



SYLLABUS

Elementary III

Summer 2023



Special Topics in Curriculum & Instruction: TIRP III

CURR 5598 601

INSTRUCTORS



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SEMINAR SCHEDULE

| Date | Time | Seminar Title | Room |
|--------|------------|--|---------------------------|
| 5/6 | 9:00-1:30 | Assessing Student Learning and Achievement | COLU 216 |
| 5/20 | 9:00-1:30 | Brain Based Teaching and Learning | TBD / UCCS or BOCES |
| 6/3 | 9:00-1:30 | Digital Literacy / 21st Century Skills | TBD / UCCS or BOCES |
| 6/5 AM | 8:00-12:00 | SPED Law / Modify Content for SPED and GT | BOCES |
| 6/5 PM | 1:00-5:00 | Deliver Effective Instruction | BOCES |
| 6/6 AM | 8:00-12:00 | The Teacher and the Law / School Law | BOCES |
| 6/6 PM | 1:00-5:00 | Classroom Technology | BOCES |

PURPOSE AND TEACHER QUALITY STANDARDS

PURPOSE

The purpose of this course is to continue the preparation of teachers in applying educational theory and practice in the classroom setting. This class 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. Utilize a data-driven approach to standards-based instruction through the implementation and review of a Student Learning and Achievement Case Study.
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. 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. Apply technology to the delivery of standards based instruction.

SEMINAR SYNOPSIS

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| Session #1 | Date: May 6 | Location: UCCS |
| Seminar Title: Key Instructional Practices: Assessing Student Learning and Achievement | | |
| Summative & Formative Assessments • Strategies for Gathering Evidence of Student Learning • Designing Checklists & Rubrics (Analytic & Holistic) | | |

| | | |
|---|---------------------|--------------------------------------|
| Session #2 | Date: May 20 | Location: TBD / UCCS or BOCES |
| 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. Reading <i>Super Mindsets</i> *(Chapter 7) by Eric Jensen is a prerequisite for the class. | | |

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| Session #3 | Date: June 3 | Location: TBD / UCCS or BOCES |
| Seminar Title: Digital Literacy / 21st Century Skills | | |
| Digital Literacy / 21st Century Skills: | | |
| <ul style="list-style-type: none"> • What is Digital Literacy and why is it important? • The 4 C's of 21st Century Learning • CDE's Essential Skills and Media Literacy • Why is Digital Literacy important? • What can we, as educators, do to actively engage and challenge our students on a daily basis | | |

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|---|-------------------------------|------------------------|
| Session #4 | Date: June 5 (morning) | Location: BOCES |
| Seminar Title: SPED Law / Modify Content for Special Education and Gifted and Talented | | |
| Modify Content for SPED and GT/ SPED Law: | | |
| In this seminar, teachers will learn: | | |
| <ul style="list-style-type: none"> • The difference between accommodations and modifications • How to design accommodations/modifications to meet the needs of individual students • The content and process of the IEP • Procedural Safeguards (Parent Rights for Special Education) • Roles and responsibilities of general education teachers | | |

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|---|---------------------------------|------------------------|
| Session #5 | Date: June 5 (Afternoon) | Location: BOCES |
| Seminar Title: Deliver Effective Instruction | | |
| Identifying & Understanding Learning Modalities • Learning Styles & Multiple Intelligences • Blooms Taxonomy & Depth of Knowledge • Diverse Learning Needs • Best/Worst Lesson Discussion | | |

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|--|-------------------------------|------------------------|
| Session #6 | Date: June 6 (Morning) | Location: BOCES |
| Seminar Title: The Teacher and the Law / School Law | | |
| <p>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...</p> | | |

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|--|---------------------------------|------------------------|
| Session #7 | Date: June 6 (Afternoon) | Location: BOCES |
| Seminar Title: Classroom Technology | | |
| <p>Classroom Technology</p> <ul style="list-style-type: none"> • Using Technology to bring learning to life in your classroom: <ul style="list-style-type: none"> -Managing 1:1 devices -Interactive Smartboards -NearPod -Pear Deck -Jamboard -Kahoot! • Using Technology as a way to increase student ownership <ul style="list-style-type: none"> -Storyboarding -Movie Making -Padlet -Poplet -Flipgrid -Scratch -Sway/Power Point • Using Technology to Communicate with Families <ul style="list-style-type: none"> -Class Dojo -Seesaw -Schoolology | | |

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

- Each area is weighted by the grade program, Google Grade Book, 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 Grade Book 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:** 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.**

1/2 OF THE FINAL GRADE: FORMAL WRITTEN ASSIGNMENTS AND PROJECTS—57 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 **7** seminars in this semester; therefore, survey response has a point value of **7**. 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, 7)

RUBRIC DESIGN

Develop a new or revise an existing rubric that can be used with your students in a particular content area and identified grade level. When creating this rubric, please take into consideration those elements of effective rubric design that were discussed in class. You may use whatever resources are available to you in the design

of this rubric (e.g., on-line sources, resource manuals).

Completed rubric should be formatted as a ready to use rubric with students.

Rubrics shared during small group activity may be used in this assignment. Your completed rubric will be evaluated using the Rubric Evaluation rubric discussed in class. **Please turn in both the original and revised rubric.** **Due: Sunday, May 21. Submit to Google Classroom (15 points)**

BEST/WORST LESSON IN-CLASS ACTIVITY & WRITTEN REFLECTION

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

(Please number your responses):

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

Be ready to share your lesson with the group.

Due: Sunday, June 18, 2023.

Submit via Google Classroom. (15 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. Submit a PowerPoint, Prezi, or technology based lesson that you have developed for use in your content area. **Due: Friday, June 30, 2023. Submit to Google Classroom. (20 points)**

TIRP III - ELEMENTARY —SUMMER SEMESTER 2023

| Date | Level | Topic | Location | Time | Instructor |
|------|-----------------------------|---|---------------------|------------|-----------------|
| 5/6 | Elementary | Assessing Student Learning and Achievement Rubric Design Assignment, Due Sunday, May 21 | COLU 216 | 9:00-1:30 | Sallee |
| 5/20 | Elementary | Brain Based Teaching and Learning | TBD / UCCS or BOCES | 9:00-1:30 | Swearingen |
| 6/3 | Elementary | Digital Literacy / 21st Century Skills | TBD / UCCS or BOCES | 9:00-1:30 | Strizich |
| 6/5 | Elementary and Secondary | SPED Law / Modify Content for SPED and GT | BOCES | 8:00-12:00 | Montgomery |
| 6/5 | Elementary and SPED | Deliver Effective Instruction Best/Worst Reflection Assignment, Due June 18 | BOCES | 1:00-5:00 | Sallee |
| 6/6 | Elementary, SPED, Secondary | School Law / The Teacher and the Law | BOCES | 8:00-12:00 | Dude and Gemski |
| 6/6 | Elementary & SPED | Classroom Technology Classroom Technology Assignment, Due June 30 | BOCES | 1:00-5:00 | Strizich |