2. Generalist standards and indicators to be met during the internship. These will be determined with the Special Education Field Coach, who will observe twice during the 35-hour internship:**

\_\_\_\_\_

\_\_\_\_\_

**3. In conjunction with your field coach, determine the following information regarding the 35-hour Elementary or Secondary Internship. Circle the level in which you will be completing your Internship. Indicate the semester, year and disability category of the students.**

SPED TIRP VI Internship	Semester: _____
Circle: Elementary or Secondary	Year: _____
Circle: Mild/Moderate or Significant Support Needs	Location: _____

**4. Internship Placement Request:**

District: \_\_\_\_\_ School/Program: \_\_\_\_\_

Internship Role/Position (Description of how you will spend the 35 hours): \_\_\_\_\_

Principal/Site Administrator: \_\_\_\_\_

Internship Onsite Supervisor/Teacher: \_\_\_\_\_

Field Coach: \_\_\_\_\_

**5. Check and Submit the Required Materials with This Request**

\_\_\_ Copy of passing scores for the PRAXIS II Special Education Generalist test, copy of your individual scores

**Signatures:**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Field Coach: \_\_\_\_\_ Date: \_\_\_\_\_

Internship Onsite Supervisor/Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Principal/Site Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director Approved: \_\_\_\_\_ Date: \_\_\_\_\_

## PPBOCES/UCCS

### TWO YEAR ALTERNATIVE LICENSURE PROGRAM

### SPECIAL EDUCATION GENERALIST INTERNSHIP

### REFLECTIVE JOURNAL ASSIGNMENT

The Special Education Generalist Reflective Journal (SRJ) is an important data-driven instruction (action research) assignment you must complete to graduate from the 2YALP and receive your teacher license. The SRJ requires you to plan, implement, and reflect upon a detailed, standards-based set of lessons, the goal of which is to improve the achievement of all the students in your class. Your SRJ will be assessed by your Field Coach to make sure you are meeting important performance-based standards for beginning special education teachers. The requirements of the SRJ are listed below. Please do what is necessary to fit them to the context of your class, including the individual needs of your students, your subject area, and the lessons you will teach.

Please consider these aspects in the implementation of your SRJ:

- Three individual lessons designed to be delivered to small instructional groups and/or the whole class.
- Lessons are focused on improving student achievement via data driven instruction.
- All lessons should focus on the General Standards and indicators identified in your Internship Application.
- School goals and objectives should be given consideration when developing the SRJ.
- The lessons must address all of the guidelines and requirements.
- An SRJ submitted after the due date will result in a reduction in grade.

#### ASSIGNMENT

The SPED Generalist Reflective Journal assignment (SRJ) consists of elaborate planning, teaching, and reflecting upon three (3) instructional sessions, as well as, a daily journal. See below for details regarding the assignment. **All documentation regarding the Reflective Journal assignment must be submitted to the Field Coach within two weeks following the completion of the internship.** In order to facilitate document processing related to licensure, the internship must be completed three **months prior to the expiration date of the SPED Alternative License. Please upload the Reflective Journal to Google Classroom, email a copy to your Field Coach for grading, and cc the Program Coordinator on the email.**

#### EVALUATION

Each component of your SRJ will be evaluated using the attached rubric. **The score of each SRJ component must be at the proficient level or higher to “pass.”** Total points awarded for this project will be based on the degree of proficiency for each component. Evaluation

of this assignment will include proper spelling and grammar. Please proof and edit your work.

## FORMAT

- **Cover Page:** The first page of your completed SRJ is a cover page, which includes the following information: your name, SRJ focus or theme, your school, your position, district, and the grade level.
- **Appendix:** In this section, include samples of student work and any other items pertinent to this action research project.
- **Format:** All components of the SRJ must be double-spaced, with one-inch margins and 12 point font. Number all pages. Use the same format throughout the SRJ.

## COMPONENT 1 – ANALYZE THE TEACHING-LEARNING CONTEXT

The purpose of this component is to:

1. Summarize those aspects of the school, community, and classroom that will inform the planning, delivery, and assessment of the SRJ.
2. Demonstrate your knowledge of how individual differences, learner characteristics, and environmental factors impact teaching and learning.

Include the following:

- ✓ **Classroom characteristics** – Describe within your classroom, the physical arrangement (does the set-up of your room allow for you to easily circulate/conference with students). Describe the type of classroom support do you receive in the way of para-professionals, academic coaches, volunteers, etc.
- ✓ **Student characteristics** – Describe the important characteristics of the students in your classroom for whom you will be conducting the lessons. Include the number of students, the grade level(s), age, and gender. Include information on the cultural and socioeconomic background of your students, language characteristics (include ESL), and specific information regarding special abilities and needs. Also, in this section, discuss any significant change in student achievement due to factors such as school-wide policies, new textbook adoptions, and changes to the curriculum.
- ✓ **Curriculum characteristics** – List the titles of textbooks and supplemental materials that will be used within the lessons. Do not describe the unit in this section; instead, describe the curriculum of which the unit is a part.

## COMPONENT 2 – LESSON PLANS

This component details the outcomes for the students in your SRJ. What will students know and/or be able to do when the internship is completed? **Base your goals and/or objectives on the Colorado Model Content Standards.** Goals and objectives should be stated in the appropriate format: “The student will be able to...”

Please include the following:

- The Special Education 2YALP standards-based lesson planning form located on the 2YALP website in developing lesson plans for 3 instructional sessions. Within these lesson plans, please include the Colorado Model Content Standards, Extended Evidence Outcomes or Access Skills related to this action research project. **Clearly describe the instructional strategies you will use as interventions. Please place these strategies in the designated area of the lesson plan. You must include at least two different strategies in each of your lesson plans.**

## COMPONENT 3 – ASSESSMENT

This component includes a description of the pre and post-assessments you will use. Make sure they align with the outcomes you stated for the lesson in Component 2. You may also utilize ongoing (formative) assessments within the SRJ. Please describe these assessments and attach copies.

- Describe the pre-test you are giving prior to implementing the 3 instructional sessions **(attach a copy).**
- Describe the post-test you are giving after completion of the 3 instructional sessions **(attach a copy).**

## COMPONENT 4 – RESULTS

This component, which is to be completed when you have finished teaching the lesson, should provide a **factual** summary of the effects your planning and instruction had on student learning. How well did your students do? Describe factual results in your summary and **include graphics (tables, charts, graphs, etc), as appropriate.**

- ✓ **Pre and Post Assessment Information** – Create appropriate tables and graphs in which you list the pre and post assessment scores for each student. If applicable, disaggregate the data by categories such as, grade level, gender, age, etc. Also, if applicable, include a total group analysis, and/or a student-by-student analysis.

## COMPONENT 5 – REFLECTIONS/CONCLUSIONS

In this component, you will: (A) provide a written reflection regarding the totality and effectiveness of your planning and teaching, as well as, changes in achievement levels for the students taking part in this research project. (B) Reflect on you daily practices.

A. Specifically address the following components (**Please number your responses**):

1. Did you raise the achievement level of the student(s) involved? If not, why not? Cite evidence.
2. What specific aspects of the lessons were effective? Which were ineffective? Why?
3. What would you do differently next time?
4. What did you learn about your own teaching skills?
5. Questions for further exploration/research.
6. Describe the instructional strategies and/or interventions you found particularly helpful and that could be applied to future lessons throughout the curriculum.

B. Daily Journal: The Journal should be navigable and the entries should include evidence of a high degree of reflective practice and personal response to the day's activities and the 35 hours of the internship.

## COMPONENT 6 – SUPERVISING TEACHER EVALUATION

See Evaluation Form on Page 24.

## SPECIAL EDUCATION REFLECTIVE JOURNAL RUBRIC

RATING	RATING DESCRIPTION	POINTS
<b>Basic</b>	The SRJ component demonstrates a basic level of skill and knowledge understanding, but lacks sufficient detail to be useful as a guide to teaching. The information is generally inconsistent, superficial, fragmented, and /or incomplete. The strengths in the component are overwhelmed by the weaknesses. Thorough component analysis is not evident. No creativity or ingenuity.	<b><u>8</u></b>
<b>Developing</b>	The SRJ component demonstrates an increasing skill and knowledge understanding, though inconsistency and analyses are partial and/or inconsistent. The overall quality of the component is beyond the basic level, but not yet at the proficient level. Some creativity and/or ingenuity.	<b><u>12</u></b>
<b>Proficient</b>	The SRJ component demonstrates substantial skill and knowledge understanding on a consistent basis. The component meets the standard of proficient or higher. The planning and organization of the component demonstrates considerable care and commitment, and this information is effectively communicated. Creativity and/or ingenuity add to the component.	<b><u>16</u></b>
<b>Advanced Proficient</b>	The SRJ component demonstrates consistent comprehensive skill and knowledge understanding. The component exceeds the standard, includes distinctive and unusually sophisticated planning and problem solving, and these factors are effectively and insightfully communicated. Considerable creativity and/or ingenuity are noted throughout the component.	<b><u>20</u></b>

### SRJ SCORE

#	Component Name	Points
1	Analyzing the Teaching / Learning Context	
2	Plan	
3	Assessment	
4	Results	
5	Reflections / Conclusions	
<b>TOTAL POINTS _____ / 100</b>		

## TWO-YEAR ALTERNATIVE LICENSURE PROGRAM

### SPECIAL EDUCATION GENERALIST SUPERVISING TEACHER EVALUATION

Please score each item using a 0 – 4 scale. This evaluation contributes a possible total of 20 points toward the final grade for this semester. Your comments and examples are appreciated.

- A. Classroom Management Skills:** This includes completion of daily routines, providing a positive learning environment, establishing effective relationships with students, setting clear classroom expectations for behavior and following through with behavior management plans.

**Comments:**

**Score:** \_\_\_\_\_

- B. Consultation Skills and Professional Relationships:** This includes working cooperatively with the supervising teacher, paraprofessionals, related service providers and parents.

**Comments:**

**Score:** \_\_\_\_\_

- C. Instructional Planning:** This includes a demonstration of the understanding of the content matter, conducting appropriate assessments, developing lessons based on assessment results, preparing daily lesson plans, varied activities, and maintaining documentation and record of student progress.

**Comments:**

**Score:** \_\_\_\_\_

- D. Conducting Lessons:** This includes beginning and ending on time, frequent checks for understanding, pacing to fit needs of students, providing specific feedback to students, providing clear instructions and criteria, allows for ample practice opportunities, and monitors room to assist students.

**Comments:**

**Score:** \_\_\_\_\_

- E. Professional Behavior:** This includes the ability to write and speak with clarity and few grammatical errors, modeling appropriate dress, exhibiting positive attitude, accepting constructive feedback, demonstrates self- control, responsibility and dependability.

**Comments:**

**Score:** \_\_\_\_\_



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

Recommend parking on 3<sup>rd</sup> 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	FDCY FAMILY DEVELOPMENT CENTER	L8	TVQ TELLYVAIL 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 PLAZA	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 DWIRE 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 Campuses - Fridays after 4:00 pm, weekends and during breaks between semesters.

OCSE = Osborne Center for Science and Engineering

COLU = Columbine Hall