



SYLLABUS Secondary III Summer 2025



Special Topics in Curriculum & Instruction: TIRP III CURR 5598 601



INSTRUCTORS

2YALP Assistant Director: Sue Sallee, ssallee@ppboces.org

Instructors: Thad Gemski

Deb Montgomery, deb.montgomery1@gmail.com

Susan Strizich, SUSAN.STRIZICH@d11.org

Wendy Swearingen, wendy.swearingen@d11.org

Tina Vidovich, tvidovich@mingaeducation-group.org

SEMINAR SCHEDULE

Date	Time	Seminar Title	Room
5/3	9:00-1:30	Classroom Technology	COLU 128
5/17	9:00-1:30	Brain Based Teaching and Learning	COLU 322
5/31	9:00-1:30	Engagement & Cooperative Learning Strategies for Secondary	COLU 115
6/2 AM	9:00-12:30	School Law/The Teacher and the Law	ONLINE
6/2	1:00-4:30	Digital Literacy / 21 st Century Skills	ONLINE
6/3 AM	9:00-1:30	Delivering Effective Instruction	PPBOCES
6/3 PM	9:00-1:30	SPED Law / Modify Content for SPED and GT	PPBOCES

PURPOSE AND TEACHER QUALITY STANDARDS

PURPOSE

Special Topics in Curriculum & Instruction: TIRP III is the third semester of the General Education Two-Year Alternative Licensure Program. The purpose of this course is to the preparation of teachers in applying educational theory and practice in the classroom setting. These sessions will address ongoing academic and social skills through the study of topics designed to support the Colorado Department of Education (CDE)

Teacher Quality Standards. A reflective approach regarding the first year of teaching will be the underlying premise of this summer course.

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 through discussions involving educational theory and models of instruction.
2. Become familiar with a variety of assessment methods to improve learning.
3. Discuss a wide range of techniques to match the intellectual, emotional and social levels of each student. Identify educational methods that accommodate children with special needs.
4. Become familiar with the impact of school law on how schools are organized and governed. Recognize the importance of individual differences for diverse students.
5. Review the professional roles and ethical responsibilities of the classroom teacher.
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. Select, administer, & interpret progress-monitoring assessments to evaluate students' progress toward an instructional goal & determine effectiveness of instruction/intervention & regularly articulate progress to students.
8. Understand the legal & ethical issues in the fair & meaningful evaluation of students in the classroom, including confidentiality, informed consent, privacy, & bias.
9. Understand the contributions of both neurobiological & environmental factors to reading & writing success & failure, including genetics, gender, medical history or condition, socio-cultural context, family context, educational & instructional history, & language background.
10. Demonstrate the use of technology to support instruction and enhance student learning and achievement.
11. Understand how Digital Literacy is essential for students' critical thinking, problem-solving, and effective communication in the digital world.

SEMINAR SYNOPSIS

Session #1	Date: May 3	Location: UCCS
Seminar Title: Classroom Technology		
In this course, participants will explore innovative ways to leverage technology for dynamic learning experiences across diverse student populations, encompassing general education, special education, and culturally and linguistically diverse students. Discussions will focus on a range of teaching strategies, methodologies, resources, digital platforms, and assessment techniques to optimize learning outcomes for all.		

Session #2	Date: May 17	Location: UCCS
Seminar Title: Brain Based Teaching and Learning		
Using the analogy of keychains, locks, and keys, this course discovers how to unlock the brain's potential for learning. Based on scientific research, we will discuss how each of these keys empower our work with students to increase attention and memory.		

Session #3	Date: May 31	Location: UCCS
Seminar Title: Engagement and Cooperative Learning Strategies		
This course explores cooperative learning as an effective teaching method for secondary teachers. Students will learn strategies to implement cooperative learning in their classrooms, including setting clear expectations, establishing operating procedures and grading criteria, using written contracts, incorporating self-assessment, and facilitating peer assessment. The course will also cover selecting strategies that align with the desired cognitive load and learning outcomes.		

Session #4	Date: June 2 (Morning)	Location: ONLINE
Seminar Title: School Law / The Teacher and the Law		
This course will be an online discussion and cover a wide variety of topics. School Law Teacher Contracts in Colorado Public Schools Teacher Liability Protection Act Governmental Immunity The Teacher and the Law How to stay out of trouble with your district, school or principal Q & A: Is it OK if I...		

Session #5	Date: June 2 (Afternoon)	Location: ONLINE
Seminar Title: Digital Literacy / 21st Century Skills		
<p>In this course, we will explore the significance of Digital Literacy and 21st Century Skills and the impact on modern education. We will dive into:</p> <ul style="list-style-type: none"> •The 4C's of 21st Century Learning - Critical Thinking, Collaboration, Communication, and Creativity - as essential for today's learners •Media Literacy and Digital Citizenship skills - understanding the pivotal role Media Literacy and Digital Citizenship play in shaping how students navigate the digital landscape •CDE's and ISTE's Standards for Digital Literacy •Optimizing learning for all student groups to include general education, special education and culturally linguistic and diverse students. 		

Session #6	Date: June 3 (Morning)	Location: PPBOCES
Seminar Title: Delivering Effective Instruction		
<p>Using the analogy of a pick-up truck, learners will navigate delivering effective instruction through a systems thinking approach. A holistic approach focuses on planning, environment, relationships, and assessment. High leverage instructional strategies will be discussed helping learners to enhance their skill set in the classroom. Reading Section 9 of the First Year Teacher's Survival Guide is a prerequisite for the class meeting. The performance task for this course is a written reflection on your best/worst classroom lesson.</p>		

Session #7	Date: June 3 (Afternoon)	Location: PPBOCES
Seminar Title: SPED Law / Modify Content for SPED and GT		
<p>In this course, we will discuss the following:</p> <p>Special Education Law</p> <p>Individuals with Disabilities Education Act (IDEA)</p> <p>Least Restrictive Environment</p> <p>Free and Appropriate Education</p> <p>Modify Content for SPED and GT</p> <p>Collaboration with SPED and GT Educators</p> <p>Responsibilities of Regular Education Teachers</p> <p>Modifying classwork for SPED and GT</p>		

UNIVERSITY OF COLORADO AT COLORADO SPRINGS GRADUATE CREDIT

University Credit—Graduate credit is available through University of Colorado at Colorado Springs for each semester course at an additional cost. Enrollment procedures will be made available each semester via email and Google Classroom. Teachers enroll through the UCCS online enrollment system.

If a Teacher receives an "IW", the teacher will not have successfully completed this course and college credit will not be granted.

COURSE EXPECTATIONS AND ATTENDANCE

Attendance and participation in class sessions, as well as successful completion of assignments, is required for completion of the course. Class will begin and end on time. **Teachers are expected to be on time for class, be an active participant and stay for the entire class. It is expected that Teachers will interact with each other and the instructor in an utmost professional and respectful manner.**

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 two graded areas: **seminar attendance/participation and course assignments.**

- Each area is weighted by the grade program, Google Gradebook, to account for one half 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 Gradebook program calculates a weighted average of the two 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:

1/2 OF THE FINAL GRADE: CLASS ATTENDANCE/PARTICIATION—56 POINTS

- Attendance points are based on the total number of class sessions held. This course has **7** sessions. **8** 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:** Two of your seminar sessions will be online. Classes scheduled to be online are less in duration than in-person classes. *“The Teacher and the Law/School Law”* session will be presented by Thad Gemski. **Please be present during the entire session and visible on screen. Your cooperation would be greatly appreciated.**

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 a teacher to attend a professional development conference, training or workshop, the teacher must provide the following:
 1. The teacher must provide documentation regarding the professional development activity and 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. **Occasionally, a severe circumstance may preclude a teacher from class attendance.** Suppose an emergency prevents a teacher from attending a required seminar. In that case, the teacher may request an opportunity to make up for the absence by completing an additional assignment to replace a missed class/seminar. The request must be submitted in writing, to sgriffin@ppboces.org, and the reason for absence must be included. The program will accommodate one absence during the semester, 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.**

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.
- Complete 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 violates the UCCS Academic Honor Code policy: 2017-JUN-27_200-019 Academic Ethics Code-APPROVED.docx.pdf (uccs.edu).

Be advised: While using a grammar-checking application is allowed, plagiarism or using AI to generate an assignment will not be tolerated or accepted. Written work submitted as your own will be uploaded to AI and plagiarism software for analysis. **There will be no opportunity to resubmit and redo the assignment.**

½ OF THE FINAL GRADE: WRITTEN ASSIGNMENTS & PROJECTS -42 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.
Point Reduction: One week late, 25% reduction; 2 weeks late, 50% reduction; 3 weeks late, No credit.
- 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.
- All written assignments in grammar, writing style, and spelling should be presented at the college level.
- **All written assignments should be double-spaced, 12 pt. font, and include a cover page.** (The Seminar Feedback Assignment does not require a title page.)

The cover page should include:

- Your first and last 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 **7** seminars in this semester; therefore, survey response has a point value of **7**. Electronic survey response points are calculated as part of the final semester grade. The feedback survey will be released fifteen minutes before the seminar ends. Survey results contribute information for the purpose of continuous program improvement and offer valuable guidance for the future.

Survey points are not awarded if you are absent from the session.

Note: Remember 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 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, 7)**

BEST/WORST LESSON IN-CLASS ACTIVITY & WRITTEN REFLECTION

As part of the class session, students will discuss in groups both the attributes and student involvement that made this their “best” and “worst” lessons to date. Submit a one page narrative analysis **for your best lesson and your worst lesson** that includes the following:

1. The lesson purpose
2. Why this lesson turned out to be your best or worst to date.
3. For your worst lesson, reflect on how you either have or will make improvements to this lesson (it, then, may become your best lesson!)

Due: Sunday, June 15, 2025. Submit via Google Classroom. (20 points)

CLASSROOM TECHNOLOGY PROJECT

The twenty-first century teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.

This project calls for you to demonstrate your technology skills and knowledge about using technology to support instruction. The submission for this assignment is to analyze three different platforms in the areas of usability, engagement, adaptability, assessment tools, integration with other teaching tools and complete a reflection about the platforms/strategies you learned in the session,

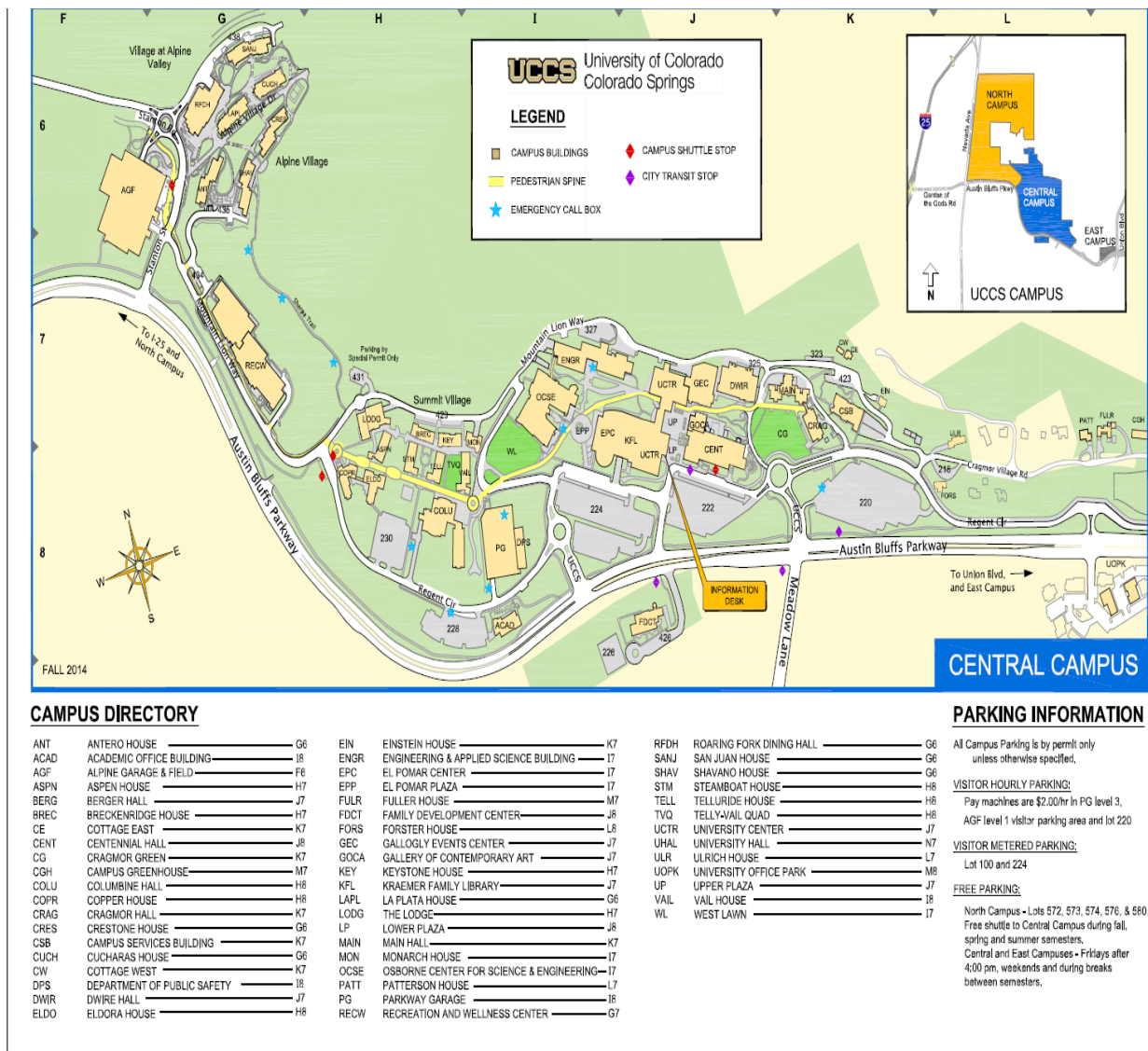
Due: Sunday, May 18, 2025. Submit via Google Classroom. (15 points)

2YALP SECONDARY III—SUMMER SEMESTER 2025

Date	Level	Topic	Location	Time	Instructor
5/3	Secondary. Elementary, SPED	Classroom Technology Classroom Technology Assignment, Due Sunday, May 18th	COLU 128	9:00-2:00	Strizich
5/17	Secondary & SPED	Brain Based Teaching and Learning	COLU 322	9:00-2:00	Swearingen
5/31	Secondary	Engagement and Cooperative Learning Strategies	COLU 115	9:00-2:00	Vidovich
6/2	Secondary, Elementary, SPED MORNING	School Law/The Teacher and the Law	ONLINE	9:00-12:30	Gemski
6/2	Secondary, Elementary, SPED AFTERNOON	Digital Literacy/21 st Century Skills	ONLINE	1:00-4:30	Self-Study
6/3	Secondary & SPED Morning	Delivering Effective Instruction Best/Worst Reflection Assignment, Due Sunday, June 15, 2025	PPBOCES	9:00-12:30	Swearingen
6/3	Secondary Afternoon	SPED Law/Modify Content for SPED & GT	PPBOCES	1:00-5:00	Montgomery

Parking is free on Saturdays*

Recommend parking on 3rd level in the 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 for the 4.5-hour session.



COLU = Columbine Hall

Third Semester Checklist:

General To do:

Due Date:

Completed?

Mentor Log Due (Second half for August start teachers and first half for mid-year teachers.)	5/23/2025	
Make sure the first year of the program is paid in full.	5/1/2025	
Track Professional Development on your PD log	ongoing	

Classes:

Classroom Technology	5/3/2025	
Complete Feedback Assignment	5/4/2025	
Brain Based Teaching and Learning	5/17/2025	
Complete Feedback Assignment	5/18/2025	
Engagement and Cooperative Learning Strategies for Secondary	5/31/2025	
Complete Feedback Assignment	6/1/2025	
School Law/ The Teacher and the Law	6/2/2025 AM	
Complete Feedback Assignment	6/3/2025	
Digital Literacy/ 21st Century Skills	6/2/2025 PM	
Complete Feedback Assignment	6/3/2025	
Deliver Effective Instruction	6/3/25 AM	
Complete Feedback Assignment	6/4/2025	
SPED Law/ Modify Content for SPED and GT	6/3/25 PM	
Complete Feedback Assignment	6/4/2025	
Complete the 1st year Feedback Assignment	6/6/2025	Extra Credit

Assignments:

Classroom Technology Assignment	5/18/2025	
Best/Worst Lesson	6/15/2025	