

SYLLABUS



Elementary I

Fall Semester 2024

Special Topics in Curriculum &

Instruction: TIRP I

CURR 5598 601



INSTRUCTORS

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SEMINAR SCHEDULE

Date	Time	Seminar Title	Room
8/3	9:00-2:00	1 st Days of School	BOCES
8/10	9:00-2:00	1 st Days of School – Part 2	BOCES
8/17	9:00-2:00	Colorado Academic Standards & Teacher Quality Standards	BOCES
8/24	9:00-2:00	Lesson Planning, Colorado Academic Standards	COLU 128
9/14	9:00-2:00	Classroom Management	COLU 128
9/28	9:00-2:00	Intro to Literacy – The Reading Process	COLU 323
10/12	9:00-2:00	Phonological & Phonemic Awareness	COLU 117
10/19	9:00-2:00	Phonics	COLU 117
11/2	9:00-2:00	Intro to Special Education	COLU 128
11/16	9:00-2:00	Fluency	COLU 117
12/7	9:00-2:00	Engagement and Cooperative Strategies	COLU 128

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

Session #1	Date: August 3	Location: BOCES
Seminar Title: Preparing for the First Days of School-Part 1		
Topics: 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 & Developing Professional Relationships Classroom Setup/Rules/Procedures/Time & Paper Management Professional Communications with Administrators, Teammates, Mentor, Field Coach Discuss Classroom & Behavior Management Philosophy Statement **Before Class: Read "The First-Year Teacher's Survival Guide" (Fourth Edition) Section 2: pp. 31-63; Section 3: pp. 65-79; Complete 3.1 p. 67 (on paper); Section 5: pp. 125-140.		

Session #2	Date: August 10	Location: BOCES
Seminar Title: Preparing for the First Days of School-Part 2		
Topics: Strategies for Effective Collaboration Classroom & Behavior Management & Classroom Safety Issues 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 & Connections: Cultivate Positive Relationships Parent/Teacher Relationships/Open House/Conferences **Before Class: **Read "The First-Year Teacher's Survival Guide" (Fourth Edition) ; Section 4: pp. 81-123; Complete 4.1 p. 84; Discuss 4.6 p. 121; Section 5: pp. 141-160. Section 6: pp. 162-196. Complete 6.2 p. 175. (Complete Ex. on paper)		

Session #3	Date: August 17	Location: BOCES
Seminar Title: Teacher Quality Standards & Colorado Academic Standards		
Topics: The Colorado Teacher Quality Standards & 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 & School Administrators Components of Classroom Leadership Colorado Academic Standards and Effective Lesson Plan Preparation Lesson Planning and the Backwards Design Approach Locate and be familiar with your content/grade level Colorado Academic Standards prior to class session. (See Session #4 for location of Colorado Academic Standards) **Before Class: Read “The First-Year Teacher’s Survival Guide” (Fourth Edition): Section One: Begin Your Professional Growth pp.1-30; Section 3: pp. 65-79 Section 4: pp. 81-87.		

Session #4	Date: August 24	Location: UCCS
Seminar Title: Effective Lesson Planning & Colorado Academic Standards		
Note: Complete prior to class: Using a “Google” search, enter Colorado 2020 Academic Standards Downloads. https://www.cde.state.co.us/standardsandinstruction/standards . 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 & 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. ***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) **Before Class: Read “The First-Year Teacher’s Survival Guide” (Fourth Edition) Section 8: pp. 237-270; Section 9: pp. 273-316; Section 10: pp. 329-352		

Session #5	Date: September 14	Location: UCCS
Seminar Title: Classroom Management		
Topics: Dealing with a Difficult Class & Students <ul style="list-style-type: none"> • Classroom Policies, Procedures, Rules, Consequences, Behavior Contracts, Self-Discipline • Problem Solving Approach to Disciplinary Issues • Prevent or Minimizing Discipline Problems in the Classroom • Dealing with Individual Misbehaviors Assign Behavior Management Philosophy Statement (Due Sept. 29, 2024) *Before Class: Read “The First-Year Teacher’s Survival Guide”(Fourth Edition) Section 11: pp. 355-371 Complete 11.3 p. 365; Section 12: pp. 373-393; Complete: 12.1 p. 374; Section 13: pp. 395-450; Complete 13.1 pp. 412-413; Section 14: pp.451-494. (Complete Exercises listed on paper)		

Session #6	Date: September 28	Location: UCCS
Seminar Title: Introduction to Literacy – The Reading Process and Oral Language Development		
Topics: 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 Oral Language Comprehension & Its Relationship to Reading/Writing Proficiency Incorporating Oral Language in the Classroom with ALL Students Assign Standards & Research Based Language Arts Lesson. Due Sunday, December 1. Upload completed assignment to Google Classroom. (20 points) **Before Class **Read LETRS Foundations: Chapter #1 pp. 7-35; Chapter #2 pp. 37-48. Before Class: Check Google Classroom for Posted Readings & Handouts		

Session #7	Date: October 12	Location: UCCS
Seminar Title: Phonological Development & Phonemic Awareness		
Topics: Consonant and Vowel Sounds Features of Phonemes What is Phoneme Awareness? Phonological Process Development and Continuum Phoneme Awareness Strategies Connecting Fluency to Phonemic Awareness Instructing ELLs and Struggling Reading in Phonemic Awareness **Before Class **Read LETRS Foundations: Chapter #3 pp. 74-77 and 82-84. **(PA Exercises will be completed during class session) Before Class: Check Google Classroom for Additional Posted Readings & Handouts		

Session #8	Date: October 19	Location: UCCS
Seminar Title: Phonics		
Topic: Role of Phonics in Proficient Reading Brief History of Reading Instruction Phoneme-Grapheme Correspondences & Phoneme-Grapheme Mapping Review Scope & Sequence of Effective Phonics Instruction Incorporating Phonics Instruction In the Classroom The Important Role of Fluency in Decoding Phonics Instruction with Second Language Learners & Function of Print Struggling Readers & “Breaking the Code” **Before Class: Read LETRS Foundations: Chapter #4 pp. 89-127. **(Exercises will be completed during class session) Before Class: Check Google Classroom for Additional Posted Readings & Handouts.		

Session #9	Date: November 2	Location: UCCS
Seminar Title: Introduction to Special Education		
Topics: Special Education Continuum: Learning Disabilities/Physical Disabilities/Severe Needs Collaboration and Teaming I.E.P. Plan and 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 **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.		

Session #10	Date: November 16	Location: UCCS
Seminar Title: Fluency		
Topic: Role of Fluency in Proficient Reading & Comprehension Will address comprehensive reading instruction which includes deliberate fluency-building at sub word, word, phrase, and text levels Learn and practice techniques for repeated readings, simultaneous and alternate oral reading Understand the concepts of automaticity and reading fluency Calculate reading fluency and charting the results for fluency building and comprehending text. Identify readers who might benefit from fluency-building instruction Practice strategies for fluency-building and incorporation into daily practices **Before Class: Read LETRS Foundations: Chapter #5 pp. 129-157. ** (Fluency Exercises will be completed during class session) Before Class: Check Google Classroom for Additional Posted Readings & Handouts.		

Session #11	Date: December 7	Location: UCCS
Seminar Title: Engagement and Cooperative Classroom Strategies 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: <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 		

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/PARTICIPATION—55 points

- Attendance points are based on the total number of class sessions held. This course has **11** sessions. **5** points are awarded for attendance at each seminar session.
- Points can/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 providing work samples/artifacts is 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 17 and August 24** 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 6, 2024. Your Field Coach will be asked to submit grades (points) by Wednesday, December 11, 2024. (45 Points Total, 15 Points for each observation)**

1/3 OF THE FINAL GRADE: FORMAL WRITTEN ASSIGNMENTS AND PROJECTS—51 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.

AI (ARTIFICIAL INTELLIGENCE) POLICY

The use of generative AI tools is permitted in this course for the following activities:

- Brainstorming and refining your ideas
- Fine tuning your research questions
- Finding information on your topic
- Drafting an outline to organize your thoughts
- Checking grammar and style

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board replies or content that you put into a Teams or Zoom chat
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments

Submitting an assignment generated by AI as one's own work is considered plagiarism and in violation of the UCCS Academic Honor Code policy: 2017-JUN-27_200-019 Academic Ethics Code-APPROVED.docx.pdf (uccs.edu)

Be advised that written work submitted as your own may be uploaded to AI and plagiarism software for analysis.

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 **11** seminars in this semester; therefore, survey response has a point value of **11**. 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.

Please 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, 11)

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, 9/29/2024**

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, 12/1/2024 Upload completed assignment to Google Classroom (20 points)**

TIRP I – ELEMENTARY - FALL SEMESTER 2024

Date	Level	Topic	Location	Time	Instructor
Aug 3	Elementary	1st Days of School	BOCES	9:00-2:00	Sallee
Aug 10	Elementary	1st Days of School	BOCES	9:00-2:00	Sallee
Aug 17	Elementary SPED	Teacher Quality Standards/CO Model Evaluation System/ Colorado Academic Standards	BOCES	9:00-2:00	Sallee, Williams Blackwell
Aug 24	Elementary	Standards Based Lesson Planning, Colorado Academic Standards, & Instructional Implementation	COLU 128	9:00-2:00	Sallee, Williams- Blackwell
Sep 14	Elementary, SPED	Classroom Management <i>Assign Behavior Management Philosophy Statement Due: 9/29/2024</i>	COLU 128	9:00-2:00	Wilcox
Sep 28	Elementary	Intro to Literacy—The Reading Process <i>Assign: Language Arts Reading Lesson Plan Due 12/1/24</i>	COLU 323	9:00-2:00	Sallee
Oct 12	Elementary	Intro to Literacy: Phonological & Phonemic Awareness	COLU 117	9:00-2:00	Sallee
Oct 19	Elementary	Intro to Literacy-The Reading Process: Phonics	COLU 117	9:00-2:00	Sallee
Nov 2	Elementary Secondary	Intro to Special Education	COLU 128	9:00-2:00	Shearer
Nov 16	Elementary,	Intro to Literacy—The Reading Process: Fluency	COLU 117	9:00-2:00	Sallee
Dec 7	Elementary, SPED	Engagement and Cooperative Classroom Strategies Part 1	COLU 128	9:00-2:00	Vidovich

COLU = Columbine Hall
 OCSE = Osborne Center for Science and Engineering
 DWIR = Dwire Hall
 CENT = Centennial 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 four ½-hour session

