



SYLLABUS

Secondary V

Spring 2022



Special Topics in Curriculum & Instruction: TIRP II

CURR 5598 602



INSTRUCTORS

2YALP Director: Lou Valdez, lvaldez@ppboces.org

Research Project Instructor/Coach: Dr. Lori Brevik, drbrevik@gmail.com

Instructors: Lisa Wolf
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SEMINAR SCHEDULE

Date	Time	Seminar Title	Room
1/8	9:30-12:30	Interest Based Educational Research Project	ONLINE
1/15	8:30-4:00	Educating Children of Color Summit (Colorado College)	ONLINE
2/5	9:00-1:30	English Language Learners	COLU 323
2/12	9:00-1:30	Code of Ethics for Educators	COLU 322
2/26	9:00-1:30	Adolescent Reader: Decoding & Multi Syllabic Instruction	COLU 116
3/5	9:00-1:30	Adolescent Literacy: Effective Comprehension	COLU 216
4/2	9:00-1:30	Leading Diversity	COLU 114
4/9	9:00-1:30	Growth Mindset	COLU 322
4/30	9:00-1:30	Interest Based Educational Research Project Presentation	BOCES

PURPOSE AND TEACHER QUALITY STANDARDS

PURPOSE

Special Topics in Curriculum & Instruction: TIRP V is the fifth and final semester of the General Education Two Year Alternative Licensure Program. The purpose of this course is to support 2YALP teachers as they review the important knowledge and skills related to classroom teaching. Teaching strategies, middle and high school Literacy, and thinking skills will be stressed. Diverse classrooms will also be stressed. TIRP V will address these important elements through the review of the Colorado Department of Education (CDE) Colorado Quality Teacher 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 completion of this course participants will:

1. Be knowledgeable of academic content and how to facilitate learning.
2. Be knowledgeable of strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.
3. Discuss a wide range of techniques to match intellectual, emotional and social levels of each student. Identify educational methods that accommodate children with special needs.
4. Recognize that school professionals use various forms of communication to meet students' needs, foster collegial relationships, and interact with parents/guardians, and the community.
5. 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.
6. Reflect and discuss issues in relation to the CDE Colorado Teacher Quality Standards.
7. Develop phonological and linguistic skills related to reading including: phonemic awareness, concepts about print, systematic, explicit phonics, word identification strategies, spelling instruction.
8. Develop reading comprehension and promotion of independent reading including: comprehension strategies in a variety of genre, content area literacy, literary response and analysis, student independent reading.
9. Support reading through oral and written language development including: development or oral English proficiency in students, the relationships among reading, writing, and oral language, vocabulary development, the structure of the English language.
10. Utilize Common Core Standards in Reading and Writing for the improvement of instruction.
11. Differentiate instruction for the universal, targeted & intensive needs of diverse groups of students, including students with disabilities, students from culturally & linguistically diverse populations, & high-achieving students.
12. Communicating technical concepts & terminology of assessments to parents, colleagues, and students.
13. Understand the impact of background knowledge, language differences, difficulties, & disorders on literacy acquisition.

14. Recognize the aspects of learning work meanings, including multiple meanings & uses of words, idiomatic expressions, the limitations of dictionary definitions, demands of categorical & hierarchical reasoning, or insufficient examples of contextual use.
15. Understand the impact of professionalism through ethical conduct, reflection, and leadership.
16. Understand differences in personalities, the effects of differences in communication styles, and the dynamics of communication between colleagues, students and community members.
17. Understand the dynamics of school culture and climate.

SEMINAR SYNOPSIS

Session #1	Date: January 8	Location: ONLINE
Seminar Title: Introduction to the Interest Based Educational Research Project		
The interest-based research project is a fully developed and individualized project with a topic chosen by each teacher. Findings and knowledge acquired are presented in an authentic assessment style. Research and analysis are expected to be completed at a graduate level of competency and will be shared in a manner consistent with individual learning styles, and with the topic of choice.		

Session #2	Date: January 15	Location: ONLINE
Seminar Title: Educating Children of Color Summit		
The Educating Children of Color Summit is collaborative conference sponsored by the ECOC and Colorado College in Colorado Springs. Traditionally held on the campus of Colorado College, it will be staged as an online conference, due to COVID-19 considerations. The Educating Children of Color Summit provides a unique opportunity for educators, juvenile justice, and child welfare professionals to enhance their ability to retain and inspire the students they serve. It is also an opportunity for high school students to learn about themselves while they explore higher education. Finally, the Summit is an opportunity for parents to learn to communicate with schools and with their children to maximize their child's success. Please upload your conference certificate to google classroom for attendance points.		

Session #3	Date: February 5	Location: UCCS
Seminar Title: English Language Learners		
<ul style="list-style-type: none"> • What do you need to know about English language learners in your classroom? • Learn or review key concepts of second language learning including social and academic language, stages or levels, newcomers, strategies that work • Consider cultural implications 		

Session #4	Date: February 12	Location: UCCS
Seminar Title: Code of Ethics for Teachers		
<p>Identify and explain the five main elements of a code of professional conduct for the student, to the public and for teaching as a profession. Understanding the five basic principles of ethics and how it applies in establishing an ethical classroom. Discussing ethical dilemmas and how it can and does affect an educator's code of ethics. Writing a personal code of ethics and philosophy statement in what you believe as an ethical educator.</p>		

Session #5	Date: February 26	Location: UCCS
Seminar Title: Adolescent Reader: Decoding & Multi-Syllabic Instruction		
<p>Introduction to the Science of Reading</p> <ul style="list-style-type: none"> • How does the brain learn to read? Why do readers struggle? How does that impact instruction? • Focus on phonology, phonics, and advanced phonics • Multi-syllabic word instruction • Analysis of the structure of English including word etymology and the layers of English that affect orthography 		

Session #6	Date: March 5	Location: UCCS
Seminar Title: Adolescent Literacy: Effective Comprehension		
<p>In this interactive course you will learn, complete a book study, reflect and share-out.</p> <ul style="list-style-type: none"> • What does research say about teaching comprehension? • What do good readers do when they read? • Pre-read to be ready to discuss and present <i>Why Do I Have to Teach Reading?</i> by Cris Tovani • Introduction to several strategies for teaching comprehension 		

Session #7	Date: April 2	Location: UCCS
Seminar Title: Leading Diversity		
<ol style="list-style-type: none"> 1. Learn concepts of human behavior that are obstacles to culturally responsive practice. 2. Learn two theory-praxis models for implementation of culturally responsive practices. 3. Develop expectations for cultural diversity when designing instruction. 		

Session #8	Date: April 9	Location: UCCS
Seminar Title: Growth Mindset		
<ol style="list-style-type: none"> 1. Define and identify the different mindsets and their impact on instruction. 2. Define and identify personal mindsets. 3. Develop structures that support Growth Mindsets in all disciplines. 4. A strong emphasis in this seminar is how a Growth Mindset directly correlates to Learning Environment and Intentional Planning, elements of the Colorado Teacher Rubric. 		

Session #9	Date: April 30	Location: BOCES
Seminar Title: Presentation of Interest Based Educational Research Project		
<p>This is the culminating and final class for teachers in the Two-Year Alternative Licensure Program. Teachers will present their research projects to the instructor, as well as, their peers. Projects will be submitted to the instructor for evaluation. A luncheon / celebration will be held following the conclusion of class.</p>		

UNIVERSITY OF COLORADO AT COLORADO SPRINGS GRADUATE CREDIT

University Credit—Graduate credit is available through University of Colorado at Colorado Springs for each semester course at an additional cost. Enrollment procedures will be made available each semester via email and Google Classroom. Teachers enroll through the UCCS online enrollment system. If a Teacher receives an “IW”, the teacher will not have successfully completed this course and college credit will not be granted.

COURSE EXPECTATIONS AND ATTENDANCE

Attendance and participation in class sessions, as well as, successful completion of assignments, is required for completion of the course. Class will begin and end on time. **It is expected that Teachers will be on time and attend the entire class.**

Due to the fact that your Alternative License is limited to two years and the length of the 2-Year Alternative Licensure Program is the same, there is no opportunity to retake a missed seminar. Therefore, attendance at all seminars is essential.

FINAL GRADE

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

- Each area is weighted by the grade program, Google Grade Book, to account for one half of the final grade.
- The number of points earned for each area is entered into the grade program. The number of points for each area may or may not be equal.

- The grade program calculates a percentage grade for each area.
- Google Grade Book program calculates a weighted average of the two percentage grades to derive the final grade percentage.

Percentage Grade Scale:

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

GRADE POINTS WILL BE ASSIGNED AS FOLLOWS:

1/2 OF THE FINAL GRADE: CLASS ATTENDANCE/PARTICIATION — 74 points

- Attendance points are based on the total number of class sessions held. This course has 9 sessions. 8 points are awarded for attendance at each seminar session.
- Points may be deducted for excessive tardiness, or leaving early and cannot be recovered unless the absence is due to a work requirement. (See section below regarding absences for work related obligations).
- **Participation points for ONLINE classes:** There is a possibility that one or more of your Saturday seminars will be online. Classes scheduled to be online are less in duration than in-person classes. Opportunities for topic discussion during class are limited during online classes. Therefore, following online classes, teachers are required to participate in the After-Seminar Online Discussion.

After-Seminar Online Discussion: Three questions, relevant to the Zoom seminar of the day, will be posted in Google Classroom where teachers can participate in the After-Seminar Online Discussion.

1. First, teachers are required to select and provide reflection upon at least one of the three posted questions.
2. Second, teachers are required to pose a relevant question of their own.
3. Third, teachers are required to provide thoughtful reflection upon at least one of the questions submitted by a classmate.
4. Following the Saturday online seminar, the After-Seminar Online Discussion will be available until midnight on Sunday. After the Online Discussion has closed, late discussion entries will not be counted. No make-up assignment is available for non-participation in the Online Discussion.

Class Absences for Work Related Requirements:

Occasionally, a class must be missed due to **required** work related activities. On those occasions, the teacher can avoid penalties for missing class. It is up to the teacher to initiate the process to avoid loss of attendance points. All provisions regarding this process must be completed within two weeks of the class absence.

- If the school or school district requires that a teacher attend professional development conference, training or workshop, the teacher must provide the following:
 1. The teacher must provide documentation regarding the professional development activity along with an email from a school administrator regarding the attendance requirement.
 2. The teacher will be awarded full points in this instance.
- If a teacher must miss a class due to required attendance at a school function (graduation, fundraiser, club sponsorship, awards ceremony, etc.), the teacher may be awarded full points for the missed class. In this instance, the teacher must:
 1. The teacher must complete the make up assignment for the missed class.
 2. An email from a school administrator regarding the attendance requirement is required.
- If a teacher must miss a class due to required coaching at an athletic event sponsored by the school or district, the teacher may be awarded full points for the missed class. In this instance, the teacher must:
 1. The teacher must complete the make up assignment for the missed class.
 2. An email from a school administrator regarding the attendance requirement is required.

Class Absence with Make-up for Emergency or Unforeseen Circumstance:

As stated above, class/seminar attendance/participation is a mandatory requirement for successful completion of this course. Points are awarded to teachers for each class/seminar attended. The State specifies a minimum number of supervised professional development hours as a requirement for this program. The program is designed to meet those requirements. On a rare occasion, there may be a serious circumstance precluding a teacher from class attendance. In the event that an emergency or unexpected circumstance prevents a teacher from attending a required seminar, the teacher may request an opportunity to make up the absence by completing an additional assignment designed to replace a missed class/seminar. The request must be submitted in writing, to sgriffin@ppboces.org, and must include the reason for the absence. The program will accommodate one absence, without loss of points, in the event the teacher misses a class but completes the additional assignment. The make-up assignment must be submitted within one week of the class absence. There will be no opportunity for make-up beyond one absence during the semester.

****Class instructors may request that Teachers provide student work samples/artifacts for use during class sessions. Please note that provision of those work samples/artifacts are part of the requirement for participation points in that class session.**

1/2 OF THE FINAL GRADE: FORMAL WRITTEN ASSIGNMENTS AND PROJECTS —74 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 **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)

CODE OF ETHICS AND EDUCATIONAL PHILOSOPHY STATEMENT

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

Assignment due via Google Classroom on Sunday, March 6. (Total Points, 15)

INTEREST BASED EDUCATIONAL RESEARCH PROJECT

Teachers will complete an Interest Based Research Project. At this stage of our program, teachers usually can identify a facet of teaching and learning that holds a particular interest for them. This assignment is intended to offer the teacher an opportunity to explore that interest. This could be a type of reading program, a philosophy of outdoor education for P.E. teachers, the use of cell phones in education, flipped instruction for mathematics, or whatever sparks the interest of the teacher. This project may take many forms including but not limited to: a research paper, a presentation, a video, a technological presentation, or the documentation of a process. Your interests and imagination are invited.

The goal of this project is to allow you to pursue an area of passion or interest related to education or the instructional process, learn about it using as many valid resources as possible, and then present your findings

in an authentic assessment manner that aligns with your chosen topic and learning style. Ideally this will be an engaging learning process designed largely by you, the student, and applicable to your particular circumstances.

You will be provided with a list of potential topics from which you can choose. The list is not intended to limit your choices but rather to stimulate the formulation of your own area of interest. Dr. Brevik will conduct an introductory class for the project on January 8, 2022.

Project Due on April 30, 2022. (50 points)

2YALP SECONDARY – SPRING SEMESTER 2022

Date	Cohort	Topic	Place	Time	Instructor
1/8	Elementary & Secondary	Introduction to the Interest Based Research Project	Online	9:30-12:30	L Brevik
1/15	Elem & Secondary	Educating Children of Color Summit (Colorado College) Upload your Certificate to Google Classroom for attendance points.	Online	8:30-4:00	Conference Presenters
2/5	Secondary	English Language Learners	COLU 323	9:00-1:30	L Wolf
2/12	Secondary	Code of Ethics for Educators Code of Ethics & Philosophy Statement Assigned	COLU 322	9:00-1:30	W Swearingen
2/26	Secondary	Adolescent Reader: Decoding & Multi-Syllabic Instruction	COLU 116	9:00-1:30	L Wolf
3/5	Secondary	Adolescent Literacy: Effective Comprehension	COLU 216	9:00-1:30	L Wolf
4/2	Secondary	Leading Diversity	COLU 322	9:00-1:30	A Metcalfe
4/9	Secondary	Growth Mindset	COLU 322	9:00-1:30	S Berns
4/30	Elementary & Secondary	Interest Based Educational research Project Presentation	BOCES	9:00-1:30	L Brevik

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

Recommend parking on 3rd level in parking garage for easy access to Columbine Hall

Dress comfortably and you are welcome to bring a laptop/iPad to class

Bring something to drink/eat during class if needed for the 5 hour session

UCCS University of Colorado Colorado Springs

LEGEND

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

CAMPUS DIRECTORY

ANT ANTERO HOUSE	G6	EIN EINSTEIN HOUSE	K7	RFDH ROARING FORK DINING HALL	G6
ACAD ACADEMIC OFFICE BUILDING	I8	ENGR ENGINEERING & APPLIED SCIENCE BUILDING	I7	SANJ SAN JUAN HOUSE	G6
AGF ALPINE GARAGE & FIELD	F6	EPC EL POMAR CENTER	I7	SHAV SHAVANO HOUSE	G6
ASPN ASPEN HOUSE	H7	EPP EL POMAR PLAZA	I7	STM STEAMBOAT HOUSE	H8
BERG BERGER HALL	J7	FULR FULLER HOUSE	M7	TELL TELLURIDE HOUSE	H8
BREC BRECKENRIDGE HOUSE	H7	FDCT FAMILY DEVELOPMENT CENTER	J8	TVQ TELLY-WAIL 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
CSH CAMPUS GREENHOUSE	M7	KEY KEYSTONE HOUSE	H7	UOPK UNIVERSITY OFFICE PARK	MB
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	J6		
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		
DWIR 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

