



SYLLABUS

Secondary IV

Fall 2024



Special Topics in Curriculum & Instruction: TIRP IV

CURR 5598 602



INSTRUCTORS

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SEMINAR SCHEDULE

Date	Time	Seminar Title	Room
8/24	9:30-12:30	Intro to the Teacher Work Sample	ONLINE
9/7	9:00-2:00	Instructional Practices to Support Student Learning I	COLU 317
9/14	9:00-2:00	Instructional Practices to Support Student Learning II	COLU 322
9/21	9:00-2:00	The Trauma Informed Classroom	COLU 114
10/19	9:00-2:00	Adolescent Development	COLU 216
11/2	9:00-2:00	Building a Classroom Environment to Engage the Adolescent Learner	COLU 322
12/7	9:00-2:00	Formative Assessment and Student Feedback	COLU 322
12/14	9:30-12:30	Poverty and the Brain	ONLINE

PURPOSE AND TEACHER QUALITY STANDARDS

PURPOSE

Special Topics in Curriculum & Instruction: TIRP IV is the fourth semester of the General Education Two Year Alternative Licensure Program. The purpose of this course is to prepare class participants to apply educational theory and practice in the classroom setting. The study of learning and teaching, as it relates to the cognitive, social, and emotional make-up of the student, will occur. This class will address these important academic and social skills through the study of the Colorado Department of Education (CDE) Teacher Quality Standards. The

Teacher Quality Standards and Elements can be viewed at:

http://www.cde.state.co.us/EducatorEffectiveness/downloads/Colorado_Quality_Standards_for_Teachers.pdf

TEACHER QUALITY STANDARDS

Standard I. Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

Standard II. Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Standard III. Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Standard IV. Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

OBJECTIVES

Upon completion of this course participants will:

1. Be knowledgeable of academic content and how to facilitate learning.
2. Be knowledgeable of strategies, planning practices, assessment, and appropriate accommodations to ensure student learning in a standards-based curriculum.
3. Discuss a wide range of techniques to match intellectual, emotional and social levels of each student. Identify educational methods that accommodate children with special needs.
4. Be responsive to the needs and experiences students bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities, learning exceptionalities and conditions that affect the rate and extent of student learning, and able to adapt instruction for all learners.
5. Reflect and discuss issues in relation to the CDE Colorado Teacher Quality Standards.
6. Differentiate instruction for the universal, targeted & intensive needs of diverse groups of students, including students with disabilities, students from culturally & linguistically diverse populations, & high-achieving students.
7. Be knowledgeable of the effects of poverty regarding the physical, physiological, emotional, and educational development of students.
8. Be knowledgeable of the effects of trauma regarding students and how it affects social, emotional, and academic needs of students in the classroom.
9. Be knowledgeable of formative assessment practices and the provision of student feedback methods that are beneficial to the growth and motivation of adolescent students.
10. Be informed of the intellectual, emotional, and social development of adolescents as they transition to independence and adulthood.

SEMINAR SYNOPSIS

Session #1	Date: August 24	Location: ONLINE
Seminar Title: Introduction to the Teacher Work Sample		
<p>The Teacher Work Sample is a data-driven project that requires teachers to identify a group of students to be instructed, tracked, and assessed with specificity using research-based instructional strategies. Data is analyzed and compared for diagnostic synthesis. Following a rigid structure of implementation, the TWS is then reflected upon to provide introspection and self-evaluation by the teacher in terms of future thoughts regarding enhancement or improvement of instruction, as well as, other potential areas for improvement.</p>		

Session #2	Date: September 7	Location: UCCS
Seminar Title: Instructional Practices to Support Student Learning 1		
<p>In Part 1 of this course “Instructional Practices to Support Student Learning”, learners will collaboratively discuss research-based strategies for increasing student achievement. The book <i>The NEW Classroom Instruction that Works</i> will be the anchor text for this workshop. Part 1 will focus on 3 Phases of Learning: Helping Students Become Interested in Learning, Helping Students Commit to Learning, and Helping Students Focus on New Learning. Reading Chapters 1-3 prior to this session will make the content more meaningful. Also, it will be a workshop format so bringing personal lesson plans already used (daily, weekly, monthly, quarterly, paper/digital) will make the content more applicable</p>		

Session #3	Date: September 14	Location: UCCS
Seminar Title: Instructional Practices to Support Student Learning 2		
<p>In Part 2 of this course “Instructional Practices to Support Student Learning”, learners will collaboratively discuss research-based strategies for increasing student achievement. The book <i>The NEW Classroom Instruction that Works</i> will be the anchor text for this workshop. Part 2 will focus on 3 Phases of Learning: Helping Students Make Sense of Learning, Helping Students Practice and Reflect, and Helping Students Extend and Apply Learning. Reading Chapters 4-7 prior to this session will make the content more meaningful. Also, it will be a workshop format so bringing personal lesson plans already used (daily, weekly, monthly, quarterly, paper/digital) will make the content more applicable.</p>		

Session #4	Date: September 21	Location: UCCS
Seminar Title: The Trauma Informed Classroom		
<p>This seminar provides an overview of trauma and its effects on student development and learning. Rooted in the Adverse Childhood Experiences survey results, the class will explore the psychological, physiological, and behavioral signs of trauma, and will cover the perspective shift from a traditional view of behavior to a trauma-invested view of behavior. This seminar presents a variety of practical strategies that teachers can use to implement trauma-invested practices in their classrooms that span the concepts of safety, connection, self-regulation, personal agency, self-reflection, and academics.</p>		

Session #5	Date: October 19	Location: UCCS
Seminar Title: Adolescent Development		
<p>Learners will gain an understanding of the critical components of adolescent development related to relationship building and student engagement. Additionally, at-hand strategies will be discussed to support a variety of learning modalities that benefit all students.</p>		

Session #6	Date: November 2	Location: UCCS
Seminar Title: Building a Classroom Environment to Engage the Adolescent Learner		
<p>Teachers will participate in a book study of <i>Clock Watchers</i> by Stevi Quate and John Mc Dermott. Upon completion of this seminar, teachers will understand the characteristics of a positive learning environment to build a community of learners.</p> <p>Topics: student motivation and engagement, classroom community, formal and informal assessments ("checks for understanding"); the importance of student choice, collaboration, and celebration.</p>		

Session #7	Date: December 7	Location: UCCS
Seminar Title: Formative Assessment and Student Feedback		
<p>Teachers will know and understand the crucial importance of using formative assessments to provide meaningful feedback to students. The focus will be on formative assessment strategies and practices, the "feedback loop," and how formative assessments inform instructional decisions. Teachers will also understand the relationship between standards, formative assessments, and summative assessments (including standardized assessments).</p>		

Session #8	Date: December 14	Location: ONLINE
Seminar Title: Poverty and the Brain		
<ul style="list-style-type: none"> • What is Poverty? What influence does it have? • Impact of poverty on early environment, on English language development, on academics including literacy development, on behavior and pragmatics for both first and second language learners in culturally and linguistically diverse populations • Actions for success including teaching strategies, methods, materials, and assessment for English speakers as well as students from CLD populations 		

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 — 40 points

- Attendance points are based on the total number of class sessions held. This course has **8** 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. **3** points are awarded for attendance at each seminar session and **2** points are awarded for completing the after-seminar discussion assignment for a combined total of **2** points for attendance and participation.

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

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

Class Absences for Work Related Requirements:

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

- If the school or school district requires that a teacher attend professional development conference, training or workshop, the teacher must provide the following:
 1. The teacher must provide documentation regarding the professional development activity along with an email from a school administrator regarding the attendance requirement.
 2. The teacher will be awarded full points in this instance.

- If a teacher must miss a class due to required attendance at a school function (graduation, fundraiser, club sponsorship, awards ceremony, etc.), the teacher may be awarded full points for the missed class. In this instance, the teacher must:
 1. The teacher must complete the make up assignment for the missed class.
 2. An email from a school administrator regarding the attendance requirement is required.
- If a teacher must miss a class due to required coaching at an athletic event sponsored by the school or district, the teacher may be awarded full points for the missed class. In this instance, the teacher must:
 1. The teacher must complete the make up assignment for the missed class.
 2. An email from a school administrator regarding the attendance requirement is required.

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

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

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

1/3 OF THE FINAL GRADE: CLASSROOM OBSERVATION AND LESSON PLAN WITH FIELD COACH —30 Total Points (2 observations) /45 Total Points for Mid-Year Teachers (3 observations).

This assignment is designed as a demonstration of proficiency in the planning and execution of a formal lesson plan. For this assignment, the teacher must submit a lesson plan to the Field Coach at least 24 hours prior to the scheduled observation. At this point in the development of the 2YALP Teacher, the teacher is not required to use the 2YALP Lesson Plan Template as part of the observation process. The teacher is allowed to choose an alternative template (Such as: the template adopted by the school or district, a template designed for the course content, etc.). However the template being used must call for many, if not all, of the elements found in the 2YALP Template. Two formal lesson plans and observations are required for completion of this assignment.

- Submit a copy of the lesson plan to your Field Coach at least 24 hours 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 five Reflection Questions that are found at the end of the 2YALP Lesson Plan Template:
 - What evidence indicates that the instructional objectives of this lesson were met?
 - What evidence indicates the level of student learning success?
 - What were the strengths of this lesson?
 - In retrospect, what changes to this lesson will make it more successful?
 - How effective were the accommodations incorporated into your lesson for Special Ed., G/T, and English Language Learners? What are the next steps to plan for accommodations in future lessons?

It is recommended that the Reflection portion of the Lesson Plan be part of Post-Observation Conference activities. At the direction of the Field Coach, discussion of the five questions may be conducted verbally or submitted in writing.

- **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**.
- **(30 Points Total, 15 Points for each observation)**
- **(Mid-Year Teachers completing the program 1/1/2026 = 45 Points Total, 15 Points for each observation)**

1/3 OF THE FINAL GRADE: FORMAL WRITTEN ASSIGNMENTS AND PROJECTS—68 Total Points

Written assignments and projects are part of the course. The assigned work is designed to augment the development of the 2YALP Teacher, and/or to reinforce class instruction. It is expected that assignments meet specific requirements and be completed on time.

- A late assignment/project will result in a reduction of points earned for that assignment. In the case of late assignments, the 2YALP teacher should notify the 2YALP office or the appropriate instructor that the missing assignment has been submitted.
- Assignments/projects will not be accepted if submitted later than two weeks following the due date.
- All written assignments should be presented at the college level in grammar, writing style, and spelling.
- All written assignments should be double-spaced and include a cover page. (The Seminar Feedback Assignment does not require a title page.) The cover page should include:
 - Your name
 - Assignment title
 - Date
 - Cohort level (i.e. Elementary, Secondary, or Special Education)
 - Grade level and course title (if applicable)
 - Name of school at which the teacher works
- Assignments that include citations must be in APA format unless otherwise required by the instructor.

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 **8** seminars in this semester; therefore, survey response has a point value of **8**. 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, 8)

THE TEACHER WORK SAMPLE QUIZ FOLLOWING ONLINE ZOOM CLASS

Following the ONLINE class **August 24**. Teachers are required to complete a quiz regarding the content of the ONLINE class. The quiz will be posted in Google Classroom following the class.

Completed quiz is due to be submitted via Google Classroom by Sunday, September 1. (10 Points)

THE TEACHER WORK SAMPLE PROJECT

A Teacher Work Sample (TWS) is a product that demonstrates your ability to plan, deliver, and assess a standards based instructional sequence; document student performance; and reflect upon the effects of your instruction on student learning. You are assessed on your TWS to make sure you are meeting important performance-based standards for a beginning teacher.

The TWS is an important data-driven instruction (action research) assignment you must complete during the Two-Year Alternative Licensure Program. The requirements of the TWS are presented during an Online Zoom class on **August 24** beginning at **9:30 AM**. Supporting information is also accessible on pages 9 and 10 of the 2YALP Handbook. Information and handouts are also available in Google Classroom. Please do what is necessary to adapt the requirements of this assignment to the context of your class, taking into account the individual needs of your students, your subject area, and the lessons you will teach. Your completed Teacher Work Sample will demonstrate your ability and performance relative to the required components.

Upload the completed project to Google Classroom by **Sunday, November 24, 2024 (50 points). A late assignment/project will result in points reduction and will not be accepted if it is submitted later than 2 weeks after the due date.**

2YALP – SECONDARY IV – SPRING SEMESTER 2024

Date	Cohort	Topic	Place	Time	Instructor
Aug 24	Elementary & Secondary	Introduction to the Teacher work Sample Project	ONLINE	9:30-12:30	L Brevik
Sep 7	Secondary	Instructional Practices to Support Student Learning I	COLU 317	9:00-2:00	W Swearingen
Sep 14	Secondary	Instructional Practices to Support Student Learning 2	COLU 322	9:00-2:00	W Swearingen
Sep 21	Secondary	The Trauma Informed Classroom	COLU 114	9:00-2:00	L Zimprich
Oct 19	Secondary	Adolescent Development	COLU 216	9:00-2:00	M Wilcox
Nov 2	Secondary	Building a Classroom Environment to Engage the Adolescent Learner	COLU 322	9:00-2:00	Bartole
Dec 7	Secondary	Formative Assessment and Student Feedback	COLU 322	9:00-2:00	D Montgomery
Dec 14	Secondary	Poverty and the Brain	ONLINE	9:30-12:30	L Wolf

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 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

