A. COURSE DESCRIPTION:

The role of inquiry in identifying promising practices is examined. Action research is highlighted, culminating in a work sample in which scientifically based interventions are designed, assessed, and described.

B. PREREQUISITIES/CO-REQUISITES:

Completion of EDSE 670

C. RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE:

The faculty of the School of Special Education believe:

- Students with exceptionalities are part of a larger community of diverse learners;
- All students can learn when provided with effective instruction, advocacy, and supports;
- Learners with exceptionalities excel when they are held to the same high standards and expectations as all other students; and
- The larger mission of education is best served when special educators collaborate with families, general educators, and related services professionals.

The School of Special Education emphasizes the development of professional dispositions that form the foundation of teaching excellence. As a result of their successful completion of the Intervention Specialist Program, learners will demonstrate dispositions in the following areas:

- Professional Commitment and Responsibility
- Intra/Inter personal skills
- Attitude Towards Learners

For a detailed description of these dispositions refer to the School of Special Education website at [http://www.unco.edu/cebs/sped/](http://www.unco.edu/cebs/sped/)

The course provides a capstone experience for the student in the special education intervention specialist Master’s program. The course offers opportunities to critically synthesize and interpret
the research and practice bases presented in the other courses in the program, to acquire an in-depth understanding of applied research methodologies that match the needs of practitioners, and to complete work on the applied, work sample project that each student began when they completed EDSE 670.

D. PROFESSIONAL STANDARDS MET:

Colorado Department of Education (CDE) Standards for the Special Education Specialist:
9.01 (1 )(b, c, f, h, j, k, l), (2)(c, d), (3) (b, c, d, e), (7) (a, b, c, d, e, f, g, h, l, j, k)

E. GOALS AND OBJECTIVES OF THE COURSE:

After this course, the candidate will be able to:
1. Define and describe the emerging roles and responsibilities of the teacher/intervention specialist in today’s schools, and distinguish these from those of the special education teacher of the past.

2. Construct a logic model, and an implementation action plan, that can guide the teacher/intervention specialist in program design, program change and innovation, program delivery and assessment, and program evaluation.

3. Define and characterize evidence-based and scientifically based practices and the "what works" ideology, and demonstrate how to access and utilize web-based and literature-based resources for making instruction and intervention decisions.

4. Define and describe how to use and interpret results from reflective practice, action research, quasi-experimental research, and educational evaluation traditions and methodologies in delivering, monitoring, and assessing educational services.

5. Demonstrate a working knowledge of, and skill sets for, a range of special education planning, placement, management, collaboration, teaching, learning, and assessment issues that must be considered when developing action plans and delivering services.

6. Describe ways to facilitate change and disseminate practice innovations in one’s school community to improve program and school effectiveness.

7. Demonstrate skills at presenting action plans and evidence-based practices to others.

F. CONTENT OF THE COURSE:

Course material is presented in five units, which vary in length based on the amount of content and expected activities. The units are:

1. Defining the Intervention Specialist, which includes the following topics:
   a. Detailing the roles, responsibilities, activities, and routines of an intervention specialist
b. Defining Universal Design for Learning (UDL) and its application for realizing access to general education

c. Defining accommodative/modification processes in relation to universal design

d. Defining multi-tiered models and their application for realizing access to general education and for skill building

e. Describing the use of collaborative models and processes by intervention specialists

2. Creating effective action plans, which includes the following topics:
   a. Defining causality as a factor in education decision making
   b. Conceptualizing long-term, intermediate, and short-term learning outcomes for educational service and programs
   c. Describing a model for understanding complex change processes and what can go wrong
   d. Generating a logic model document for your program or service delivery unit, beginning with your outcomes in mind
   e. Defining elements of action plans and processes of action plan construction
   f. Defining action planning steps from conceptualization to evaluation, incorporating the “5-c’s” of action planning (Conceptualize, collect, conduct, conclude, and carry-on)
   g. Characterizing the roles of context, content, instruction, and assessment as factors in action planning
   h. Identifying various tools and procedures useful for action planning
   i. Defining formative and summative assessment processes
   j. Describing relevant formative assessment techniques
   k. Delineating teacher accountability issues and concerns and how they are addressed within an action plan

3. Researching Evidence-based practice, which includes the following topics:
   a. Defining and distinguishing between “intervention” and “instruction” when applied to teaching and special education practice
   b. Appropriately utilizing “What works” websites, and other web sources for effective schooling and teaching (accessing - familiarizing - modeling - practicing – synthesizing – critiquing)
   c. Appropriately utilizing published research summaries and meta-analysis when planning instruction and interventions
   d. Appropriately planning and implementing strategies based on reflective, formative assessment
   e. Appropriately planning and implementing strategies and supports based on action research
   f. Appropriately using methodologies of quasi-experimental design
   g. Appropriately planning and using methodologies of educational evaluation

4. Consolidating and expanding knowledge and skills in relation to a range of special education planning, placement, management, teaching, assessment and learning issues contemporary to our field, which includes the following topics:
a. KWL: the role and impact of location of services
b. KWL: the role and impact of social networks and relationships
c. KWL: management and communication as factors in effective instruction
d. KWL: Effective teaching, supporting, accommodating, and/or modifying units, lessons, and skill sets related to: oral communication, literacy, math, and general education content
e. KWL: established and emerging special education practices related to specialized curriculum, RtI, diagnostic (formative) and outcome (summative) assessment, collaboration/co-teaching, instructional arrangements, technology-based and assistive technology-based instruction, transition, and positive behavior support
f. KWL: the interrelationship between context, content, instruction, and assessment, and how they may impact educational outcomes
g. Expanding knowledge bases for effectively teaching, supporting, accommodating, and/or modifying units, lessons, and skill sets related to: oral communication, literacy, math, and general education content
h. Expanding knowledge bases for special education practices related to specialized curriculum, RtI, assessment, collaboration/co-teaching, instructional arrangements, technology-based and assistive technology-based instruction, transition, and positive behavior support

5. Communicating action plans and evidence-based practices to others, which includes the following topics:
   a. Constructing an effective and well-developed action plan
   b. Delivering an effective online skills workshop on an evidence-based practice
   c. Understanding processes related to diffusion of innovation, and facilitating change in school environments

G. COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class participation, unit assignments, and quizzes (Addresses Course objectives 1-7)</td>
<td>200</td>
</tr>
<tr>
<td>Action Plan Project (Addresses Course objectives 2, 4, 5, 6, and 7)</td>
<td>150</td>
</tr>
<tr>
<td>Skill Building Workshop Project (Addresses Course objectives 3, 4, and 7)</td>
<td>100</td>
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<tr>
<td>Program Logic Model Project (Addresses Course objectives 2, 3, 5, and 6)</td>
<td>50</td>
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<tr>
<td>TOTAL</td>
<td>500</td>
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</table>

Brief Description of Course Expectations

CLASS PARTICIPATION, UNIT ASSIGNMENTS, and QUIZZES: Participation is critical for course content delivery. You are expected to fulfill all unit requirements by viewing, downloading and studying presentations, viewing and using critical websites, participating in discussions forums, contributing to group projects, completing assignments and projects in a
timely manner, completing unit quizzes, and responding to emails. All unit work is due before that unit ends, unless otherwise indicated or arranged. Missed work and late work are subject to loss of points or make-up work.

**ACTION PLAN Project:** Construct an action plan for changing and/or enhancing the program services associated with your service unit, reflecting the principles and processes described in this course. The plan should be a narrative document, between 12 and 15 pages in length, and consistent with your logic model (see below).

**SKILL BUILDING WORKSHOP Project:** Students will design, construct, and deliver short, practitioner oriented presentations, and remaining students will participate in these and complete associated learning activities. Areas addressed will be individually selected by the student (or student team) from the “Doing What Works” website.

**PROGRAM LOGIC MODEL Project:** A logic model is a schematic, linear representation of a program that begins with a representation of resources, progresses through program activities, and ends with the intended long-term outcomes of a program’s services. Each student will create and share with colleagues a logic model for their service unit at their school. The logic model also will form the basis for developing the action plan (see above).

*(Detailed guidelines are provided for projects in the “Course Projects” folder on Blackboard; expectations for unit assignments, quizzes, and discussion forum activities are described in their respective unit folders; due dates for specific work can be determined by referring to the course schedule)*

**H. GRADING CRITERIA:**

The following are the guidelines for determining final grades:

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>95 - 100</td>
<td>A</td>
</tr>
<tr>
<td>93 - 94</td>
<td>A-</td>
</tr>
<tr>
<td>91 - 92</td>
<td>B+</td>
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<td>88 - 90</td>
<td>B</td>
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<tr>
<td>86 – 87</td>
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<td>84 – 85</td>
<td>C+</td>
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<td>80 – 83</td>
<td>C</td>
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<tr>
<td>78 – 79</td>
<td>C-</td>
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<td>76 – 77</td>
<td>D+</td>
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<tr>
<td>72 – 75</td>
<td>D</td>
</tr>
<tr>
<td>70 – 71</td>
<td>D-</td>
</tr>
<tr>
<td>&lt; 70</td>
<td>F</td>
</tr>
</tbody>
</table>
A: A final grade of A or A- means that the student has performed all or most unit assignments, projects, and other expectations at an advanced, exceptional, and or better than average level, and has done so in a timely manner. There have been no gaps of time or activity lapses in the contribution of the student to the life of the online community.

B+ or B: A final grade of B means that the student has turned in, and shown "good graduate work" for all quizzes, in-class assignments, required projects, and discussion board expectations. Moreover, there are minimal gaps of time or activity lapses in the contribution of the student to the life of the online community and in completion of assignments. He or she has also completed any make-up activities for poorly done work that have been recommended by the instructor.

B-, C+, or C: A final grade in the B- to C range means that the student has completed all or most course assignments and projects but has not always met criteria, and has not successfully attempted to re-do work. Grades such as these are assigned when a student (a) completes required projects but misses a significant amount of unit work; (b) turns in projects that are inadequate based on documented grading criteria; and/or (c) shows notable gaps of time or activity lapses in his or her contribution to the life of the online community (e.g., does not respond to discussion board exercises, or emails form the instructor) or in his/her completion of assignments. Grades in this range may place the student at risk for having a GPA that falls below 3.0, if his/her work is similar in other classes.

C-, D+, D, D- or F: These grades are assigned when a student has not satisfactorily completed the course assignments. A grade of F, in particular, is assigned when the student loses a significant amount of points (a) through excessive nonparticipation, (b) by not completing unit assignments and work, and/or (c) by not completing projects. Along with risking academic probation, grades in this range typically mean that the student will need to complete the class over again before his/her practicum and before graduation.

I. REQUIRED AND RECOMMENDED READINGS:

The textbooks for this course are:

Other readings will be made available online in Blackboard, and via Michener reserves.

J. SUGGESTED READINGS

[Bibliographies on a variety of evidence-based methods of instruction are provided on the course Blackboard site.]
K. Accommodations Statement
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

L. Academic Honesty
Students are required to follow guidelines related to academic honesty as outlined in the student handbook, available at http://www.unco.edu/dos/docs/StudentHandbook.pdf. Also see guidance related to plagiarism at http://www.unco.edu/dos/student_plagiarism.html.

The Generalist faculty have also implemented the following policies with respect to originality of products: Policy on Originality of Products: You are encouraged to build upon your own previous work from other classes and programs, and to integrate material and ideas that you have learned in other classes into this class, with appropriate referencing. But projects from other classes are not to be duplicated and turned in to fulfill this course’s requirements, nor can you take work that you completed in another class and simply re-configure it, or enhance it, for this class. You also cannot take a project done in this class by another student who took this class at an earlier date, or is in this class now, and submit it as your project with or without minor changes. In other words, you are expected to do original work for each project and assignment that you complete in this class. Failure to do so means that, at the very least, you will receive an automatic “F” on that assignment, and the instructor can take additional action if he/she feels that it is necessary.

M. Inclusivity Statement
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

N. Liability Statement pertaining to field experiences:
UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims.

In addition, the teacher candidate, during her/his practice teaching in a school is deemed an employee of the school district for the purposes of workers’ compensation and liability insurance as provided for other school employees.

Personal Liability: It is each teacher candidate’s choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National
Education Association, offer personal – professional liability insurance that can be purchased by the teacher candidate at her/his expense.