

SYLLABUS

Special Education II

Spring 2025



Special Topics in Special Education: TIRP II

CURR 5980 601

INSTRUCTORS



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2YALP Web Site: www.tirp.org

SEMINAR SCHEDULE

Date	Time	Seminar Title	Room
1/11	9:00-2:00	Response to Intervention/Multi-Tiered System of Supports	BOCES
1/25	9:00-2:00	Intro to the IEP- New Special Education Teachers Only	BOCES
2/01	9:00-2:00	Engagement and Cooperative Strategies 2	COLU 317
2/8	9:00-2:00	Revisit the IEP / Conduct an IEP Meeting	COLU 325
2/22	9:00-2:00	Designing a Safe and Supportive SPED Classroom 1 (Academic Strategies)	COLU 325
3/01	9:00-2:00	Designing a Safe and Supportive SPED Classroom 2 (Behavior Strategies)	COLU 325
3/08	9:00-2:00	Functional Behavioral Assessments and Interventions	COLU 325
3/15	9:30-12:30	Child Development	ONLINE
4/5	9:00-2:00	SPED Special Providers/Disability Categories	COLU 325

PURPOSE AND TEACHER QUALITY STANDARDS

PURPOSE

This course prepares teachers to apply educational theory and practice as special education generalists in public schools. The study of learning and teaching, as it relates to the cognitive, social, and emotional make-up of students with disabilities, will occur. This class will address these critical academic and social skills by studying the Colorado Department of Education (CDE) Teacher Quality and Special Education Generalist Standards. The purpose of this course is to support teachers as they develop strategies to apply essential knowledge and skills related to their content area. The Two-Year Alternative Licensure Program II will address these critical elements by reviewing the Colorado Department of Education (CDE) Colorado Teacher Quality Standards.

TEACHER QUALITY STANDARDS

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

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

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

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

OBJECTIVES

Upon successful completion of this course, teachers will:

1. Identify specific instructional strategies and environmental modifications associated with instructional classroom management (ICM).
2. Identify critical concepts derived from practical teaching literature.
3. Demonstrate specific behavior management strategies derived from Applied Behavior Analysis (ABA), including information on the appropriate and inappropriate uses of restraint.
4. Collect and interpret data based on an instructional-focused intervention in the educational setting.
5. Identify characteristics of learners with significant support needs from person-first perspectives.
6. Demonstrate strength-based decision-making when designing support for students with significant support needs.
7. Reflect and discuss issues about the Colorado Teacher Quality Standards and the Colorado State Model Evaluation System.

8. Design curriculum adaptations following a universal design curricular model that will allow students with significant support needs access to the general education classroom and academic curriculum.
9. Design an age-appropriate curriculum for participation in the inclusive classroom.
10. Identify and utilize, in instructional decisions, inclusive models of conceptualizing intelligence.

SEMINAR SYNOPSIS

Session #1	Date: January 11	Location: BOCES
Seminar Title: Multi-Tiered System of Supports (MTSS) / Response to Intervention (RTI)		
<p>After reviewing the historical developments leading to federal law outlining the use of RtI/MTSS and its value, teachers will take a deep dive into the five essential components of MTSS: 1) team-driven shared leadership, 2) data-based problem solving, 3) school, family, and community partnering, 4) layered continuum of supports, and 5) evidence-based practices. Additionally, this course outlines the four critical components of the problem-solving process and requires students to apply those components to situations unfolding in their classroom placements. Emphasis is placed on collecting and analyzing data to make intervention decisions and monitor progress.</p>		

**Session #2	Date: January 25	Location: BOCES
Seminar Title: Special Education Procedures/Intro to the IEP		Mid-Year SPED Teachers ONLY
<p>Introduction to the IEP In this seminar, teachers will learn:</p> <ul style="list-style-type: none"> • Procedural Safeguards (aka, Parent Rights) • Legal requirements of the IEP, both process and content • How to write a compliant and meaningful IEP • “The Golden Thread of Continuity” of the IEP • Preparation for IEP meetings • Participants in the development of the IEP • Implementation of student IEP <p>Assign: IEP Procedures Assignment, Due Sunday, 4/27. Upload the completed Lesson to Google Classroom. (15 points)</p> <p><i>A Survival Guide for New Special Education Educators.</i> Billingsley, Brownell, Israel, & Kamman (2013). San Francisco, CA: Jossey-Bass is provided as a supplement to the content presented in this seminar. It is advisable to read Chapter 5, pp. 65-86</p>		

Session #3	Date: February 1	Location: UCCS: COLU 317
Seminar Title: Engagement and Cooperative Strategies 2		
<p>PART 2: Adding on to Part 1 -- Through cooperative learning strategies, a teacher can facilitate student learning to increase student achievement, social skills, and self-esteem. Teachers encourage students' abilities to work together to complete a task, problem, or project. Strategies are adjustable and can be used across grade levels and content areas. Teachers will learn strategies for a classroom setup and student grouping techniques, strengthen their knowledge of methods and structures to increase engagement and effective communication in the classroom and acquire strategies to build classroom communities that support cooperation, problem-solving, and engagement.</p>		

Session #4	Date: February 8	Location: UCCS: COLU 325
Seminar Title: Revisit the IEP / Conduct an IEP Meeting		
<p>In this seminar, teachers will review the content and process elements of the IEP and learn the processes and strategies associated with planning and conducting an IEP meeting, including selecting materials, conducting research, selecting participants, and determining each participant's role.</p> <p>READ-Prior to class on February 8, 2025- Please read Chapters 4 and 5 in the textbook, Billingsley, Bonnie S., Brownell, Mary T., Israel, Maya, Kamman, Margaret L. (2013)—a <i>Survival Guide for New Special Educators</i>.</p>		

Session #5	Date: February 22	Location: UCCS: COLU 325
Seminar Title: Designing a Safe and Supportive SPED Classroom 1 (Academic Strategies)		
<p>Designing a Safe and Supportive SPED Classroom (Part I, Academic Strategies):</p> <p>In this seminar, teachers will learn:</p> <ul style="list-style-type: none"> • A variety of effective academic strategies, using John Hattie's work as a framework and with a focus on direct instruction • A variety of effective academic strategies with significant support needs • Student engagement strategies <p>READ-Prior to class on February 22, 2025- Please read Chapters 7 and 9 in the textbook, Billingsley, Bonnie S., Brownell, Mary T., Israel, Maya, Kamman, Margaret L. (2013)—a <i>Survival Guide for New Special Educators</i>.</p>		

Session #6	Date: March 1	Location: UCCS: COLU 325
Seminar Title: Designing a Safe and Supportive SPED Classroom 2 (Behavior Strategies)		
<p>Designing a Safe and Supportive SPED Classroom (Part II, Behavioral Strategies): In this seminar, teachers will learn:</p> <ul style="list-style-type: none"> • Strategies to build appropriate relationships with students • How to develop rules and procedures • How to develop reinforcement and consequences • Effective strategies for managing challenging behavior <p>READ-Prior to class on March 1, 2025- Please read Chapters 10 and 12 in the textbook, Billingsley, Bonnie S., Brownell, Mary T., Israel, Maya, Kamman, Margaret L. (2013)—a <i>Survival Guide for New Special Educators</i>.</p>		

Session #7	Date: March 8	Location: UCCS: COLU 325
Seminar Title: Functional Behavioral Assessments and Interventions		
<p>In this seminar, students will examine and discuss how behavior is a form of communication. They will also learn how to complete a Functional Behavioral Assessment and use this information to develop a Behavior Intervention Plan. The Assignment is due Sunday, April 6, 2025.</p>		

Session #8	Date: March 15	Location: ONLINE
Seminar Title: Child Development		
<ul style="list-style-type: none"> • Introduction to child development theorists. • Understanding developmental milestones. • How do social, emotional, and behavioral issues impact learning? • Strategies to address developmental concerns. 		

Session #9	Date: April 5	Location: UCCS: COLU 325
Seminar Title: Disability Categories / SPED Special Providers		
<p>Categories of SPED Disabilities under IDEA: The Individuals with Disabilities Education Act (IDEA) requires public schools to provide special education services to eligible students. This seminar will cover the unique characteristics of each category. The second part of this seminar transitions to SPED Service Providers, their roles, your role, and how to collaborate for student success: Speech Language Pathologist, Occupational Therapist, Physical Therapist, Social Worker, School Psychologist.</p>		

UNIVERSITY OF COLORADO AT COLORADO SPRINGS GRADUATE CREDIT

University Credit—Graduate credit is available through the 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 incomplete, the teacher will not have completed this course, and college credit will not be granted.**

COURSE EXPECTATIONS AND ATTENDANCE

To complete the course, students must attend and participate in class sessions and complete assignments. **The class will begin and end on time, and teachers are expected to be on time and attend the class.**

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

FINAL GRADE

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

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

Percentage Grade Scale:

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

GRADE POINTS WILL BE ASSIGNED AS FOLLOWS:

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

- Attendance points are based on the total number of class sessions held. This course has **eight** sessions. **Five** 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 the section below regarding absences for work-related obligations).
- **Participation points for ONLINE classes:** One or more of your Saturday seminars may be online. **Teachers must be visible “on camera” and present during the session.** Classes scheduled to be online are shorter than in-person classes. Opportunities for topic discussion during class are limited during online courses. **Therefore, following online classes, teachers must 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. Teachers must select and reflect at least one of the three posted questions.
2. Second, teachers are required to pose a relevant question.
3. Third, teachers must thoughtfully reflect on 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 prevent the 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 a professional development conference, training, or workshop, the teacher must provide the following:
 1. The teacher must provide documentation regarding the professional development activity and 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 CIRCUMSTANCES:

As stated above, class/seminar attendance/participation is mandatory for completing 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. **Occasionally, a severe circumstance may preclude a teacher from class attendance.** Suppose an emergency prevents a teacher from attending a required seminar. In that case, the teacher may request an opportunity to make up for the absence by completing an additional assignment to replace a missed class/seminar. The request must be submitted in writing to sgriffin@ppboces.org, and the reason for the absence must be included. 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 giving those work samples/artifacts is part of the requirement for participation points in that class session.**

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
- Complete group work that your group has assigned 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 work is considered plagiarism and violates the UCCS Academic Honor Code policy: 2017-JUN-27_200-019 Academic Ethics Code-APPROVED.docx.pdf (uccs.edu).

Be advised: While using a grammar-checking application is allowed, plagiarism or using AI to generate an assignment will not be tolerated or accepted. Written work submitted as your own will be uploaded to AI and plagiarism software for analysis.

There will be no opportunity to resubmit and redo the assignment and no credit will be given.

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

This assignment is designed as a demonstration of proficiency in the planning and execution of a formal lesson plan. You will work with your Field Coach on whether the 2YALP Lesson Plan template or a different lesson plan template format will be completed for these observations. Three formal lesson plans are needed for the completion of this assignment. It is intended that the three formal lesson plans be used in conjunction with the three formal observations by your Field Coach.

- Submit a copy of the lesson plan to your Field Coach before the formal observation. This will allow the Field Coach to review the lesson plan before the observation and accommodate any Pre-Observation Conference activities that may take place.
- Execute the previously submitted lesson plan during the formal observation.
- Following the formal observation by your Field Coach, the teacher should complete the Lesson Plan Reflection and submit it to the Field Coach within twenty-four hours. It is recommended that the Reflection portion of the Lesson Plan be part of Post-Observation Conference activities, if possible.
- **Due Date: All written work, observations, and conferences should be completed by April 27, 2025. Your Field Coach will be asked to submit grades (points) by May 4, 2025. (45 Points Total, 15 Points for each observation)**

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

Written assignments and projects are part of the course. The assigned work is designed to augment the development of the 2YALP Teacher and to reinforce class instruction. Assignments are expected to 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.
- **Point Reduction: One week late, 25% reduction; 2 weeks late, 50% reduction; 3 weeks late, No credit.**
- 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.
- All written grammar, writing style, and spelling assignments should be presented at the college level.

- 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 one toward** your overall semester grade. There are **eight** seminars this semester; therefore, the survey response has a point value **8**. Survey response points are calculated as part of the final semester grade. The feedback survey will be released fifteen minutes before the seminar ends. Survey results contribute information for continuous program improvement and offer valuable guidance for the future.

Note: Remember 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 contribute to your overall development as a professional educator.

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

DESIGNING A SAFE AND SUPPORTIVE CLASSROOM PART 1 AND PART 2 ASSIGNMENT

Effective Teaching Evaluation Form (ET-EF) — This assignment will allow you to observe an experienced teacher available at <https://explicitinstruction.org> and describe the effective instructional and behavioral strategies employed. Teachers must use the Effective Teaching Evaluation Form (ET-EF) provided and follow all assignment requirements described in this syllabus. This assignment is worth **25 points**.

DUE Sunday, March 16, 2025. Submit the assignment via Google Classroom.

ASSIGNMENT FOR FUNCTIONAL BEHAVIORAL ASSESSMENTS AND INTERVENTIONS

Functional Behavior Teaching Plan — This activity aims to develop skills in conducting structured observations of student behavior in classroom settings and creating a teaching plan for increasing academic and social behavior levels. Upon completing the observations, you will review the IEP, describe the behavior, complete the Motivation Scale, and develop a plan. **25 Points**.

DUE- Sunday, April 6, 2025. Submit the assignment via Google Classroom.

OTHER READINGS:

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

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

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

2YALP SPECIAL EDUCATION II – SPRING SEMESTER 2025

Date	Grade Level	Topic	Place	Time	Instructor
1/11	Ele & SPED	Response to Intervention (Rtl) / Multi-Tiered System of Supports	BOCES	9:00-2:00	L Zimprich
1/25	SPED	Intro to the IEP- New Sp. Ed Teachers Only **See Class Assignment (p. 3) Due: Sunday, April 27, 2025	BOCES	9:00-2:00	D Montgomery
2/01	SPED & Elementary	Engagement and Cooperative Learning Strategies 2	UCCS COLU 325	9:00-2:00	T Vidovich
2/8	SPED	Revisit the IEP / Conduct an IEP Meeting **See Class Readings & Assignments (p.9)	UCCS COLU 325	9:00-2:00	D Montgomery
2/22	SPED	Designing a Safe and Supportive SPED Classroom Part 1 (Academic Strategies) **See Class Assignment (p. 9) Due: Sunday, March 16, 2025	UCCS COLU 325	9:00-2:00	D Montgomery
3/01	SPED	Designing a Safe and Supportive SPED Classroom Part 2 (Behavior Strategies) Assignment Due: Sunday, March 16, 2025	UCCS COLU 325	9:00-2:00	D Montgomery
3/8	SPED	Functional Behavioral Assessments and Interventions Assignment Due: Sunday, April 6, 2025	UCCS COLU 325	9:00-2:00	L Williams-Blackwell
3/15	SPED	Child Development	ONLINE	9:30-12:30	Brevik
4/5	SPED	Disability Categories / Collaborating with SPED Special Providers	UCCS COLU 325	9:00-2:00	Zulkosky & Watson

OCSE = Osborne Center for Science and Engineering
 COLU = Columbine Hall

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

Recommend parking on the 3rd level in the 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	M7
CG CRAGMOR GREEN	K7	COCA 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
CRFS 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 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 METETERED PARKING:
 Lot 100 and 224

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