



# SYLLABUS

## Elementary IV

Fall 2023



### Special Topics in Curriculum & Instruction: TIRP IV

#### CURR 5598 602

#### INSTRUCTORS



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#### SEMINAR SCHEDULE

Date	Time	Seminar Title	Room
8/19	9:30-12:30	Intro to the Teacher Work Sample	ONLINE
8/26	9:30-12:30	Instructional Practices to Support Student Learning I	ONLINE
9/9	9:30-12:30	Instructional Practices to Support Student Learning II	ONLINE
9/16	9:30-12:30	Instructional Practices to Support Student Learning III	ONLINE
10/7	9:00-2:00	Trauma Informed Classroom	COLU 317
10/14	9:00-2:00	Mathematics Instruction for Elementary I	COLU 115
10/28	9:00-2:00	Mathematics Instruction for Elementary II	COLU 216
11/4	9:00-2:00	Child Development	COLU 322
12/2	9:00-2:00	Poverty and the Brain	ONLINE

#### PURPOSE AND TEACHER QUALITY STANDARDS

##### PURPOSE

Special Topics in Curriculum & Instruction: TIRP IV is the fourth 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](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 mathematics 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.
5. Identify educational methods that accommodate children with special needs.
6. Be knowledgeable of the effects of poverty regarding the physical, physiological, emotional, and educational development of students.
7. Be knowledgeable of the effects of trauma regarding students and how it affects social, emotional, and academic needs of students in the classroom.
8. Be responsive to the needs and experiences children 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.
9. 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.
10. Understand the impact of background knowledge, language and culture differences
11. Reflect and discuss issues in relation to the CDE Colorado Teacher Quality Standards.
12. Be knowledgeable of developmental skills and milestones of children, as well as, the stages of child development.

## SEMINAR SYNOPSIS

<b>Session #1</b>	<b>Date: August 19</b>	<b>Location: ONLINE</b>
<b>Seminar Title: Introduction to the Teacher Work Sample</b>		
<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>		

<b>Session #2</b>	<b>Date: August 26</b>	<b>Location: ONLINE</b>
<b>Seminar Title: Instructional Practices to Support Student Learning I</b>		
<p>The first of the 3 classes introducing Instructional Strategies to Support Student Learning focuses on 3 research-based instructional strategies that have been shown to have the most impact on student improvement. These are "Summarizing and Note-Taking," "Identifying Similarities and Differences," and "Nonlinguistic Representation." A brief background on the research behind these strategies is provided, followed by thorough explanations, classroom examples, and various means of implementation. Following introductory information provided by the instructor, teachers are encouraged to provide further examples of successful implementation of these strategies in their various classrooms and/or areas of specialty.</p>		

<b>Session #3</b>	<b>Date: September 9</b>	<b>Location: ONLINE</b>
<b>Seminar Title: Instructional Practices to Support Student Learning II</b>		
<p>The second of the 3 classes introducing Instructional Strategies to Support Student Learning focuses on the next 4 research-based instructional strategies that have been shown to have significant impact on student improvement. These are "Reinforcing Effort and Providing Recognition," "Homework and Practice," "Setting Objectives and Providing Feedback," and "Generating and Testing Hypotheses." Research background driving these strategies is again provided, followed by thorough explanations, classroom examples, and various means of implementation. Following introductory information provided by the instructor, teachers are encouraged to engage in conversation to describe further examples of successful implementation of these strategies in their various classrooms and/or areas of specialty. The goal remains having teachers understand how to use research-based instructional strategies to teach specific types of knowledge.</p>		

<b>Session #4</b>	<b>Date: September 16</b>	<b>Location: ONLINE</b>
<b>Seminar Title: Instructional Practices to Support Student Learning III</b>		
<p>The third of the 3 Instructional Strategies to Support Student Learning seminars focuses on the final 2 research-based instructional strategies that are also impactful in terms of student improvement. These are "Cues, Questions, and Advance Organizers," and "Cooperative Learning." The same format is followed: introduction of research background, thorough explanations, classroom examples, and various means of implementation. Following introductory information provided by the instructor, teachers are encouraged to provide further examples of successful implementation of these strategies in their various classrooms and/or areas of specialty. Infused into this final class is a focus on Differentiated Instruction as it relates to instructional strategies. Classroom discussion augments instructor-initiated introduction of the critical need for differentiation of instruction for students at all levels, and again provides teachers with toolkits for teaching a variety of types of knowledge to a variety of students.</p>		

<b>Session #5</b>	<b>Date: October 7</b>	<b>Location: UCCS</b>
<b>Seminar Title: The Trauma Informed Classroom</b>		
<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>		

<b>Session #6</b>	<b>Date: October 14</b>	<b>Location: UCCS</b>
<b>Seminar Title: Mathematics Instruction for Elementary I</b>		
<p>How well do your curricular materials align to and provide students with opportunities to learn all of the Colorado Academic standards? In this initial session we will take time to explore the foundation of effective instruction by:</p> <ul style="list-style-type: none"> <li>· Breaking down and analyzing the components of your curricular materials</li> <li>· Working with the Colorado 2020 Academic Standards</li> <li>· How does this impact student performance on standardized tests and mathematical understanding?</li> <li>· Intentional planning and lesson design (2YALP lesson plan)</li> </ul>		

<b>Session #7</b>	<b>Date: October 28</b>	<b>Location: UCCS</b>
<b>Seminar Title: Mathematics Instruction for Elementary II</b>		
<p>Have you ever wondered what the most effective way is to meet the needs of each of your learners as they engage with math? We will delve into exploring a research based model (math workshop) through:</p> <ul style="list-style-type: none"> <li>• Discussing pros and cons of the model</li> <li>• Identify ways the workshop model supports differentiation</li> <li>• Develop a plan to create an effective instructional model in your classroom</li> </ul>		

<b>Session #8</b>	<b>Date: November 4</b>	<b>Location: UCCS</b>
<b>Seminar Title: Child Development</b>		
<ul style="list-style-type: none"> <li>• Introduction to child development theorist.</li> <li>• Understanding developmental milestones.</li> <li>• How do social, emotional, and behavioral issues impact learning?</li> <li>• Strategies to address developmental concerns.</li> </ul>		

<b>Session #9</b>	<b>Date: December 2</b>	<b>Location: ONLINE</b>
<b>Seminar Title: Poverty and the Brain</b>		
<ul style="list-style-type: none"> <li>• What is Poverty? What influence does it have?</li> <li>• Impact of poverty on early environment, on academics, on behavior</li> <li>• Actions for success</li> </ul>		

## 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/PARTICIATION— 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. **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 **5** 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@ppbooces.org](mailto: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 —30 Total Points**

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:
  1. What evidence indicates that the instructional objectives of this lesson were met?
  2. What evidence indicates the level of student learning success?
  3. What were the strengths of this lesson?
  4. In retrospect, what changes to this lesson will make it more successful?
  5. 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 1, 2023. Your Field Coach will be asked to submit grades (points) by Sunday, December 10, 2023. (30 Points Total, 15 Points for each observation)**



## 1/3 OF THE FINAL GRADE: FORMAL WRITTEN ASSIGNMENTS AND PROJECTS—69 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.

### 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 TEACHER WORK SAMPLE QUIZ FOLLOWING ONLINE ZOOM CLASS

Following the ONLINE class **August 19**. 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, August 27. (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 19** 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 26, 2023 (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 - ELEMENTARY IV – FALL SEMESTER 2023

<b>Date</b>	<b>Cohort</b>	<b>Topic</b>	<b>Place</b>	<b>Time</b>	<b>Instructor</b>
<b>Aug 19</b>	Elementary	Introduction to the Teacher Work Sample Project	ONLINE	9:30-12:30	L Brevik
<b>Aug 26</b>	Elementary	Instructional Practices to Support Student Learning I	ONLINE	9:30-12:30	L Brevik
<b>Sep 9</b>	Elementary	Instructional Practices to Support Student Learning II	ONLINE	9:30-12:30	L Brevik
<b>Sep 16</b>	Elementary	Instructional Practices to Support Student Learning III	ONLINE	9:30-12:30	L Brevik
<b>Oct 7</b>	Elementary & SPED	The Trauma Informed Classroom	COLU 317	9:00-2:00	L Zimprich
<b>Oct 14</b>	Elementary	Mathematics Methods for Elementary 1	COLU 115	9:00-2:00	S Hawk
<b>Oct 28</b>	Elementary	Mathematics Methods for Elementary 2	COLU 216	9:00-2:00	S Hawk
<b>Nov 4</b>	Elementary	Child Development	COLU 322	9:00-2:00	E Burch
<b>Dec 2</b>	Elementary & SPED	Poverty and the Brain	ONLINE	9:00-2:00	L Wolf

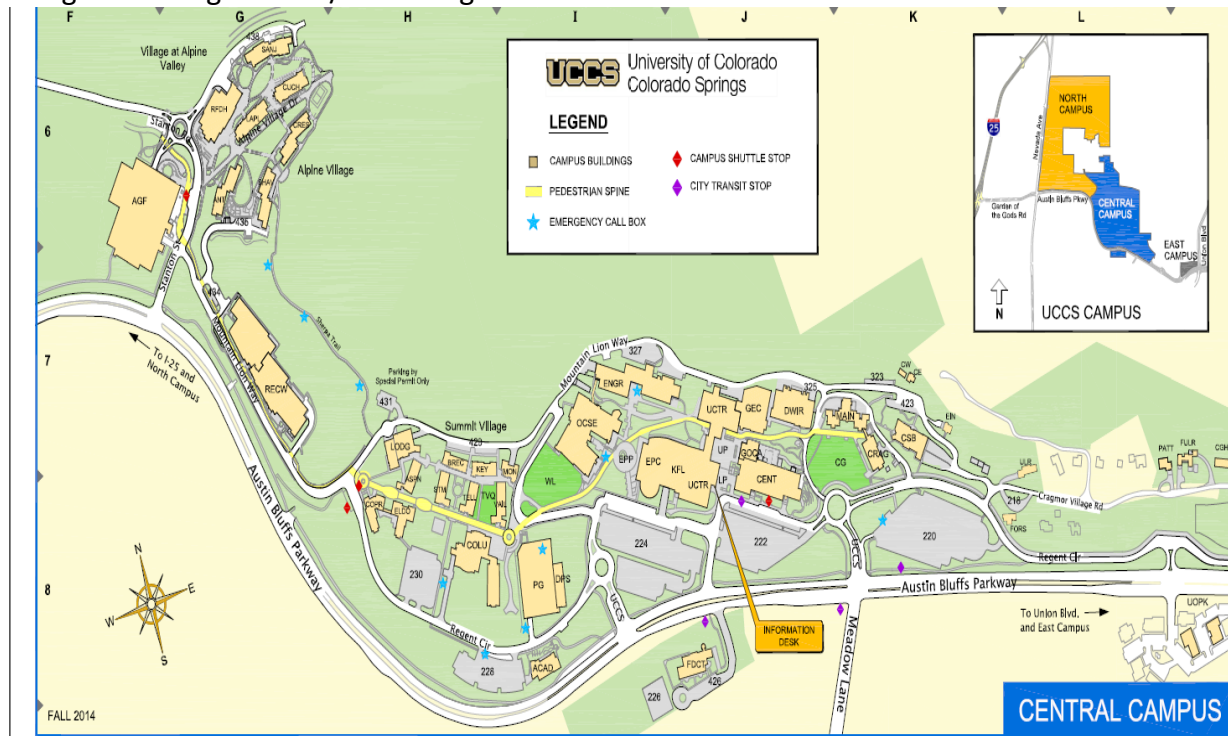
# UCCS MAP AND PARKING INSTRUCTIONS

COLU = Columbine Hall  
 OCSE = Osborne Center for Science and Engineering  
 DWIR = Dwire Hall  
 CENT = Centennial Hall

**\*\*Parking is free on Saturdays\*\***

Recommend parking on 3<sup>rd</sup> 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



## CAMPUS DIRECTORY

ANT	ANTERO HOUSE	G6	EIN	EINSTEIN HOUSE	K7
ACAD	ACADEMIC OFFICE BUILDING	I8	ENGR	ENGINEERING & APPLIED SCIENCE BUILDING	I7
AGF	ALPINE GARAGE & FIELD	F6	EPC	EL POMAR CENTER	I7
ASPN	ASPEN HOUSE	H7	EPP	EL POMAR PLAZA	I7
BERG	BERGER HALL	J7	FULR	FULLER HOUSE	M7
BREC	BRECKENRIDGE HOUSE	H7	FDCT	FAMILY DEVELOPMENT CENTER	J8
CE	COTTAGE EAST	K7	FORS	FORSTER HOUSE	L8
CENT	CENTENNIAL HALL	J8	GEC	GALLOGLY EVENTS CENTER	J7
CG	CRAGMOR GREEN	K7	GOCA	GALLERY OF CONTEMPORARY ART	J7
CGH	CAMPUS GREENHOUSE	M7	KEY	KEYSTONE HOUSE	H7
COLU	COLUMBINE HALL	H8	KFL	KRAEMER FAMILY LIBRARY	J7
COPR	COPPER HOUSE	H8	LAPL	LA PLATA HOUSE	G6
CRAG	CRAGMOR HALL	K7	LODG	THE LODGE	H7
CRES	CRESTONE HOUSE	G6	LP	LOWER PLAZA	J8
CSB	CAMPUS SERVICES BUILDING	K7	MAIN	MAIN HALL	K7
CUCH	CUCHARAS HOUSE	G6	MON	MONARCH HOUSE	I7
CW	COTTAGE WEST	K7	OCSE	OSBORNE CENTER FOR SCIENCE & ENGINEERING	I7
DPS	DEPARTMENT OF PUBLIC SAFETY	I8	PATT	PATTERSON HOUSE	L7
DWIR	DWIRE HALL	J7	PG	PARKWAY GARAGE	I8
ELDO	ELDORA HOUSE	H8	RECW	RECREATION AND WELLNESS CENTER	G7

## PARKING INFORMATION

All Campus Parking is by permit only unless otherwise specified.

**VISITOR HOURLY PARKING:**  
 Pay machines are \$2.00/hr in PG level 3, AGF level 1 visitor parking area and lot 220

**VISITOR METERED PARKING:**  
 Lot 100 and 224

**FREE PARKING:**  
 North Campus - Lots 572, 573, 574, 576, & 580.  
 Free shuttle to Central Campus during fall, spring and summer semesters, Central and East Campuses - Fridays after 4:00 pm, weekends and during breaks between semesters.