



# Syllabus Elementary V



Spring 2025

Special Topics in Curriculum & Instruction: TIRP V

CURR 5598 602

## INSTRUCTORS



Two Year Alternative Licensure Program

**2YALP Assistant Director:** Sue Sallee, [ssallee@ppboces.org](mailto:ssallee@ppboces.org)

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## SEMINAR SCHEDULE

Date	Time	Seminar Title	Room
1/11	9:30-12:30	Interest-Based Educational Research Project	ONLINE
1/25	8:30-4:00	Educating Children of Color Summit (Colorado College)	Fountain Ft. Carson, Trojan Arena
2/01	9:00-2:00	Code of Ethics for Educators	COLU 325
2/08	9:00-2:00	English Language Learners	COLU 115
2/22	9:30-12:30	Social Studies Methods for Elementary 1	ONLINE
3/01	9:30-12:30	Social Studies Methods for Elementary 2	ONLINE
3/15	9:00-2:00	Increasing Competency in a Diverse Classroom	COLU 115
4/5	9:00-2:00	Growth Mindset	COLU 116
4/12	9:30-12:30	Elementary Science Methods	ONLINE
4/26	9:00-2:00	Interest-Based Educational Research Project Presentation	BOCES

## PURPOSE AND TEACHER QUALITY STANDARDS

### PURPOSE

Special Topics in Curriculum & Instruction: TIRP V is the fifth and final semester of the General Education Two-Year Alternative Licensure Program. The purpose of this course is to support 2YALP teachers as they review the critical knowledge and skills related to classroom teaching. Teaching strategies and thinking skills will be

stressed. Diverse classrooms will also be stressed. TIRP V will address these critical elements by reviewing the Colorado Department of Education (CDE) Colorado Quality Teacher Standards.

## TEACHER QUALITY STANDARDS

**Standard I.** Teachers demonstrate mastery of and pedagogical expertise in their teaching content.

**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 student learning.

**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. 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 various techniques to match students' intellectual, emotional, and social levels. Identify educational methods that accommodate children with special needs.
5. Recognize that school professionals use various forms of communication to meet students' needs, foster collegial relationships, and interact with parents/guardians and the community.
6. Be responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, innate learning abilities, learning exceptionalities and conditions that affect the rate and extent of student learning, and able to adapt instruction for all learners.
7. Reflect and discuss issues about the CDE Colorado Teacher Quality Standards.
8. Differentiate instruction for the universal, targeted, and intensive needs of diverse groups of students, including students with disabilities, students from culturally and linguistically diverse populations, and high-achieving students.
9. Communicating technical concepts & terminology of assessments to parents, colleagues, and students.
10. Understand the impact of background knowledge, language, and cultural differences.
11. Understand the impact of professionalism through ethical conduct, reflection, and leadership.
12. Understand differences in personalities, the effects of differences in communication styles, and the communication dynamics between colleagues, students, and community members.
13. Understand school culture and climate dynamics and establish an ethical classroom.

## SEMINAR SYNOPSIS

<b>Session #1</b>	<b>Date: January 11</b>	<b>Location: ONLINE</b>
<b>Seminar Title: Introduction to the Interest-Based Educational Research Project</b>		
The interest-based research project is a fully developed and individualized project with a topic chosen by each teacher. Findings and knowledge acquired are presented in an authentic assessment style. Research and analysis are expected to be completed at a graduate level of competency. They will be shared consistently, using individual learning styles and the topic of choice. <b>Assignment Due: Sunday, April 27, 2025</b>		

<b>Session #2</b>	<b>Date: January 25</b>	<b>Location: Fountain-Ft. Carson Trojan Arena</b>
<b>Seminar Title: Educating Children of Color Summit</b>		
The Educating Children of Color Summit is a collaborative conference sponsored by the ECOC and held at Fountain-Ft. Carson Trojan Arena. The Educating Children of Color Summit provides a unique opportunity for educators, juvenile justice, and child welfare professionals to enhance their ability to retain and inspire the students they serve. It is also an opportunity for high school students to learn about themselves while they explore higher education. Finally, the Summit is an opportunity for parents to learn to communicate with schools and with their children to maximize their child's success.		
<b>To Register:</b>		
<ol style="list-style-type: none"><li>1. Click: <a href="https://www.educatingchildrenofcolor.org/ecocsummit">https://www.educatingchildrenofcolor.org/ecocsummit</a></li><li>2. Click on Adult Session</li><li>3. Click Register</li><li>4. Choose Professional</li><li>5. Choose Professional-BOCES</li><li>6. Choose your three breakout sessions</li><li>7. Enter your attendee information</li><li>8. Review the information and submit</li><li>9. You should get a registration confirmation from the ECOC</li></ol>		
This conference counts as 8 hours towards the CDE CLDE requirement for our program. If you do not wish to attend this one, you can substitute another eight-hour conference that meets the qualification for the CLDE hours and must be preapproved. We have a contract with ECOC for your paid registration fee and will not pay you to attend a different conference; that choice is yours.		
<b>Registration closes on January 10, 2025. When you receive your certificate, please upload it to Google Classroom for attendance points. A reflection assignment is attached to this conference; please see page 9 for details.</b>		
<b>If attending a different preapproved conference, please upload your conference certificate to Google Classroom for attendance points and your conference reflection by 4/27/25.</b>		

<b>Session #3</b>	<b>Date: February 1</b>	<b>Location: UCCS: COLU 325</b>
<b>Seminar Title: Code of Ethics for Teachers</b>		
<p>Identify and explain the five main elements of a code of professional conduct for the student, for the public, and teaching as a profession. Understand the five basic principles of ethics and how they apply in establishing an ethical classroom. Discussing ethical dilemmas and how they affect an educator's code of ethics.</p> <p>An assignment is to write a personal code of ethics and philosophy of education statement in what you believe as an ethical educator. Due Sunday, February 23, in Google Classroom.</p>		

<b>Session #4</b>	<b>Date: February 8</b>	<b>Location: UCCS: COLU 115</b>
<b>Seminar Title: English Language Learners</b>		
<ul style="list-style-type: none"> <li>• What do you need to know about English language learners in your classroom?</li> <li>• Learn or review key concepts of second language learning, including social and academic language, stages or levels, newcomers, and strategies that work.</li> <li>• Consider cultural implications</li> </ul>		

<b>Session #5</b>	<b>Date: February 22</b>	<b>Location: ONLINE</b>
<b>Seminar Title: Social Studies Methods for Elementary 1</b>		
<p>Social Studies Methods Part 1 covers the historical and legal background of social studies instruction, the groundwork of what comprises social studies instruction, and its importance. Key aspects of this instruction include a multidisciplinary approach intended to promote knowledge of and involvement in civic affairs from an early age. Pertinent curricula (or lack thereof), primary source analyses, hands-on activities, and problem-solving activities are presented and discussed.</p>		

<b>Session #6</b>	<b>Date: March 1</b>	<b>Location: ONLINE</b>
<b>Seminar Title: Social Studies Methods for Elementary 2</b>		
<p>Social Studies Methods Part 2 delves further into the topics presented in the first seminar, particularly problem-solving and using primary sources. It discusses how to plan for social studies instruction and ideas generated from teachers and the instructor regarding integrating social studies instruction into all content areas, including specials and all grade levels. Cultural understanding and inclusion are discussed, as is historical accuracy. Teachers are encouraged to share engaging lessons or units they have worked on with students.</p>		

<b>Session #7</b>	<b>Date: March 15</b>	<b>Location: UCCS: COLU 115</b>
<b>Seminar Title: Increasing Competency in a Diverse Classroom</b>		
<p>Establishing and supporting a safe, inclusive, and respectful learning environment starts with understanding identities, particularly our own. In this session, we'll explore identities through an experiential process. When we understand identities and their importance, we can create inclusion with greater awareness. By understanding our own identities, we can recognize, value, and respect the identities and cultures of our students.</p> <p>Teachers will strengthen their understanding of concepts of human behavior that are obstacles to culturally responsive practice. They will also learn two theory-practice models for implementing culturally responsive practices and develop expectations for cultural diversity when designing instruction.</p>		

<b>Session #8</b>	<b>Date: April 5</b>	<b>Location: UCCS: COLU 116</b>
<b>Seminar Title: Growth Mindset</b>		
<p>Teachers will learn to define and identify the different mindsets and their impact on instruction. They will also define and identify personal mindsets and develop structures that support Growth Mindsets in all disciplines. This seminar strongly emphasizes how a Growth Mindset directly correlates to the Learning Environment and Intentional Planning, Elements of the Colorado Teacher Rubric.</p>		

<b>Session #9</b>	<b>Date: April 12</b>	<b>Location: ONLINE</b>
<b>Seminar Title: Elementary Science Methods</b>		
<p>This is a comprehensive seminar on elementary science instruction, including the background and importance of science instruction and all associated components. Anticipated child development skills through sound science instruction include developing thinking skills, a positive effect on school and the natural world, psychomotor skills, and an expectation of responsible citizenship. Suggestions are included to increase the efficacy of elementary science instruction, encourage student discovery, and include cooperative learning and authentic assessment strategies. Teacher discussion and involvement are highly encouraged as we share lessons, units, experiences, successes, and failures in science.</p>		

<b>Session #10</b>	<b>Date: April 26</b>	<b>Location: BOCES</b>
<b>Seminar Title: Presentation of Interest-Based Educational Research Project</b>		
<p>This is the culminating and final class for teachers in the Two-Year Alternative Licensure Program. Teachers will present their research projects to the instructor and their peers, and the projects will be submitted to the instructor for evaluation. Following the conclusion of class, a luncheon /celebration will be held.</p>		

## UNIVERSITY OF COLORADO AT COLORADO SPRINGS GRADUATE CREDIT

*University Credit—Graduate credit is available through the 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 “Incomplete,” the teacher will not have completed this course, and college credit will not be granted.***

## COURSE EXPECTATIONS AND ATTENDANCE

Attendance and participation in class sessions and successful completion of assignments are required for the course to be completed. The class will begin and end on time. **It is expected that Teachers will be on time and attend the entire class.**

**Since 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.**

- The grade program weighs each area, 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 location may or may not be equal.
- The grade program calculates a percentage grade for each area.
- The 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	=Incomplete

## GRADE POINTS WILL BE ASSIGNED AS FOLLOWS:

### **1/2 of the Final Grade: Class Attendance/Participation (50 points)**

- Attendance points are based on the total number of class sessions held. This course has **ten** sessions. **Five** 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 the 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. **Teachers must be visible “on camera” and present during the session.** 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 must participate in the After-Seminar Online Discussion. Three** 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. Teachers must select and reflect at least one of the three posted questions.
2. Second, teachers are required to pose a relevant question.
3. Third, teachers must thoughtfully reflect on 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 prevent the loss of attendance points. All provisions regarding this process must be completed within two weeks of 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 total 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 total 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 total 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 CIRCUMSTANCES:

As stated above, class/seminar attendance/participation is mandatory for 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 prevent a teacher from attending class.** 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](mailto:sgriffin@ppboces.org), and the reason for the absence must be included. 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 providing those work samples/artifacts is 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 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](http://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 and no credit will be given.**

## 1/2 OF THE FINAL GRADE: FORMAL WRITTEN ASSIGNMENTS AND PROJECTS (85 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 to reinforce class instruction. Assignments are expected to 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.
- **Point Reduction: One week late, 25% reduction; 2 weeks late, 50% reduction; 3 weeks late, No credit given.**
- All written assignments in grammar, writing style, and spelling should be presented at the college level.
- 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

- A feedback survey will be sent to each teacher via Google Classroom after each seminar. Survey response is a required assignment for the semester. Each feedback survey has a point value of **one** toward your overall semester grade. There are **ten** seminars this semester; therefore, the survey response has a point value of **10**. 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 continuous program improvement and offer valuable guidance for the future.

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 are due via Google Classroom by midnight following the seminar's conclusion. (Total Points, 10)**

## REFLECTION FOR EDUCATING CHILDREN OF COLOR SUMMIT

The Educating Children of Color Summit is a conference that counts as 8 hours towards the CDE CLDE requirement for our program. **Registration closes on January 10, 2025.** We have a contract with ECOC for your registration fee, so you will not have to pay to attend this conference. **Please upload your conference reflection by 2/02/25. The reflection assignment will be posted in Google Classroom. (10 points)**

If you do not wish to attend this conference, you can substitute another eight-hour conference that meets the qualification for the CLDE hours and must be pre-approved by the Assistant Director. If you choose to attend a different conference, that choice is yours, but you are responsible for paying for the conference.

**Please upload your conference certificate to Google Classroom for attendance points and your conference reflection by 4/27/25. Reflection assignments will be posted in Google Classroom. (10 points)**

## CODE OF ETHICS AND EDUCATIONAL PHILOSOPHY STATEMENT

Develop a professional Code of Ethics (not more than 1 page) and an educational philosophy statement (not more than two pages double-spaced) based on materials presented in class.

**Please follow the specific format presented for your Code of Ethics.** Include classroom management principles and guidelines in your educational philosophy (do not **expressly state your classroom rules in this document**). The assignment and rubric will be posted in Google Classroom.

**Assigned: February 1, 2025. Due via Google Classroom on Sunday, February 23, 2025.  
(Total Points, 15)**

## INTEREST-BASED EDUCATIONAL RESEARCH PROJECT

Teachers will complete an Interest Based Research Project. At this stage of our program, teachers can identify a facet of teaching and learning that interests them. This assignment is intended to allow the teacher to explore that interest. This could be a type of reading program, a philosophy of outdoor education for P.E. teachers, using cell phones in education, flipped instruction for mathematics, or whatever sparks the teacher's interest. This project may take many forms, including but not limited to a research paper, presentation, video, technological presentation, or process documentation. Your interests and imagination are invited.

The goal of this project is to allow you to pursue an area of passion or interest related to education or the instructional process, learn about it using as many valid resources as possible, and then present your findings in an authentic assessment manner that aligns with your chosen topic and learning style. Ideally, this will be an engaging learning process designed by you and the student and applicable to your circumstances.

You will be provided with a list of potential topics from which you can choose. The list is not intended to limit your choices but to stimulate the formulation of your area of interest. Dr. Brevik will conduct an introductory class for the project on **January 11, 2025. Submit the completed project to Google Classroom on or before Sunday, April 27, 2025. (50 points) Projects submitted after the due date will result in the deduction of points, with final grading exceptions determined at the instructor's sole discretion.**

## 2YALP - ELEMENTARY V – SPRING SEMESTER 2025

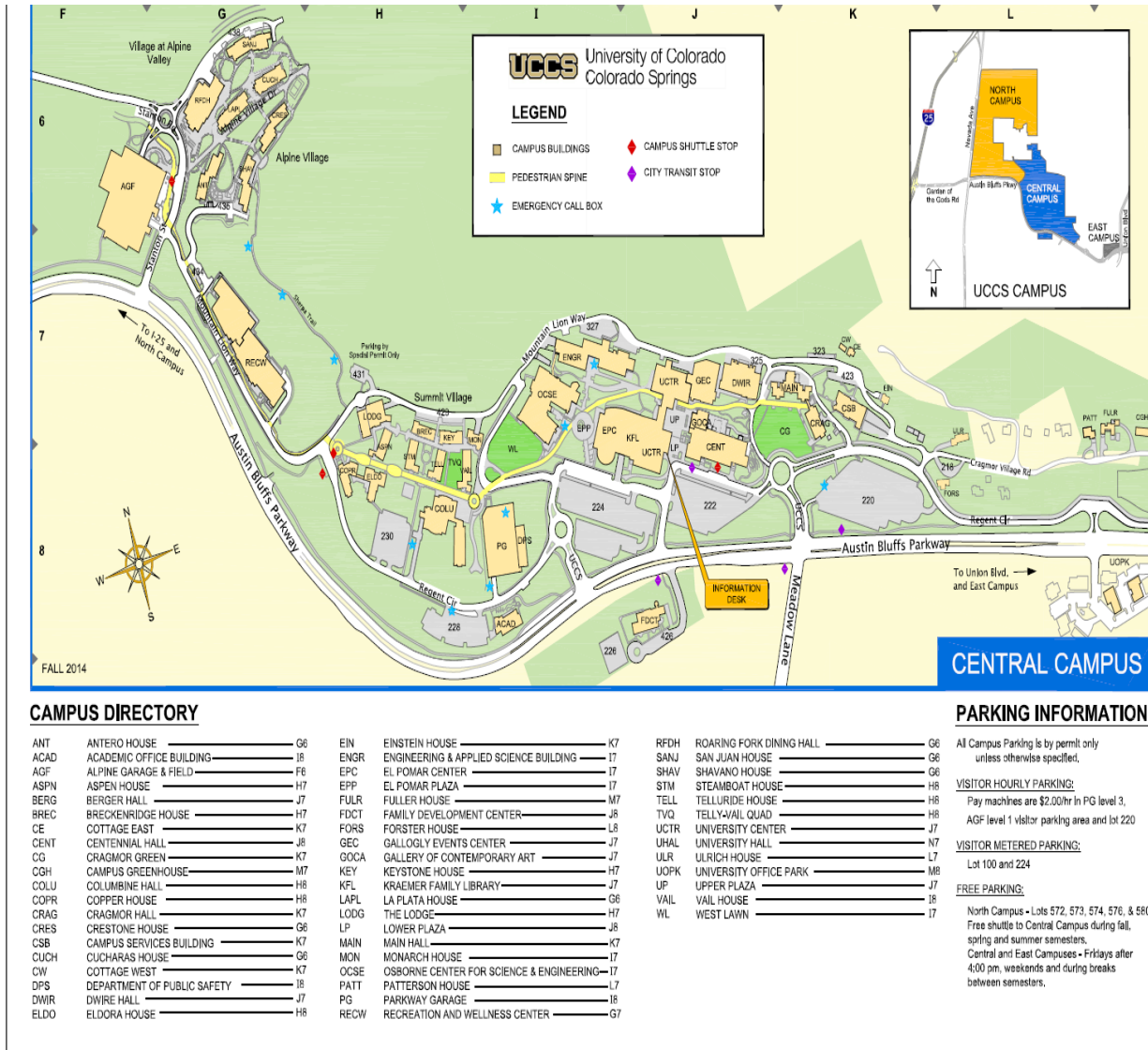
Date	Cohort	Topic	Place	Time	Instructor
<b>1/11</b>	Elementary	Introduction to the Interest-Based Research Project	ONLINE	9:30-12:30	L Brevik
<b>1/25</b>	Elem & Secondary & SpEd.	Educating Children of Color Summit <b>A certificate is required for attendance points.</b> <b>Reflection Assignment Due: 2/2/25</b>	Fountain/ Ft. Carson Trojan Arena	8:30-4:00	Conference Presenters
<b>2/01</b>	Elementary	Code of Ethics for Educators <b>Code of Ethics &amp; Philosophy Statement Due: 2/23/25</b>	UCCS COLU 325	9:00-2:00	S Sallee
<b>2/08</b>	Elementary	English Language Learners	UCCS COLU 115	9:00-2:00	L Wolf
<b>2/22</b>	Elementary	Social Studies Methods for Elementary I	ONLINE	9:30-12:30	L Brevik
<b>3/01</b>	Elementary	Social Studies Methods for Elementary 2	ONLINE	9:30-12:30	L Brevik
<b>3/15</b>	Elementary	Increasing Competency in a Diverse Classroom	UCCS COLU 115	9:00-2:00	C Asfahl
<b>4/5</b>	Elementary	Growth Mindset	UCCS COLU 116	9:00-2:00	Vidovich
<b>4/12</b>	Elementary	Elementary Science Methods	ONLINE	9:30-12:30	L Brevik
<b>4/26</b>	Elementary & Secondary	Interest Based Educational research Project Presentation	BOCES	9:00-2:00	L Brevik

\*Parking is free on Saturdays\*\*

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



OCSE = Osborne Center for Science and Engineering

COLU = Columbine Hall