



# SYLLABUS

## Elementary I

### Fall Semester 2022



### Special Topics in Curriculum & Instruction: TIRP I

### CURR 5598 601



### INSTRUCTORS

**2YALP Director:** Lou Valdez, [lvaldez@ppboces.org](mailto:lvaldez@ppboces.org)

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**2YALP Website:** [www.tirp.org](http://www.tirp.org)

### SEMINAR SCHEDULE

Date	Time	Seminar Title	Room
7/30	9:00-1:30	1 <sup>st</sup> Days of School	BOCES
8/6	9:00-1:30	1 <sup>st</sup> Days of School – Part 2	BOCES
8/20	9:00-1:30	Colorado Academic Standards & Teacher Quality Standards	COLU 136
8/27	9:00-1:30	Lesson Planning, Colorado Academic Standards	COLU 136
9/10	9:00-1:30	Classroom Management	COLU 136
9/24	9:00-1:30	Mentor/Mentee Workshop	BOCES
10/8	9:00-1:30	Intro to Literacy – The Reading Process	COLU 136
10/15	9:00-1:30	Phonological & Phonemic Awareness	COLU 136
10/29	9:00-1:30	Phonics and Vocabulary	COLU 136
11/12	9:00-1:30	Engagement and Cooperative Strategies	COLU 114
12/3	9:00-1:30	Vocabulary	COLU 136
12/10	9:00-1:30	Intro to Special Education	COLU 317

### PURPOSE AND TEACHER QUALITY STANDARDS

#### PURPOSE

The purpose of this course is to support resident teachers as they develop strategies to apply important knowledge and skills related to their content area. Curriculum & Instruction: TIRP I

will address these important elements through the review of 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 completion of this course participants will:

1. Become knowledgeable about academic content and the facilitation of learning.
2. Become familiar with a variety of assessment approaches to improve learning.
3. Describe a model for establishing a balanced literacy program that integrates theory, practice, and assessment.
4. Become knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening. Plan and organize literacy instruction based on ongoing assessment.
5. Develop phonological and linguistic skills related to reading.
6. Develop reading comprehension and promotion of independent reading.
7. Select, use and interpret assessments of reading fluency to develop and apply reading techniques for increasing reading fluency.
8. Know the importance of supported reading practice, selecting appropriate reading materials and to develop parent-school support for promoting independent reading practice. Understand and discuss the organization of language—its historical evolution and the development for reading, spelling, and writing proficiency.
9. Understand the role of morphology, etymology and how vocabulary develops to identify research-supported approaches in vocabulary instruction.
10. 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.
11. Identify and discuss effective strategies for setting up and maintaining a positive and orderly classroom environment that supports all students learning.
12. Describe strategies for the prevention of classroom discipline problems including dealing with classroom problems as they arise and for resolving on-going problems.
13. Describe characteristics of effective discipline that promotes growth in student acceptance of responsibility for achievement, social interactions, and behavior.
14. Recognize that school professionals use various forms of communication to meet students' needs, foster collegial relationships, and interact with parents/guardians, and the community.
15. Reflect and discuss issues in relation to the CDE Teacher Quality Standards.

16. Demonstrate the knowledge and process of preparing lesson plans reflecting both the “Backwards Design” approach and Colorado CORE Standards for effective instruction.

**Textbooks:** *The First-Year Teacher’s Survival Guide* (Fourth Edition) by Julia G. Thompson & LETRS *Foundations: An Introduction to Language and Literacy* will be used in the Elementary TIRP I sessions.

*\*\*\*\*The reading assignments are to prepare you for the topics to be discussed in the session. Look over the reading material & complete the exercises prior to coming to class. You are encouraged to peruse the textbooks and read ANY of the sections as your knowledge needs arise.*

## SEMINAR SYNOPSIS

<b>Session #1</b>	<b>Date: July 30</b>	<b>Location: BOCES</b>
<b>Seminar Title: Preparing for the First Days of School-Part 1</b>		
<p><b>Topics:</b> Starting the School Year Productively            Character Traits of Successful Teachers/Becoming an Efficient 21st Century Educator            Getting Organized/First Days of School Checklist/Establishing Priorities            Tips on Getting a Great Start in Your Teacher Role            Dealing &amp; Developing Professional Relationships            Classroom Setup/Rules/Procedures/Time &amp; Paper Management            Professional Communications with Administrators, Teammates, Mentor, Field Coach            Discuss Classroom &amp; Behavior Management Philosophy Statement  <b>**Before Class: Read “The First-Year Teacher’s Survival Guide” (Fourth Edition)</b>  <b>Section 2: pp. 31-63; Section 3: pp. 65-79; Complete 3.1 p. 67; Section 5: pp. 125-160.</b></p>		

<b>Session #2</b>	<b>Date: August 6</b>	<b>Location: BOCES</b>
<b>Seminar Title: Preparing for the First Days of School-Part 2</b>		
<p><b>Topics:</b> Strategies for Effective Collaboration            Classroom &amp; Behavior Management            Getting to Know Your Students            Setting Expectations for Students/Dealing with Diverse Populations            Record Keeping/Gradebook Entries            Homework Procedures/Organization of Student Work            Emergency Plans for Guest Teacher            Home-School Communications &amp; Connections            Parent/Teacher Relationships/Open House/Conferences  <b>**Before Class: **Read “The First-Year Teacher’s Survival Guide” (Fourth Edition)</b>  <b>Section 2: pp. 31-63; Section 4: pp. 81-123; Complete 4.1 p. 84; Discuss 4.6 p. 121;</b>  <b>Section 5: pp. 139-160.</b></p>		

<b>Session #3</b>	<b>Date: August 20</b>	<b>Location: UCCS</b>
<b>Seminar Title: Teacher Quality Standards &amp; Colorado Academic Standards</b>		
<p><b>Topics:</b> The Colorado Teacher Quality Standards &amp; Elements; State Model Evaluation System  Colorado State Model Evaluation System Rubric  Two-Year Alternative Licensure Program Observation and Assessment process  Comparing the 2YALP rubric to the Colorado State rubric  Formal Observations with Field Coaches &amp; School Administrators  Components of Classroom Leadership  Colorado Academic Standards and Effective Lesson Plan Preparation  Lesson Planning and the Backwards Design Approach  Be familiar locating your content/grade level standards prior to class session.  (See Session #4 for location of Colorado Academic Standards)  <b>**Before Class: Read “The First-Year Teacher’s Survival Guide” (Fourth Edition):</b>  <b>Section One: Begin Your Professional Growth pp.1-30; Section 3: pp. 65-79</b>  <b>Section 4: pp. 81-87.</b></p>		

<b>Session #4</b>	<b>Date: August 27</b>	<b>Location: UCCS</b>
<b>Seminar Title: Effective Lesson Planning &amp; Colorado Academic Standards</b>		
<p><b>Notes:</b> Using a “Google” search, enter Colorado 2020 Academic Standards Downloads. Click on Colorado Standards CDE. On the CDE page, click on academic 2020 Standards Download on the right side of the page. Once on this Standards page, click on the grade/content area you need. In the content area, scroll down to the correct grade level where you will find Grade Level Expectations, Evidence Outcomes and Academic Context &amp; Connections. (You can highlight, copy, and then paste into your lesson plan, the evidence outcomes that directly pertain/apply to your lesson. Be familiar in how to locate the standards prior to coming to class.  <b>***Discuss and Assign “Lesson Plans with Field Coach” Assignments for first semester (Three observations due from Field Coach before the end of the first semester)</b>  <b>**Before Class: Read “The First-Year Teacher’s Survival Guide” (Fourth Edition)</b>  <b>Section 8: pp. 237-270; Section 9: pp. 273-316; Section 10: pp. 329-352</b></p>		

<b>Session #5</b>	<b>Date: September 10</b>	<b>Location: UCCS</b>
<b>Seminar Title: Classroom Management</b>		
<p><b>Topics:</b> Dealing with a Difficult Class &amp; Students  Classroom Policies, Procedures, Rules, Consequences, Behavior Contracts, Self-Discipline  Problem Solving Approach to Disciplinary Issues  Prevent or Minimizing Disciple Problems in the Classroom  Dealing with Individual Misbehaviors  Assign Behavior Management Philosophy Statement <b>(Due Sept. 25, 2022)</b>  <b>*Before Class: Read “The First-Year Teacher’s Survival Guide”(Fourth Edition)</b>  <b>Section 11: pp. 355-371 Complete 11.3 p. 365; Section 12: pp. 373-393; Complete: 12.1</b></p>		

p. 374; Section 13: pp. 395-450; Complete 13.1 pp. 412-413; Section 14: pp.451-494.

<b>Session #6</b>	<b>Date: September 24</b>	<b>Location: BOCES</b>
<b>Seminar Title: Mentor Mentee Workshop</b>		
<b>Topics:</b> Mentoring & Mentorship Success Roles of Mentor/Mentees Conscious Competence Model Characteristics of Stages of Teacher Learning Cognitive Coaching Monthly Mentor/Mentee Checklist.		
<ul style="list-style-type: none"><li>• Behavior Management Philosophy Statement Due <b>9/25</b>. Upload completed assignment to Google Classroom. <b>(20 Points)</b></li></ul>		
<b>Breakfast will be provided.</b>		
<b>NOTE: Please make sure that your mentor knows about and is planning to attend this workshop. Location for session: Pikes Peak BOCES Complex 2883 S. Circle Drive COS 80906</b> <b>Read: The First-Year Teacher’s Survival Guide (4th Ed.)</b> <b>Section 1: pp. 4-30; Section 2: pp. 62-63.</b>		

<b>Session #7</b>	<b>Date: October 8</b>	<b>Location: UCCS</b>
<b>Seminar Title: Introduction to Literacy – The Reading Process and Oral Language Development</b>		
<b>Topics:</b> How Children Learn to Read: The Science of Reading Five Essential Components of Reading Characteristics of Good & Poor Readers How the Brain Learns to Read Scarborough’s Reading Rope & Chall Model of Reading Development Importance of Oral Language Development & Its Relationship to Reading/Writing Proficiency Incorporating Oral Language in the Classroom with ALL Students		
<b>Assign Standards &amp; Research Based Language Arts Lesson. Due Sunday, December 4. Upload completed assignment to Google Classroom. (20 points)</b>		
<b>**Before Class **Read LETRS Foundations: Chapter #1 pp. 7-35; Chapter #2 pp. 37-48.</b>		

<b>Session #8</b>	<b>Date: October 15</b>	<b>Location: UCCS</b>
<b>Seminar Title: Phonological Development &amp; Phonemic Awareness</b>		
<p><b>Topics:</b> Consonant and Vowel Sounds  Features of Phonemes  What is Phoneme Awareness?  Phonological Process Continuum  Phoneme Awareness Strategies  Connecting Fluency to Phonemic Awareness  Instructing ELLs and Struggling Reading in Phonemic Awareness  <b>**Before Class **Read LETRS Foundations: Chapter #3 pp. 74-77and 82-84. Chapter #5 pp. 74-77 and 82-84.</b>  <b>** ( PA Exercises will be completed during class session)</b></p>		

<b>Session #9</b>	<b>Date: October 29</b>	<b>Location: UCCS</b>
<b>Seminar Title: Phonics</b>		
<p><b>Topic:</b> Role of Phonics in Proficient Reading  Brief History of Reading Instruction  Phoneme-Grapheme Correspondences &amp; Phoneme-Grapheme Mapping  Review Scope &amp; Sequence of Effective Phonics Instruction  Incorporating Phonics Instruction In the Classroom  The Important Role of Fluency in Decoding  Phonics Instruction with Second Language Learners &amp; Function of Print  Stuggling Readers &amp; “Breaking the Code”</p> <p><b>Standards Based Language Arts Lesson Plan Due Sunday, December 4. Upload completed assignment to Google Classroom (20 points)</b></p> <p><b>**Before Class: Read LETRS Foundations: Chapter #4 pp. 89-127.</b>  <b>** (Exercises will be completed during class session)</b></p>		

<b>Session #10</b>	<b>Date: November 12</b>	<b>Location: UCCS</b>
<b>Seminar Title: Engagement and Cooperative Classroom Strategies Part 1</b>		
<p>Through using cooperative learning strategies, a teacher can facilitate student learning in order to increase students’ achievement, social skills, and self-esteem. Teachers facilitate student abilities to work together to complete a task, problem, or project. Strategies are adjustable and can be used across grades and content areas.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- learn strategies for classroom set up and student grouping</li> <li>- increase their knowledge of strategies and structures to increase engagement and effective communication in the classroom</li> <li>- gain strategies to build classroom communities that support cooperation, problem solving and engagement</li> </ul>		

<b>Session #11</b>	<b>Date: December 3</b>	<b>Location: UCCS</b>
<b>Seminar Title: Vocabulary</b>		
<p>Linking the Role of Oral Language &amp; Vocabulary          Academic Vocabulary: Word Knowledge, Word Consciousness          Word-Study Concepts: Multiple Meanings, Root Words/Affixes, Etymology, Figurative Meanings          Unlocking Word Meanings Through Direct &amp; Implicit Instruction          Vocabulary Acquisition &amp; Development for English Learners          Word-Learning Research-Based Strategies          Incidental Word Learning: Independent Reading, Sustained Silent Reading, Teacher Read-Alouds          Tiering of Words for Direct &amp; Explicit Instruction</p> <p><b>**Before Class: Read LETRS Foundations: Chapter #2 pp. 48-61.          **(Vocabulary Exercises will be completed during class session)</b></p>		

<b>Session #12</b>	<b>Date: December 10</b>	<b>Location: UCCS</b>
<b>Seminar Title: Introduction to Special Education</b>		
<p><b>Topics:</b> Special Education Continuum: Learning Disabilities/Physical Disabilities/Severe Needs          Collaboration and Teaming          I.E.P. Plan          504 Plan          Problem Solving Teams and Child Study          Modifications, Accommodations, Differentiation          Least Restrictive Environment          Classroom Interventions and Pullouts          Behavioral Assessments and Intervention Plans          Special Services Providers: Speech pathologists, audiologists, vision, physical therapists, occupational therapists, psychologists, social workers, nurses</p> <p><b>**Before Class: Read “The First-Year Teacher’s Survival Guide” (Fourth Edition)          Section 7: Meet the Needs of All Students pp.201-235;          Section 8: Adapt Instruction through Differentiated Instruction pp.237-270.</b></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 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.

## GRADE POINTS WILL BE ASSIGNED AS FOLLOWS:

### **1/3 OF THE FINAL GRADE: CLASS ATTENDANCE/PARTICIATION—60 points**

- Attendance points are based on the total number of class sessions held. This course has **12** 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.

**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@ppbooces.org](mailto:sgriffin@ppbooces.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.**

## **1/3: 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. This assignment requires the use of the 2YALP Lesson Plan template as introduced during the **August 20 and August 27** Saturday classes. Three formal lesson plans are required for 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 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 Lesson Plan Reflection and submit it to the Field Coach. 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 Friday, December 2, 2022. Your Field Coach will be asked to submit grades (points) by Sunday, December 11, 2022. (45 Points Total, 15 Points for each observation)**

## 1/3 OF THE FINAL GRADE: FORMAL WRITTEN ASSIGNMENTS AND PROJECTS—52 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 **12** seminars in this semester; therefore, survey response has a point value of **12**. 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, 12)**

## CLASSROOM AND BEHAVIOR MANAGEMENT PHILOSOPHY STATEMENT

The Classroom and Behavior Management Philosophy Statement should be a reflection of the participant's developing understanding of *classroom management* and *discipline* strategies. This paper will include a statement of your philosophy about classroom/behavior management and should be supported by educational, psychological, and commonsense principles within the context of today's students. You will need to address effective classroom management (organizational) strategies, preventing/stopping misbehavior without attacking the dignity of the student, and resolving problems with students who chronically disrupt the learning process. Do not include specific classroom rules and consequences in this philosophy statement. This paper should be no more than two pages in length. **Due: Sunday, 9/25/2022 Upload completed assignment to Google Classroom (20 points)**

## STANDARDS BASED LANGUAGE ARTS LESSON PLAN

Develop a 2YALP standards-based lesson plan **incorporating two or more research-based strategies** that support a balanced literacy approach in your instruction with students. This instructional lesson **must include one of the following components: oral language development, phonemic awareness, phonics, vocabulary, fluency, or comprehension.** A rubric will be used to evaluate this Standards Based Language Arts Lesson Plan and assignment.

- **Research** your chosen component and find a **research based strategy** that you will implement instructionally with your students to increase their proficiency in that component.
- Prepare your TIRP formal lesson plan and include that strategy into your instructional plan.
- **Teach this strategy-based lesson** to your whole classroom or group of students with whom you work.
- **After teaching the lesson, complete the reflection questions listed and found at the end of the lesson plan template. Be thorough and specific in your responses to the questions.**
- **Compile a bibliography page** by citing two or more source(s) for the research based strategy or strategies that you implemented in your lesson. You may use the National Reading Panel Research as one of your sources.
- **Submit the following pages to Google Classroom:**
  - Cover page (see cover page requirements above)
  - The completed Language Arts Lesson Plan
  - The completed reflection questions
  - Bibliography with reference sources
- **Note:** This *Standards Based Language Arts Lesson Plan* is eligible for submission as one of the lesson plans used for the *Classroom Observation and Lesson Plan with Field Coach* assignment. Therefore, it makes sense to use this lesson plan for both assignments, if possible.
- **Due: Sunday, 12/4/2022 Upload completed assignment to Google Classroom (20 points)**

## TIRP I – ELEMENTARY - FALL SEMESTER 2022

Date	Level	Topic	Location	Time	Instructor
July 30	Elementary	1st Days of School	BOCES	9:00- 1:30	Sallee
Aug 6	Elementary	1st Days of School	BOCES	9:00- 1:30	Sallee
Aug 20	Elementary SPED	Teacher Quality Standards/CO Model Evaluation System/ Colorado Academic Standards	COLU 136	9:00- 1:30	Sallee, Williams Blackwell
Aug 27	Elementary	Standards Based Lesson Planning, Colorado Academic Standards, & Instructional Implementation	COLU 136	9:00- 1:30	Sallee, Williams- Blackwell
Sep 10	Elementary, SPED	Classroom Management <i>Assign Behavior Management Philosophy Statement Due: 9/25/2022</i>	COLU 136	9:00- 1:30	Wilcox
Sep 24	Elementary, Secondary, SPED	Mentor Mentee Workshop	BOCES	9:00- 1:30	Swearingen
Oct 8	Elementary	Intro to Literacy—The Reading Process <i>Assign: Language Arts Reading Lesson Plan Due 12/4/22</i>	COLU 136	9:00- 1:30	Sallee
Oct 15	Elementary	Phonological & Phonemic Awareness	COLU 136	9:00- 1:30	Sallee
Oct 29	Elementary	Phonics & Vocabulary	COLU 136	9:00- 1:30	Sallee
Nov 12	Elementary, SPED	Engagement and Cooperative Classroom Strategies Part 1	COLU 114	9:00- 1:30	Manuszak
Dec 3	Elementary	Vocabulary	COLU 136	9:00- 1:30	Sallee
Dec 10	Elementary, Secondary, SPED	Intro to Special Education	COLU 317	9:00- 1:30	Shearer

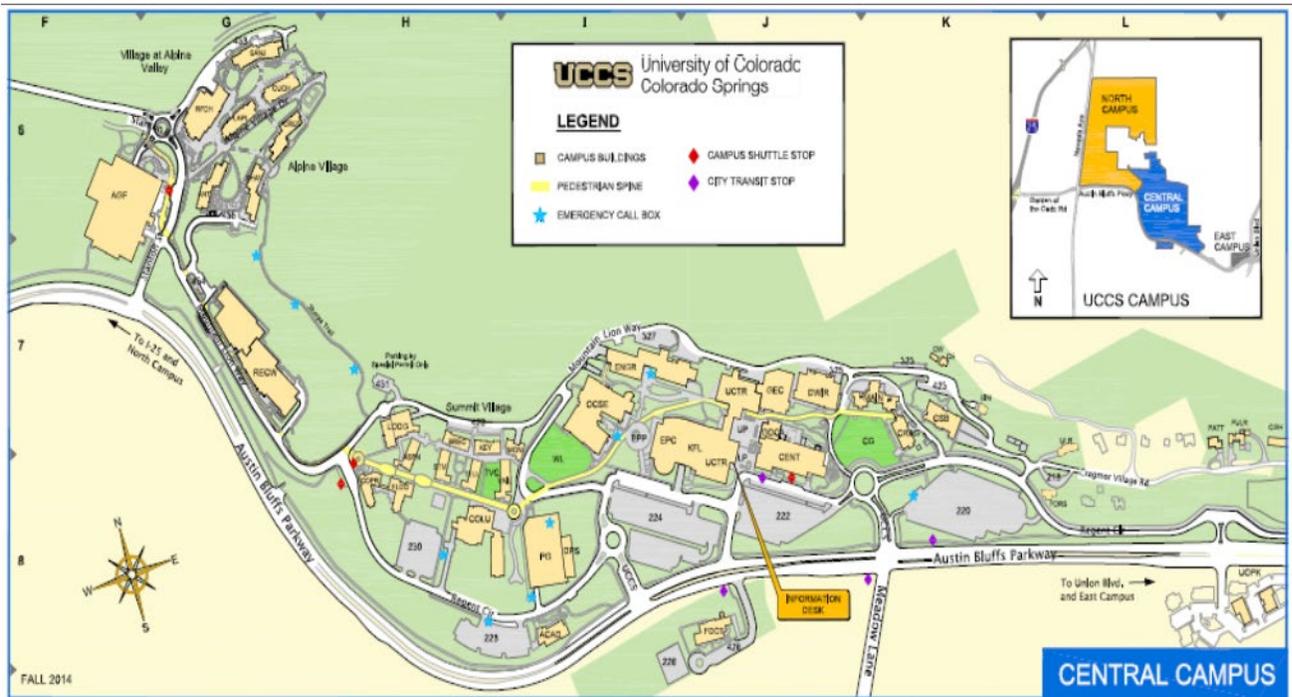
# UCCS MAP AND PARKING INSTRUCTIONS

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



## CAMPUS DIRECTORY

ANT	ANTERO HOUSE	G6	EIN	EINSTEIN HOUSE	K7	RFDH	ROARING FORK DINING HALL	G6
ACAD	ACADEMIC OFFICE BUILDING	J8	ENGR	ENGINEERING & APPLIED SCIENCE BUILDING	J7	SAJU	SAN JUAN HOUSE	G6
AGF	ALPINE GARAGE & FIELD	F8	EPC	EL POMAR CENTER	J7	SHAV	SHAVANG HOUSE	G6
ASPN	ASPEN HOUSE	H7	EPP	EL POMAR PLAZA	J7	STEM	STEAMBOAT HOUSE	H8
BERG	BERGER HALL	J7	FULR	FULLER HOUSE	M7	TELL	TELLURICE HOUSE	H8
BREC	BRECKENRIDGE HOUSE	H7	FDCT	FAMILY DEVELOPMENT CENTER	J8	TVC	TELLYWAIL QUAD	H8
CE	COTTAGE EAST	K7	FORS	FORSTER HOUSE	L8	UCTR	UNIVERSITY CENTER	J7
CENT	CENTENNIAL HALL	J8	GRC	GALLOGLY EVENTS CENTER	J7	UHAI	UNIVERSITY HALL	N7
CG	CRAGMOR GREEN	K7	GOCA	GALLERY OF CONTEMPORARY ART	J7	ULR	ULRICH HOUSE	L7
CGH	CAMPUS GREENHOUSE	M7	KEY	KEYSTONE HOUSE	J7	UCPK	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	H8
CRAG	CRAGMOR HALL	K7	LOGG	THE LODGE	H7	WL	WEST LAWN	J7
CRIS	CRESTONE HOUSE	G6	LP	LOWER PLAZA	J8			
CSB	CAMPUS SERVICES BUILDING	K7	MAIN	MAIN HALL	K7			
CUCH	CUCHARAS HOUSE	G6	MON	MONARCH HOUSE	K7			
CW	COTTAGE WEST	K7	OCSE	OSBORNE CENTER FOR SCIENCE & ENGINEERING	J7			
DPS	DEPARTMENT OF PUBLIC SAFETY	J8	PATT	PATTERSON HOUSE	L7			
DWIR	DWIRES HALL	J7	PG	PARKWAY GARAGE	H8			
ELDO	ELCORA HOUSE	H8	RECV	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 motor 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.