



SYLLABUS

Elementary II

Spring 2024



Special Topics in Curriculum & Instruction: TIRP II

CURR 5598 601

INSTRUCTORS



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

MTSS Teacher Involvement Instructor/Coach: Lori Brevik, drbrevik@gmail.com

Instructors: Sue Sallee, ssallee@ppboces.org

Lisa Zimprich

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Wendy Swearingen

SEMINAR SCHEDULE

Date	Time	Seminar Title	Room
1/6	9:00-2:00	Engagement and Cooperative Learning Strategies	BOCES
1/20	9:00-2:00	Multi-Tiered System of Supports/Response to Intervention	COLU 317
2/3	9:30-12:30	Intro to MTSS / Teacher Involvement Project	ONLINE
2/10	9:00-2:00	Connecting Assessments to Effective Interventions	COLU 136
2/24	9:00-2:00	Reading Methods: Vocabulary and Oral Skill Development	COLU 317
3/2	9:00-2:00	Reading Methods: Comprehension, Close Reading	COLU 317
3/16	9:00-2:00	Writing Instruction Methods for Elementary I	COLU 114
4/6	9:00-2:00	Writing Instruction Methods for Elementary II	COLU 114
4/20	9:00-2:00	Writing Instruction Methods for Elementary III	COLU 114

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. 2YALP II 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 how to facilitate learning.
2. Become familiar with a variety of assessment approaches to improve learning.
3. Be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.
4. Discuss a wide range of techniques to match intellectual, emotional, and social levels of each student. Identify educational methods that accommodate children with special needs.
5. Identify and discuss effective strategies for setting up and maintaining a positive and orderly classroom environment which supports all students learning.
6. Describe strategies for the prevention of classroom discipline problems, dealing with classroom problems as they arise, and for resolving on-going problems.
7. Describe the characteristics of effective discipline that promotes growth in student responsibility for achievement, social interactions, and behavior.
8. Recognize that school professionals use various forms of communication to meet students' needs, foster collegial relationships, and interact with parents/guardians, and the community.
9. Be responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, learning abilities, learning exceptionalities and conditions that affect the rate and extent of student learning, and is able to adapt instruction for all learners.
10. Reflect and discuss issues in relation to the CDE Colorado Teacher Quality Standards.
11. Explicitly teach the differences between strategies for analysis of components of literary texts & expository texts.
12. Know the Colorado Academic Standards and Benchmarks for Reading and Writing.
13. Use Colorado State Assessment frameworks in reading and writing including assessment objectives for each grade level to develop curriculum that will support reading and writing achievement.
14. Know the progression of underlying skills (phonemic awareness, phonics, vocabulary, language, comprehension, spelling and writing skills) necessary to demonstrate proficiency on the reading and writing CMAS Test.
15. Understand the reciprocity between foundational writing skills (handwriting, spelling, knowledge of conventions, fluent transcription, verbal ideation, grammar) and higher order thinking skills in developing high quality written composition. Understand the writing process—planning, composing, revising and editing of written products.
16. Explicitly teach and encourage the use of formal language patterns (correct grammar and forms) and academic vocabulary in student writing.
17. Analyze children's writing samples for phonological, orthographic, syntactic, and semantic patterns of use and plan instruction based on findings.
18. Teach basic mechanics of writing (capitalization, punctuation, handwriting).
19. Teach sentence structure (avoiding sentence fragments, using varied sentence lengths).

- 20. Teach organization and paragraphing.
- 21. Develop students' clarity, descriptiveness and elaboration when writing.

SEMINAR SYNOPSIS

Session #1	Date: January 6	Location: BOCES
Seminar Title: Engagement and Cooperative Strategies		
<p>PART 2: Adding on to Part 1 -- 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. Teachers will:</p> <ul style="list-style-type: none"> - learn strategies for classroom set up and student grouping - increase their knowledge of strategies and structures to increase engagement and effective communication in the classroom - gain strategies to build classroom communities that support cooperation, problem solving and engagement. 		

Session #2	Date: January 20	Location: UCCS
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, students will take a deep dive into the 5 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 spends time outlining the 4 key components of the problem-solving process, and requires students to apply those components to situations unfolding in their present classroom placements. Emphasis is placed on collecting and analyzing data to make intervention decisions and monitor progress.</p>		

Session #3	Date: February 3	Location: ONLINE
Seminar Title: MTSS / Teacher Involvement Project		
<p>This is the major research project for Semester 2 of the program. Successful completion of this project will satisfy requirements for Teacher Quality Standard II, Element D: <i>Teachers work collaboratively with the families and/or significant adults for the benefit of students.</i> Teacher Quality Standard IV, Element D: <i>Teachers demonstrate leadership in the school, the community, and the teaching profession.</i> This project calls for teachers to document involvement within their school community in support of students who are struggling, disadvantaged, or in need of additional supports to maximize achievement.</p>		

Session #4	Date: February 10	Location: UCCS
Seminar Title: Connecting Assessments to Effective Interventions		

Effectively incorporate and implement assessment data from screening, progress monitoring, and diagnostic assessments to drive instruction. The outcomes-driven model and its relationship in planning and implementing successful intervention lessons based on assessment data and research-based strategies will be discussed.

Session #5	Date: February 24	Location: UCCS
Seminar Title: Reading Methods: Vocabulary and Oral Language Skill Development		
The Importance of Direct, Planned, and Explicit Vocabulary Instruction in Word Relationships, Word Consciousness and Word-Learning Strategies and Its Impact On Reading Comprehension.		
Before our session, please do the following in the LETRS Foundations book:		
<ol style="list-style-type: none"> 1. Read Chapter 2: Vocabulary pgs. 48-58. (Omit Exercise Activities) 2. Read Chapter 5: Fluency pgs. 130-134; 137; 147 (Omit Exercise Activities) 3. In Chapter 5 do the following: <ul style="list-style-type: none"> • Read Abstract #1 on page 150 if your last name begins with A-E. • Read Abstract #2 on page 151 if your last name begins with F-L. • Read Abstract #3 on page 152 if your last name begins with M-Z. 		
<i>After reading the article, note the findings that are most meaningful to your teaching and write a short summary of the findings. Be ready to share your summary and thoughts in your group.</i>		

Session #6	Date: March 2	Location: UCCS
Seminar Title: Reading Methods: Comprehension: Understanding the Major Factors that Influence Comprehension		
Explicit and research-based techniques and how to implement before reading, during text reading, and after reading strategies by planning specific activities that will enhance student's comprehension of the text.		

Session #7	Date: March 16	Location: UCCS
Seminar Title: Writing Instruction Methods for Elementary I		
The first class in this three-part writing course will cover: Language Domains, the Purpose & Complexities of Writing, Role of Drawing in Writing, Simple View of Writing according to research, Colorado RWC Standards, and Writing Genres.		

Session #8	Date: April 6	Location: UCCS
Seminar Title: Writing Instruction Methods for Elementary II		

The second class in this three-part writing course will cover: Philosophy of Writing, Domains of Writing, Concepts to Consider: Vocabulary, Grammar, Spelling, Writing & Bloom’s Taxonomy, Graphic Organizers, 6+1 Traits, and Writer’s Workshop & the Writing Process.

Session #9

Date: April 20

Location: UCCS

Seminar Title: Writing Instruction Methods for Elementary III

The third class in this three-part writing course will cover: the Writing Process (continued), Writing with the Craft Elements, Checklists & Rubrics, Conferencing, Writing Lessons, English Language Learners (ELLs)/CLD (Culturally Linguistically Diverse) students, and an optional Extension Activity.

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: **seminar attendance/participation, course assignments, and classroom observations.**

- Each area is weighted by the grade program, 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.
- 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/PARTICIPATION—45 points

- Attendance points are based on the total number of class sessions held. This course has 9 sessions. 5 points are awarded for attendance at each seminar session.
- Points may be deducted for excessive tardiness, or leaving early and cannot be recovered unless the absence is due to a work requirement. (See section below regarding absences for work related obligations).
- **Participation points for ONLINE classes:** There is a possibility that one or more of your Saturday seminars will be online. Classes scheduled to be online are less in duration than in-person classes. Opportunities for topic discussion during class are limited during online classes. Therefore, following online classes, teachers are required to participate in the After-Seminar Online Discussion.

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, 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.
- 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 April 26, 2024. Your Field Coach will be asked to submit grades (points) by May 5, 2023. (45 Points Total, 15 Points for each observation)**

1/3 OF THE FINAL GRADE: FORMAL WRITTEN ASSIGNMENTS AND PROJECTS—59 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)

THE MTSS / TEACHER INVOLVEMENT PROJECT

This is the major research project for Semester 2 of the program. Successful completion of this project will satisfy requirements for Teacher Quality Standard II, Element D: *Teachers work collaboratively with the families and/or significant adults for the benefit of students.* Teacher Quality Standard IV, Element D: *Teachers demonstrate leadership in the school, the community, and the teaching profession.* This project calls for teachers to document their own involvement within their school community in support of students who are struggling, disadvantaged, or in need of additional supports for the purpose of maximizing achievement.

The Multi-Tiered System of Supports (MTSS), and specifically Colorado’s version of MTSS evolved out of the 2015 Federal law, the Elementary and Secondary Education Act / Every Student Succeeds Act. According to Colorado Department of Education released information: The framework of MTSS is a “way of doing business,” which utilizes a high quality of evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. As a practical framework, this calls for our schools, school leaders, teachers, and families to develop a system of supports, using intentional and evidence-based interventions, to help students find academic and behavioral success.

For this assignment, teachers will identify examples of support systems functioning within their school. Teachers will then select a support system within which they can become involved as both an observer and participant. Teachers will record their experience and involvement according to the requirements of the research project. The project will be introduced on **February 3, 2024. Submit the completed project to Google Classroom on or before Sunday, April 14, 2024. (50 points)**

TIRP II - ELEMENTARY—SPRING SEMESTER 2024

Date	Level	Topic	Location	Time	Instructor
1/6	Elementary	Engagement and Cooperative Learning Strategies	BOCES	9:00-2:00	Vidovich
1/20	Elementary and SPED	Response to Intervention / Multi-Tiered System of Supports	COLU 317	9:00-2:00	Zimprich
2/3	Elementary and Secondary	MTSS / Teacher Involvement Project	ONLINE	9:30-12:30	Brevik
2/10	Elementary	Connecting Assessments to Effective Interventions	COLU 136	9:00-2:00	Davis
2/24	Elementary	Reading Methods: Vocabulary and Oral Language Skill Development	COLU 317	9:00-2:00	Sallee
3/2	Elementary	Reading Methods: Comprehension & Close Reading	COLU 317	9:00-2:00	Sallee
3/16	Elementary	Writing Instruction Methods I	COLU 114	9:00-2:00	Swearingen
4/6	Elementary	Writing Instruction Methods II	COLU 114	9:00-2:00	Swearingen
4/20	Elementary	Writing Instruction Methods III	COLU 114	9:00-2:00	Swearingen

OCSE = Osborne Center for Science and Engineering

COLU = Columbine Hall

****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-VAIL 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 _____ 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
CRES 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	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 visitor parking area and lot 220

VISITOR METETERED 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.