



# SYLLABUS Secondary II Spring 2025



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



### INSTRUCTORS

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### SEMINAR SCHEDULE

Date	Time	Seminar Title	Room
1/11	9:00-2:00	Multi-Tiered System of Supports / RTI	BOCES
1/25	9:30-12:30	Intro to MTSS / Teacher Involvement Project	ONLINE
2/22	9:00-2:00	Assessment of Learning in the Tier 1 Classroom and Rubric Design	COLU 116
3/01	9:00-2:00	Math Methods 1 (Math Teachers only)	COLU 115
3/15	9:00-2:00	Literacy Across the Curriculum 1	COLU 323
4/05	9:00-2:00	Literacy Across the Curriculum 2	COLU 324
4/12	9:00-2:00	Literacy Across the Curriculum 3	COLU 323

### PURPOSE AND TEACHER QUALITY STANDARDS

#### PURPOSE

This course's purpose is to support teachers as they develop strategies for applying important knowledge and skills related to their content area. 2YALP II will address these important elements through a review of the Colorado Department of Education (CDE) Colorado Teacher Quality Standards.

#### 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 successful completion of this course, teachers will:**

1. Become knowledgeable about academic content and how to facilitate learning.
2. Become familiar with a variety of assessment approaches to improve learning.
3. Be knowledgeable about mathematics and mathematics instruction.
4. Be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.
5. Discuss and be knowledgeable in understanding the literacy demands of texts in their discipline areas. Instructional strategies will address vocabulary instruction, working with text structure, summarizing texts, and developing text-dependent questions for analyzing texts.
6. Discuss working with multiple texts, the instructional practices for having students produce writing in response to single and multiple texts, and expectations for written expression on standardized assessments.
7. Discuss a wide range of techniques to match each student's intellectual, emotional, and social levels. Identify educational methods that accommodate children with special needs.
8. Identify and discuss effective strategies for setting up and maintaining a positive and orderly classroom environment that supports all students' learning.
9. Describe strategies for preventing classroom discipline problems, dealing with classroom problems as they arise, and resolving ongoing issues.
10. Describe the characteristics of effective discipline that promote growth in student responsibility for achievement, social interactions, and behavior.
11. Recognize that school professionals use various forms of communication to meet students' needs, foster collegial relationships, and interact with parents/guardians and the community.
12. Respond to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, learning abilities, learning exceptionalities, and conditions that affect the rate and extent of student learning and the ability to adapt instruction for all learners.
13. Reflect and discuss issues about the Colorado Teacher Quality Standards and the Colorado State Model Evaluation System.

## SEMINAR SYNOPSIS

<b>Session #1</b>	<b>Date: January 11</b>	<b>Location: BOCES</b>
<b>Seminar Title: Multi-Tiered System of Support (MTSS) / Response to Intervention (RTI)</b>		
<p>After reviewing the historical developments leading to federal law outlining the use of Rti/MTSS and its value, teachers will take a deep dive into the five essential components of MTSS: 1) team-driven shared leadership, 2) data-based problem solving, 3) school, family, and community partnering, 4) layered continuum of supports, and 5) evidence-based practices. This seminar outlines the four critical components of the problem-solving process and requires students to apply those components to situations unfolding in their classroom placements. Emphasis is placed on collecting and analyzing data to make intervention decisions and monitor students' progress.</p>		

<b>Session #2</b>	<b>Date: January 25</b>	<b>Location: ONLINE</b>
<b>Seminar Title: Intro to the MTSS / Teacher Involvement Project</b>		
<p>This is the major research project for Semester 2 of the program. Successful completion of this project will satisfy requirements for Teacher Quality Standard II, Element D: <i>“Teachers work collaboratively with the families and significant adults for the benefit of students.”</i></p> <p>Teacher Quality Standard IV, Element D: <i>Teachers demonstrate leadership in the school, the community, and the teaching profession.</i> This project calls for teachers to document their involvement within their school community in supporting students who are struggling, disadvantaged, or in need of additional support to maximize achievement. <b>Assignment Due: Sunday, April 13, 2025</b></p>		

<b>Session #3</b>	<b>Date: February 22</b>	<b>Location: UCCS: 116</b>
<b>Seminar Title: Assessment of Learning in the Tier I Classroom &amp; Rubric Design</b>		
<p>Tier 1 assessment informs instruction and is essential to teaching general education. From formative to standardized assessments, data can be used to adjust to student needs and ensure appropriate pacing and strategies are effectively utilized. At Tier 1, universal screening takes place for all students to ensure that universal instruction addresses student needs. A standard set of academic measures can provide predictive information about student potential and academic success. Quantitative and qualitative data can be used to measure student outcomes and improve teacher instruction. This class will focus on assessment and methodology at the Tier 1 level.</p>		

<b>Session #4</b>	<b>Date: March 1</b>	<b>Location: UCCS: COLU 115</b>
<b>Seminar Title: Math Methods for the Secondary Level (Secondary Math Teachers Only)</b>		
<b>This seminar is required for all Secondary Teachers of Mathematics. (Teachers in other content areas need not attend.)</b>		
<p>This course will provide teachers with various instructional methods to improve student engagement and participation in the math classroom. Teachers will explore strategies for guiding effective groups, supporting students' discourse, creating intentional questions, developing math vocabulary, and more. The methods discussed are based on the work of Jo Boaler, author of <i>Mathematical Mindsets</i>. <b><i>*Please bring your laptop and/or tablet to the session.</i></b></p> <p><b><i>**OPTION: Some physics and math-based science teachers have asked to participate in this session in past years. That remains an option for those teachers. Please notify the office if you wish to attend so we have handouts available during the session.</i></b></p>		

<b>Session #5</b>	<b>Date: March 15</b>	<b>Location: UCCS: COLU 323</b>
<b>Seminar Title: Literacy Across the Curriculum Part 1</b>		
<p>Teachers will understand the Colorado Academic Standards: Reading, Writing, and Communicating expectations. The focus will be on defining "text," understanding the texts used in academic disciplines from a Standards context, and an introduction to "close reading" instructional practices.</p> <p><b>*Assign Standards-Based Literacy Lesson. Due Sunday, April 27, 2025</b>  <b>Upload the completed Lesson to Google Classroom. (15 points)</b></p>		

<b>Session #6</b>	<b>Date: April 5</b>	<b>Location: UCCS: COLU 324</b>
<b>Seminar Title: Literacy Across the Curriculum Part 2</b>		
<p>Teachers will continue working with the Colorado Academic Standards and begin to work more closely with disciplinary literacy, which is understanding the literacy demands of texts in their discipline. Instructional strategies will address vocabulary instruction, working with text structure, summarizing texts, and developing text-dependent questions for analyzing texts.</p>		

<b>Session #7</b>	<b>Date: April 12</b>	<b>Location: UCCS: COLU 323</b>
<b>Seminar Title: Literacy Across the Curriculum Part 3</b>		
<p>Teachers will understand how to work with multiple texts, the instructional practices for having students produce writing in response to single and multiple texts, and the expectations for written expression on standardized assessments.</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

To complete the course, students must attend and participate in class sessions and complete assignments. The class will begin and end on time, and teachers are expected to 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 workshops is essential.**

## FINAL GRADE

The final grade for this course, required for licensure, is derived from three graded areas: **seminar attendance/participation, course assignments, and classroom observations.**

- Each area is weighted by the grade program, Google Gradebook, to account for one-third 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 Gradebook program calculates a weighted average of the three percentage grades to derive the final grade percentage.

### **Percentage Grade Scale:**

100-94%	=A	86-83%	=B
93-90%	=A-	82-80%	=B-
89-87%	=B+	79-and below	=Incomplete
86-83%	=B		

## GRADE POINTS WILL BE ASSIGNED AS FOLLOWS:

### **1/3 OF THE FINAL GRADE: CLASS ATTENDANCE/PARTICIPATION— 35 points**

- Attendance points are based on the total number of class sessions held. This course has **seven** 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:** One or more of your Saturday seminars may be online. **Teachers**

**must be visible “on camera” and present during the session.** Classes scheduled to be online are shorter than in-person classes. Opportunities for topic discussion during class are limited during online courses. **Therefore, following online classes, teachers must 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 must 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.
  3. 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 complete the make-up assignment for the missed class.
  4. An email from a school administrator regarding the attendance requirement is required.

## CLASS ABSENCE WITH MAKE-UP FOR EMERGENCIES OR UNFORESEEN CIRCUMSTANCES:

As stated above, class/seminar attendance/participation is mandatory for completing 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@ppbores.org](mailto:sgriffin@ppbores.org), and the reason for the

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 giving 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 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 and no credit will be earned.**

## **1/3: OF THE FINAL GRADE: CLASSROOM OBSERVATION AND LESSON PLAN WITH FIELD COACH: --45 points**

This assignment is designed as a demonstration of proficiency in the planning and execution of a formal lesson plan. You will work with your Field Coach on whether the 2YALP Lesson Plan template or a different lesson plan template format will be completed for these observations. Three formal lesson plans are needed for the completion of this assignment. It is intended that the three formal lesson plans be used in conjunction with the three formal observations by your Field Coach.

- Submit a copy of the lesson plan to your Field Coach at least one day before the formal observation. This allows the Field Coach to review the lesson plan before the observation and accommodates any Pre-Observation Conference activities that may take place.
- Execute the previously submitted lesson plan during the formal observation.
- Following the formal observation by your Field Coach, the teacher should complete the Lesson Plan Reflection **within twenty-four hours of the observation and submit it to the Field Coach.** It is recommended that the Reflection portion of the Lesson Plan be part of Post-Observation Conference activities, if possible.

**Due Date:** All written work, observations, and conferences should be completed by **April 27, 2025.** Your Field Coach will be asked to submit grades (points) by **May 4, 2025. (45 Points Total, 15 Points for each observation)**

## THE MTSS TEACHER INVOLVEMENT PROJECT

This is the major research project for Semester 2 of the program. Successful completion of this project will satisfy requirements for Teacher Quality Standard II, Element D: *Teachers work collaboratively with families and significant adults to benefit students.* Teacher Quality Standard IV, Element D: *Teachers demonstrate leadership in the school, the community, and the teaching profession.* This project calls for teachers to document their involvement within their school community to support students who are struggling, disadvantaged, or in need of additional support to maximize achievement.

The Multi-Tiered System of Supports (MTSS), specifically Colorado’s version of MTSS, evolved out of the 2015 federal law, the Elementary and Secondary Education Act / Every Student Succeeds Act. According to the Colorado Department of Education released information, The framework of MTSS is a “way of doing business,” which utilizes high-quality, evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. As a practical framework, this calls for our schools, school leaders, teachers, and families to develop a system of support using intentional and evidence-based interventions to help students find academic and behavioral success.

For this assignment, teachers will identify examples of support systems functioning within their school. Teachers will then select a support system within which they can become involved as both an observer and participants. Teachers will record their experience and involvement according to the requirements of the research project. The project will be introduced on January 11, 2025. **Submit the completed project to Google Classroom on or before Sunday, April 13, 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.**



## STANDARDS-BASED LANGUAGE ARTS LESSON PLAN

Develop a *2YALP Standards-Based Lesson Plan* incorporating one or more *Literacy across the Curriculum Strategies* taught in class that you will introduce to your students. Teach this lesson(s) to one of your classes or a group of students you instruct.

- After Teaching the lesson, complete the reflection question section of the 2YALP lesson plan by responding to the questions listed. Be thorough and specific in your responses to the questions.
- **Upload the completed 2 YALP Standards-Based Lesson Plan and the Reflection Questions to Google Classroom by Sunday, April 27, 2025. (15 points).**
- **Assignments submitted after the due date (4/27/25) will result in a deduction of points, with final grading exceptions determined at the instructor's sole discretion.**
- **Note:** *You may use the same lesson and lesson plan for your formal observation with your Field Coach and this assignment.*

## 2 YALP SECONDARY II—SPRING SEMESTER 2025

Date	Level	Topic	Location	Time	Instructor
1/11	Secondary	Multi-tiered system of Supports Response to Intervention (RtI)	BOCES	9:00-2:00	Zimprich
1/25	Elementary and Secondary	Intro to the MTSS /Teacher Involvement Project <b>Due: Sunday, April 13, 2025</b>	ONLINE	9:30-12:30	Brevik
2/22	Secondary	Assessment of Learning in the Tier 1 Classroom & Rubric Design	UCCS COLU 116	9:00-2:00	Vidovich
3/01	Secondary Math Teachers Only	Math Methods for Secondary Math Teachers 1	UCCS COLU 115	9:00-2:00	Wenzel
3/15	Secondary	Literacy Across the Curriculum 1 <b>Standards-Based LA Lesson Plan</b> <b>Due: Sunday, April 27, 2025</b>	UCCS COLU 323	9:00-2:00	Bartole
4/05	Secondary	Literacy Across the Curriculum 2	UCCS COLU 324	9:00-2:00	Bartole
4/12	Secondary	Literacy Across the Curriculum 3	UCCS COLU 323	9:00-2:00	Bartole

OCSE = Osborne Center for Science and Engineering  
 COLU = Columbine Hall

**\*\*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 if needed for the 5-hour session

**UCCS** University of Colorado Colorado Springs

**LEGEND**

- CAMPUS BUILDINGS
- PEDESTRIAN SPINE
- CAMPUS SHUTTLE STOP
- CITY TRANSIT STOP
- EMERGENCY CALL BOX

**UCCS CAMPUS**

NORTH CAMPUS

CENTRAL CAMPUS

EAST CAMPUS

**CAMPUS DIRECTORY**

ANT ANTERO HOUSE G6	EIN EINSTEIN HOUSE K7	RFDH ROARING FORK DINING HALL G6
ACAD ACADEMIC OFFICE BUILDING I8	ENGR ENGINEERING & APPLIED SCIENCE BUILDING I7	SANJ SAN JUAN HOUSE G6
AGF ALPINE GARAGE & FIELD F6	EPC EL POMAR CENTER I7	SHAV SHAVANO HOUSE G6
ASPN ASPEN HOUSE H7	EPP EL POMAR PLAZA I7	STM STEAMBOAT HOUSE H8
BERG BERGER HALL J7	FULR FULLER HOUSE M7	TELL TELLURIDE HOUSE H8
BREC BRECKENRIDGE HOUSE H7	FDCT FAMILY DEVELOPMENT CENTER J8	TVQ TELLY-VAIL QUAD H8
CE COTTAGE EAST K7	FORS FORSTER HOUSE L8	UCTR UNIVERSITY CENTER J7
CENT CENTENNIAL HALL J8	GEC GALLOGLY EVENTS CENTER J7	UHAL UNIVERSITY HALL N7
CG CRAGMOR GREEN K7	GOCA GALLERY OF CONTEMPORARY ART J7	ULR ULRICH HOUSE L7
CGH CAMPUS GREENHOUSE M7	KEY KEYSTONE HOUSE H7	UOPK UNIVERSITY OFFICE PARK M8
COLU COLUMBINE HALL H8	KFL KRAEMER FAMILY LIBRARY J7	UP UPPER PLAZA J7
COFR COPPER HOUSE H8	LAPL LA PLATA HOUSE G6	VAIL VAIL HOUSE I8
CRAG CRAGMOR HALL K7	LODG THE LODGE J8	WL WEST LAWN I7
CRFS CRESTONE HOUSE K7	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	
DWR DWIRE HALL J7	PG PARKWAY GARAGE I6	
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 - Friays after 4:00 pm, weekends and during breaks between semesters.