



# SYLLABUS

## Special Education IV

### Fall 2024



### Topics in Special Education: TIRP IV

### SPED 5980 602

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## INSTRUCTORS

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## SEMINAR SCHEDULE FOR TIRP SPED IV

Date	Time	Seminar Title	Room
9/7	9:00-2:00	Teaching Students with Significant Support Needs	COLU 323
9/14	9:00-2:00	Programming for Students with Significant Support Needs	COLU 323
9/21	9:00-2:00	Math Collaboration with Gen Ed I	COLU 214
9/28	9:00-2:00	Math Collaboration with Gen Ed II	COLU 322
10/12	9:00-2:00	Trauma Informed Classroom	COLU 128
10/19	9:00-2:00	Literacy-The Process of Reading for Teachers of SPED I	COLU 114
11/2	9:00-2:00	Literacy-The Process of Reading for Teachers of SPED II	COLU 115
11/16	9:00-2:00	Literacy-The Process of Reading for Teachers of SPED III	COLU 114
12/7	9:30-12:30	Poverty and the Brain	ONLINE

## 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.

## OBJECTIVES

Upon completion of this course participants will:

1. Be knowledgeable of mathematics content and how to facilitate learning.
2. Become familiar with a variety of assessment approaches to improve learning.
3. Be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.
4. Discuss a wide range of techniques to match intellectual, emotional, and social levels of each student.
5. Identify educational methods that accommodate diverse learners with special needs.
6. Be knowledgeable of the effects of poverty regarding the physical, physiological, emotional, and educational development of students.
7. Be knowledgeable of the effects of trauma regarding students and how it affects social, emotional, and academic needs of students in the classroom.
8. Be responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities, learning exceptionalities and conditions that affect the rate and extent of student learning, and able to adapt instruction for all learners.
9. Be knowledgeable of programming for diverse learners with significant support needs who require extensive support in the areas of cognitive learning, communication, and movement.
10. Be knowledgeable regarding the extensive needs of students with significant support needs in the areas of social/emotional abilities, as well as, possible concurrent health, sensory, physical and/or behavioral disabilities.
11. Differentiate instruction for the universal, targeted, & intensive needs of diverse groups of students with disabilities, as well as, students from culturally & linguistically diverse populations.
12. Understand the impact of background knowledge, language and culture differences
13. Reflect and discuss issues in relation to the CDE Colorado Teacher Quality Standards.

## SEMINAR SYNOPSIS

<b>Session #1</b>	<b>Date: September 7</b>	<b>Location: UCCS</b>
<b>Seminar Title: Teaching Students with Significant Support Needs</b>		
<ul style="list-style-type: none"> <li>• Definition and Eligibility as Significant Support Needs</li> <li>• Extended Evidence Outcomes</li> <li>• Using Dynamic Learning Maps</li> <li>• Instructional Methodologies in SSN</li> <li>• Functional/Life Skills Instruction</li> </ul>		

<b>Session #2</b>	<b>Date: September 14</b>	<b>Location: UCCS</b>
<b>Seminar Title: Programming for Students with Significant Support Needs</b>		
<ul style="list-style-type: none"> <li>• SSN Quality Indicators</li> <li>• Legal Requirements of SSN Programming</li> <li>• Use of Paraprofessionals in the SSN program</li> <li>• Goal and Objective Writing for SSN</li> <li>• Behavior, Autism, and SSN</li> </ul>		

<b>Session #3</b>	<b>Date: September 21</b>	<b>Location: UCCS</b>
<b>Seminar Title: Math Collaboration with General Education 1</b>		
<p>In this seminar, teachers will learn:</p> <ul style="list-style-type: none"> <li>• What's my role? Support, co-teacher, small groups</li> <li>• Standards for Mathematical Practice</li> <li>• Diagnosis</li> <li>• Conceptual Understand &amp; Procedural Fluency</li> <li>• Curriculum</li> <li>• Formative &amp; Summative Assessments</li> <li>• Intervention strategies to support all students</li> </ul>		

<b>Session #4</b>	<b>Date: September 28</b>	<b>Location: UCCS</b>
<b>Seminar Title: Math Collaboration with General Education 2</b>		
<ul style="list-style-type: none"> <li>• We will continue our focus on the topics from the previous class.</li> <li>• Please bring specific questions from your classroom experiences so we can address them and problem solve.</li> </ul>		

<b>Session #5</b>	<b>Date: October 12</b>	<b>Location: UCCS</b>
<b>Seminar Title: The Trauma Informed Classroom</b>		
<p>This seminar provides an overview of trauma and its effects on student development and learning. Rooted in the Adverse Childhood Experiences survey results, the class will explore the psychological, physiological, and behavioral signs of trauma, and will cover the perspective shift from a traditional view of behavior to a trauma invested view of behavior. This seminar presents a variety of practical strategies that teachers can use to implement trauma invested practices in their classrooms that span the concepts of safety, connection, self-regulation, personal agency, self-reflection, and academics.</p>		

<b>Session #6</b>	<b>Date: October 19</b>	<b>Location: UCCS</b>
<b>Seminar Title: Literacy-The Process of Reading for teachers of SPED 1</b>		
<p>Foundations of Learning to Read: The Science of Reading</p> <p>In this interactive class you will learn about language acquisition and literacy development in both English speaking and English learning students from culturally diverse backgrounds, apply that learning, reflect and share-out.</p> <p>Class 1: Focus on Phonology - What is it? How do I teach it to native English speakers and linguistically and culturally diverse students? How do I assess phonology and progress monitor it?</p> <ul style="list-style-type: none"> <li>• How the brain learns to read, struggling readers including struggling English learners, and dyslexia</li> <li>• Scarborough Rope model - Decoding &amp; Comprehension</li> <li>• Importance of oral language development for both English speakers and linguistically and culturally diverse students</li> <li>• Strategies and materials for introducing phonemes in order to provide for literacy and language learning needs for access to content for all learners</li> </ul>		

<b>Session #7</b>	<b>Date: November 2</b>	<b>Location: UCCS</b>
<b>Seminar Title: Literacy-The Process of Reading for teachers of SPED 2</b>		
<p>Foundations of Learning to Read: The Science of Reading</p> <p>In this interactive class you will learn about language acquisition and literacy development in both English speaking and English learning students from culturally diverse backgrounds, apply that learning, reflect and share-out. Class 2: Focus on Phonics - What is it? How do I teach it to native English speakers and linguistically and culturally diverse students? How do I assess phonics and progress monitor it?</p> <ul style="list-style-type: none"> <li>• Principles for understanding English orthography</li> <li>• The role of high frequency words and sight words in learning to read</li> <li>• More learning on red flags to identify struggling readers</li> <li>• Strategies and materials for introducing phonics including phoneme-grapheme matching, parts of a phonic lesson, in order to provide for literacy and language learning needs for access to content for all learners.</li> </ul>		

<b>Session #8</b>	<b>Date: November 16</b>	<b>Location: UCCS</b>
<b>Seminar Title: Literacy-The Process of Reading for teachers of SPED 3</b>		
<p>Foundations of Learning to Read: The Science of Reading</p> <p>In this interactive class you will learn about language acquisition and literacy development in both English speaking and English learning students from culturally diverse backgrounds, apply that learning, reflect and share-out.</p> <p>Class 3: Focus on Advanced Phonics - What is it? How do I teach it to native English speakers and linguistically and culturally diverse students? How do I assess advanced phonics and progress monitor it?</p> <ul style="list-style-type: none"> <li>• Discuss the phonic continuum</li> <li>• Consider the role of academic language, semantics, and multi-syllabic word instruction</li> <li>• Examine morphemes, syntax, and chase pronouns</li> <li>• Continue learning about red flags to identify struggling readers</li> <li>• Introduction or review of several strategies and materials for teaching in order to provide for literacy and language learning needs for access to content for all learners</li> <li>• Next steps: Vocabulary and Comprehension classes with Katie Schoolmaster</li> </ul>		

<b>Session #9</b>	<b>Date: December 7</b>	<b>Location: ONLINE</b>
<b>Seminar Title: Poverty and the Brain</b>		
<ul style="list-style-type: none"> <li>• What is Poverty? What influence does it have?</li> <li>• Impact of poverty on early environment, on English language development, on academics including literacy development, on behavior and pragmatics for both first and second language learners in culturally and linguistically diverse populations</li> <li>• Actions for success including teaching strategies, methods, materials, and assessment for English speakers as well as students from CLD populations</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 three years and the length of the length of the SPED 2YALP is six semesters, there may be 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	=Inc.

## FINAL GRADE

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

#### TIRP IV SPED

##### 1/3 OF THE FINAL GRADE: CLASS ATTENDANCE/PARTICIPATION — 45 points

- Attendance points are based on the total number of class sessions held. This course has 9 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. 2 of the 5 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@ppboces.org](mailto: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.**

## TIRP IV SPED

### **1/3 OF THE FINAL GRADE: CLASSROOM OBSERVATION AND LESSON PLAN WITH FIELD COACH —30 Total Points (2 observations) /45 Total Points for Mid-Year Teachers (3 observations).**

This assignment is designed as a demonstration of proficiency in the planning and execution of a formal lesson plan. For this assignment, the teacher must submit a lesson plan to the Field Coach at least 24 hours prior to the scheduled observation. At this point in the development of the 2YALP SPED Teacher, the teacher is not required to use the 2YALP SPED Lesson Plan Template as part of the observation process. The teacher is allowed to choose an alternative template (Such as: the template adopted by the school or district, a template designed for the course content, etc.). However the template being used must call for many, if not all, of the elements found in the 2YALP Template. Two formal lesson plans and observations are required for completion of this assignment.

- Submit a copy of the lesson plan to your Field Coach at least 24 hours 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 five Reflection Questions that are found at the end of the 2YALP Lesson Plan Template:
  1. What evidence indicates that the instructional objectives of this lesson were met?
  2. What evidence indicates the level of student learning success?
  3. What were the strengths of this lesson?
  4. In retrospect, what changes to this lesson will make it more successful?
  5. How effective were the accommodations incorporated into your lesson for Special Ed., G/T, and English Language Learners? What are the next steps to plan for accommodations in future lessons?

It is recommended that the Reflection portion of the Lesson Plan be part of Post-Observation Conference activities. At the direction of the Field Coach, discussion of the five questions may be conducted verbally or submitted in writing.

- **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**.
- **(30 Points Total, 15 Points for each observation)**
- **(Mid-Year Teachers completing the program 1/1/2026 = 45 Points Total, 15 Points for each observation)**



## 1/3 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.

## 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 **9** seminars in this semester; therefore, survey response has a point value of **9**. 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, 9)**

## **STUDENTS WITH SIGNIFICANT NEEDS ASSIGNMENT**

**Due: Sunday, September 22, 2024 (15 Points) (Subject to change by Instructor)**

## **MATH COLLABORATION ASSIGNMENT**

**Due: Sunday, October 6, 2024 (15 points) (Subject to change by Instructor)**

## **STANDARDS BASED LITERACY ASSIGNMENTS**

**Due: Sunday, December 1, 2024 (15 points) (Subject to change by Instructor)**

## 2YALP – SPED GENERALIST IV– FALL SEMESTER 2024

Date	Cohort	Topic	Place	Time	Instructor
Sep 7	SPED	Teaching Students with Significant Support Needs <i>Students with Significant Needs Assignment</i> <i>Due: September 22</i>	COLU 323	9:00-2:00	D. Shearer
Sep 14	SPED	Programming for Students with Significant Support Needs	COLU 323	9:00-2:00	D. Shearer
Sep 21	SPED	Math Collaboration with General Education I <i>Math Collaboration Assignment</i> <i>Due: Oct 6</i>	COLU 214	9:00-2:00	TBD
Sep 28	SPED	Math Collaboration with General Education II	COLU 322	9:00-2:00	TBD
Oct 12	SPED, Elementary	The Trauma Informed Classroom	COLU 128	9:00-2:00	L. Zimprich
Oct 19	SPED	Literacy-The Process of Reading for Teachers of SPED 1 <i>Standards Based Literacy Assignment</i> <i>Due: Dec 1</i>	COLU 114	9:00-2:00	L. Wolf
Nov 2	SPED	Literacy-The Process of Reading for Teachers of SPED 2	COLU 115	9:00-2:00	L. Wolf
Nov 16	SPED	Literacy-The Process of Reading for Teachers of SPED 3	COLU 114	9:00-2:00	L. Wolf
Dec 7	SPED, Elementary	Poverty and the Brain	ONLINE	9:30-12:30	L. Wolf

# 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 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 four ½-hour session

