



SYLLABUS

Elementary II

Spring 2022



Special Topics in Curriculum & Instruction: TIRP II

CURR 5598 601



INSTRUCTORS

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

| Date | Time | Seminar Title | Room |
|------|-----------|--|----------|
| 1/8 | 9:00-1:30 | Intro to the Case Study and Interventions | BOCES |
| 1/22 | 9:00-1:30 | Connecting Assessments to Effective Interventions | COLU 324 |
| 1/29 | 9:00-1:30 | Engagement and Cooperative Learning Strategies II | BOCES |
| 2/12 | 9:00-1:30 | Response to Intervention/Multi-Tiered System of Supports | COLU 317 |
| 2/26 | 9:00-1:30 | Reading Methods: Vocabulary and Oral Skill Development | COLU 324 |
| 3/5 | 9:00-1:30 | Reading Methods: Comprehension, Close Reading | COLU 324 |
| 3/12 | 9:00-1:30 | Writing Instruction Methods for Elementary I | COLU 116 |
| 4/9 | 9:00-1:30 | Writing Instruction Methods for Elementary II | COLU 324 |
| 4/23 | 9:00-1:30 | Writing Instruction Methods for Elementary III | COLU 324 |

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

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| Session #1 | Date: January 8 | Location: BOCES |
| Seminar Title: Introduction to the Case Study and Interventions | | |
| <p>Identify a student (not on an IEP or 504 plan) who needs support; Find relevant research to use to design a 6-8 week intervention; design the intervention; meet 1:1 with the student you have identified; write a Case Study Report that describes the whole process and summarizes the research.</p> <p>What are Interventions? How are they used? How are results measured?</p> | | |

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| Session #2 | Date: January 22 | Location: UCCS |
| Seminar Title: Connecting Assessments to Effective Interventions | | |
| <p>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.</p> | | |

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| Session #3 | Date: January 29 | Location: BOCES |
| Seminar Title: Engagement and Cooperative Strategies II | | |
| 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: - 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. | | |

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| Session #4 | Date: February 12 | Location: UCCS |
| Seminar Title: Multi-Tiered System of Supports (MTSS) / Response to Intervention (RTI) | | |
| 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. | | |

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| Session #5 | Date: February 26 | 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. | | |

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| Session #6 | Date: March 5 | 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. | | |

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| Session #7 | Date: March 12 | Location: UCCS |
| Seminar Title: Writing Instruction Methods for Elementary I | | |
| Colorado Reading, Writing, and Communication Standards -Teaching figurative language - Modeling of standard based writing lessons | | |

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| Session #8 | Date: April 9 | Location: UCCS |
| Seminar Title: Writing Instruction Methods for Elementary II | | |
| -Introduction the Six Traits of Writings - Modeling of standards based writing lessons, - teaching voice- ideas-presentations | | |

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| Session #9 | Date: April 23 | Location: UCCS |
| Seminar Title: Writing Instruction Methods for Elementary III | | |
| -Write to learn across the curriculum. Modeling of standard based writing lessons- Six traits, conventions-organization- word choice - sentence fluency | | |

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:

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

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 21 and August 28** 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 30, 2022. Your Field Coach will be asked to submit grades (points) by May 6, 2022. (45 Points Total, 15 Points for each observation)**

1/3 OF THE FINAL GRADE: FORMAL WRITTEN ASSIGNMENTS AND PROJECTS—79 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 CASE STUDY ASSIGNMENT

IMPORTANT DATES FOR THIS ASSIGNMENT: THIS ASSIGNMENT CONSISTS OF 3 SEPARATE SUBMISSIONS FOR GRADES.

- **January 8**—Introduction to the Case Study and Interventions. The class will be held at the Pikes Peak BOCES building, 2883 South Circle Drive. Please meet upstairs in the Large Conference Room.
- **February 5**—Upload the Student Alias, what you hope to accomplish with this student and one resource to the Google Classroom. **(10 points)**
- **March 27**—Upload Component #1, SMART Goal and the outline of the remainder of the document to the Google Classroom. **(10 points)**
- **April 17**—Upload the completed Case Study to the Google Classroom. **(50 points)**

Total Points for Case Study – 70 points

Case Study Directions: Please refer to the Case Study Assignment Packet for more detailed information. The Case Study Assignment Packet is located in Google Classroom. A hard copy of the Case Study Assignment Packet will also be provided.

In this action research project you will be working with a student from your classroom who is having **achievement** difficulty. (Academic needs, homework challenges, attendance challenges)

- ***Do not use a student with an IEP or a 504 plan for your case study. Those students already have an intervention plan in place as prescribed in their 504 plans or IEP.**

Note: use an alias for the student name

Case Study Length: A succinctly written double-spaced document that includes each of the five parts described below is expected. There is no page requirement, but the Case Study must be proficient according to the content rubric that follows and proficient in correct usage of spelling, punctuation, and grammar. **Proficiency: 40/50 points.**

- 1. Introduction:** Provide introductory information regarding your case study student. Identify the student's learning needs. Include an extensive overview of her/his achievement patterns using current and historical information. Find this information in the student's cumulative file or the online student data system. Include charts and measurable data.
- 2. Assumptions:** Present what you believe to be the reason(s) the student is achieving as she/he is. This information can be factual and/or assumptions you develop based on your research into the student's history or your experiences with him/her in your classroom. In any case, please provide detailed anecdotal support (stories or narratives)

for your assumptions. Include observational data, parent comments, extra-curricular activities, student interview, home-life, attendance, health, etc.

- 3. Review of literature:** Find two professional articles related to the student's identified need. The articles should support your assumptions regarding the student. The articles should serve as an aid in developing your plan of intervention strategies. In this section, write a detailed review/summary of the articles. How do they support the identified achievement difficulties of this student? The articles must be no older than five years (internet or print). Use MLA guidelines for your bibliography. Label the bibliography and submit it as a separate and last page of your Case Study.

- 4. Intervention and Implementation of Intervention:** In this section of the Case Study, explain a strategy (or strategies) that you will implement to try to cause the student to improve his/her achievement patterns in your class. Clarify what the student must do as well as what you intend to do. Provide a written SMART goal for the student. (Ex.: With the use of this intervention {name the intervention you will use}, John will score 84% on his final chapter test on 4/30/2020. The goal we have set is a score 20% higher than he scored on the chapter test prior to the start of the intervention on 2/14/2020. That score was a 70 %.) Involve others (parents, other teachers, administrators, other students, community mentors, etc.), as you see fit. Explain why you believe this strategy (or strategies) will work.
 - Begin the intervention and implement it long enough to determine if it is working (minimum of 10-15 sessions over 6-9 weeks). Make sure you are devoting specific time just to this student, and not just using class time.
 - If the intervention is working, allow it to continue. If it is not working and you have data to prove it, you may revise the implemented intervention.

- 5. Conclusion:** In the conclusion section of this project, reflect on the Case Study experience. Describe the outcome of the intervention(s). List the factors you believe were instrumental in determining the success or lack of success achieved with this student. Include feedback from the student regarding the experience. Provide suggestions for improving this intervention with future students. Clearly state what you learned as a teacher by completing this action research assignment.

Case Study Rubric

Name _____

Date _____

| | Exemplary (9 Points) | Proficient (8 points) | Developing (7 points) | Basic (6 points) | Total Pts. | Comments |
|--|--|--|--|---|-----------------------|-----------------|
| Part 1 Introduction | An extensive overview of the student’s achievement patterns using current and historical information has been included. The introduction includes relevant charts, measurable data, student name, age, grade, benchmark/achievement test scores, current and past grades, teacher comments from past years, information about the learning styles and classroom behavioral patterns. | In depth, introductory information regarding the student is stated. The student’s learning needs are identified. The overview of measureable student achievement patterns is adequate. Historical achievement information has been included. | The student selected for case study requirements. Rudimentary introductory information regarding the student is stated. The student’s learning needs have been identified. The overview of measureable student achievement patterns are inadequate and are limited in explanation. | The selected student does not meet case study requirements. The student’s learning needs are missing or are poorly stated. The summary of measureable student achievement patterns are missing or are inadequately developed. | /9 | |
| Part 2 Assumptions | Factual and/or assumptive information regarding student’s achievement level is well stated. Detailed anecdotal support for factual and/or assumptions regarding the student’s achievement level could include observational data, parent comments, information about extra-curricular activities and home-life, attendance, health, and a student interview. | Factual and/or assumptive information regarding student’s achievement level is well stated. Adequate anecdotal support is given for factual and/or the assumptions regarding the student’s achievement level. | Factual and/or assumptive information regarding student’s achievement level is insufficient. Limited or insufficient anecdotal support regarding factual and/or assumptions is stated. | Information regarding the student’s achievement level is missing or incomplete. Anecdotal support is poorly developed and/or missing. | /9 | |
| Part 3 Review of the Literature | In the review of the literature, two professional articles (published within the past 5 years) related to student intervention, with bibliographic information are thoroughly reviewed and include a detailed explanation in support of the assumptions regarding the achievement difficulties of the selected student. | In the review of the literature, two professional articles (published within the past 5 years) with bibliographic information are reviewed but the explanation to support assumptions regarding achievement difficulties of the student are not fully developed. | In the review of the literature, one to two professional articles are mentioned but bibliographic information, or explanations required to support assumptions, are not stated or are poorly stated. | In the review of the literature, professional article(s) are incomplete and/or are unrelated to the information required to support the stated assumptions. | /9 | |
| Part 4 Implementation | Intervention & implementation exceeds minimum requirements for case study. (1:1 Intervention sessions exceed 15) | Intervention & implementation fulfills requirements for case study. (1:1 Intervention sessions equal 10-15) | Intervention & implementation is limited & may somewhat fulfill the case study requirements. (1:1 Intervention sessions equal 7-9) | Intervention & implementation lacks fulfillment of case study requirements. (Less than 7 1:1 intervention sessions) | /9 | |
| Part 5 Conclusion | The reflection presents the outcome of the intervention with exceptional detail, states well developed and detailed suggestions for improving intervention with future students, includes feedback from the student regarding the experience, and states what you learned from completing this action research assignment. | The reflection presents the outcome of the intervention in detail, states suggestions for improving intervention with future students, and states what you learned from completing this action research assignment. | The reflection is limited in detail stating the outcome of intervention, &/or suggestions for improving intervention with future students. It briefly states what you learned from completing this action research assignment. | The reflection is poorly developed in stating the outcome of interventions and/or suggestions with future students. It does not state what you learned from completing this action research assignment. | /9 | |
| Part 6 Grammar/ Mechanics/ Spelling | There are no spelling and/or grammar errors. Punctuation is accurate. (5 pts.) | Follows most rules of spelling and/or grammar. Errors are minor and few (3 or less). (4 pts.) | Follows rules of spelling and/or grammar. Errors are evident (4 -6 errors). (3 points) | Multiple errors in spelling and/or grammar (7+). (0 pts.) | /5 | |

Passing =40/50 possible points.

*Revised 11/2019

2YALP Elementary II—Spring Semester 2022

| Date | Level | Topic | Location | Time | Instructor |
|-------------|--------------------------|---|-----------------|-------------|-------------------|
| 1/8 | Elementary and Secondary | Intro to the Case Study and Interventions | At BOCES | 9:00-1:30 | M. Gieck |
| 1/22 | Elementary | Connecting Assessments to Effective Interventions | COLU 324 | 9:00-1:30 | Sallee |
| 1/29 | Elementary | Engagement and Cooperative Learning Strategies | At BOCES | 9:00-1:30 | Manuszak |
| 2/12 | Elementary and SPED | Response to Intervention / Multi-Tiered System of Supports | COLU 317 | 9:00-1:30 | Zimprich |
| 2/26 | Elementary | Reading Methods: Vocabulary and Oral Language Skill Development | COLU 324 | 9:00-1:30 | Sallee |
| 3/5 | Elementary | Reading Methods: Comprehension & Close Reading | COLU 324 | 9:00-1:30 | Sallee |
| 3/12 | Elementary | Writing Instruction Methods I | COLU 116 | 9:00-1:30 | Preston |
| 4/9 | Elementary | Writing Instruction Methods II | COLU 324 | 9:00-1:30 | Preston |
| 4/23 | Elementary | Writing Instruction Methods III | COLU 324 | 9:00-1:30 | Preston |