

TEACHER ED PREP (TEP)

TEP 4010 Foundations of Special Education: Inclusive Pedagogy for Students with Dis/Abilities (2-4 Credits)

This course serves as the foundation for understanding children with disabilities and dis/abilities, as well as the philosophies, laws and policies that support the students. To be responsive to the diverse strengths, needs, and experiences children bring to the classroom, educators need a foundational knowledge of special education and opportunities that can influence student learning. We emphasize a strengths-based perspective and provide pedagogy for supporting for all learners. We introduce the classroom teacher's role in understanding the Individual Education Program (IEP) process, designing lesson plans and inclusive practices based on differentiated and universal design learning instructional strategies and working collaboratively with families and interdisciplinary teams. In addition, we introduce potential commonalities of students with high-incidence disabilities, the history and legal aspects of Special Education and the Response to Intervention Model (RtI)/Multi-Tiered System of Supports (MTSS). Course restricted to students in TEP program or instructor approval.

TEP 4520 Art Methods K-12 (3-4 Credits)

Throughout this course, Apprentice Teachers will analyze the following essential questions about teaching and learning in the visual arts field: 1) What type of visual arts classroom environment best supports student learning and skill development in a 21st century classroom?, 2) How do the Colorado Academic Standards guide arts instruction?, 3) What is the role of descriptive feedback in the reflective practice of teaching and learning?, 4) How can visual arts instruction enhance positive-identity development for diverse learners?, and 5) How can visual arts educators use arts assessment in curriculum planning and to gauge student learning?.

TEP 4590 Elementary Literacy Instruction I (3,4 Credits)

This is the first of two elementary literacy classes. The purpose of Literacy Instruction I is to provide apprentice teachers with the research-based foundations of reading processes for diverse learners. Teacher candidates will be knowledgeable about the development of reading, the science of reading research, and its application to effective instructional practices within the language domains of reading, writing, speaking, and listening. Teacher candidates will learn how to plan and organize core literacy practices such as interactive read alouds and small group reading instruction in conjunction with Colorado Academic Standards and the Common Core State Standards. The National Reading Panel (NRP) summarized their findings in five components of reading instruction that will guide our work together: phonemic awareness, phonics, fluency, vocabulary development, and text comprehension. Course restricted to students in TEP program or instructor approval.

TEP 4591 Elementary Literacy Instruction II (3-4 Credits)

This is the second quarter of a twenty-week course focused on literacy with an emphasis on language, phonics, and writing. The purpose of TEP 4591 or Literacy Instruction is to provide teacher candidates with the research-based foundations and processes employed in skillful speaking, listening, reading and writing. Specifically, we will look at the building blocks of literacy that include phonics and language acquisition: phonology, morphology, and syntax and its application to reading and writing as we build from our reading emphasis the previous quarter. In this course, there will be a shift from literacy input (reading and listening) from the previous quarter to literacy output (writing and speaking). Further, at the end of the course, teacher candidates will reflect upon their literacy philosophy as we review key concepts and classroom strategies. Course restricted to students in TEP program or instructor approval.

TEP 4592 Secondary Literacy Instruction I (3,4 Credits)

This is the first quarter of a twenty-week course on literacy. The purpose of this course is to provide teacher candidates with the research-based foundations of literacy and cognitive processes employed in skillful reading and writing for effective secondary instruction. In this first course, teacher candidates will be knowledgeable about the stages of reading as well as student literacy development in reading, writing, speaking, and listening. Teacher candidates will practice recognizing and evaluating these skills on a micro level through a mini-case study of an individual student. Teacher candidates will learn how to plan, organize, and tailor literacy instruction in their specific content area using ongoing and summative assessment in conjunction with the Common Core State Standards/Colorado Academic Standards. Teacher candidates will develop the knowledge, skills and understanding of the science of reading as it applies to all students from a wide range of backgrounds. There is a special emphasis in this course on literacy instruction in urban, diverse, and multi-lingual settings. Course restricted to students in TEP program or instructor approval.

TEP 4593 Secondary Literacy Instruction II (3,4 Credits)

This is a literacy course for secondary-level English, math, science and social studies teacher candidates. In this course, there will be a shift of focus from literacy input (reading) from the previous quarter to literacy output (writing), and we will broaden our scope from analyzing one student at a time to assessing and addressing students' literacy needs in a whole-classroom environment. This quarter we will also examine outside influences – such as culture, language, and technology – on classroom literacy and how literacy practices and teaching methods can be adapted for multiple contexts. Throughout the course, teacher candidates will develop and reflect upon their literacy philosophy in terms of planning and instruction in a specific content area. Course restricted to students in TEP program or instructor approval.

TEP 4600 Introduction to Secondary Methods (3-6 Credits)

Provides general introduction to principles of effective secondary instruction curriculum design and assessment. Frequently covered topics include: design of classroom environments, comparison of different instructional practices, purposes for and approaches to assessment, comparison of middle and high school philosophies, introduction to instructional unit plan development, and theories of instructional approach and design. Course lays a foundation for more specialized subject-matter methods courses. Prerequisite: enrollment in the Teacher Education Program.

TEP 4610 English in Secondary School (3-5 Credits)

In this course, Apprentice Teachers will explore the theory and practice of teaching English Language Arts at the secondary level. Topics include standards alignment, student cognitive development, and pedagogical content knowledge. Course restricted to students in TEP program or instructor approval.

TEP 4620 Social Science in Secondary School (3-5 Credits)

In this course, Apprentice Teachers will explore the theory and practice of teaching Social Studies at the secondary level. Topics include standards alignment, student cognitive development, and pedagogical content knowledge. Course restricted to students in TEP program or instructor approval.

TEP 4630 Science in Secondary School (3-5 Credits)

In this course, Apprentice Teachers will explore the theory and practice of teaching Science at the secondary level. Topics include standards alignment, student cognitive development, and pedagogical content knowledge.

TEP 4640 Math in Secondary School (3-5 Credits)

In this course, Apprentice Teachers will explore the theory and practice of teaching Mathematics at the secondary level. Topics include standards alignment, student cognitive development, and pedagogical content knowledge. Course restricted to students in TEP program or instructor approval.

TEP 4650 Foreign Language Methods in K-12 Schools (3-5 Credits)

In this course, Apprentice Teachers will explore the theory and practice of teaching Foreign Language at the secondary level. Topics include standards alignment, student cognitive development, and pedagogical content knowledge.

TEP 4690 Field Experience (1-12 Credits)

Involves field experiences, including full-day teaching for 12 weeks in elementary or secondary school classroom and regularly scheduled seminar discussions with supervisor. Prerequisite: enrollment in the Teacher Education Program.

TEP 4691 Field Experience I (1 Credit)

This is the first quarter of an academic year-long field experience to develop and reflect upon effective teaching practices in an urban school setting. Following the gradual release calendar of teaching responsibilities, Residents will be observed, coached and evaluated on specific LEAP indicators in the domains of learning environment, instruction, and professionalism. In conjunction with the CUI 4540 Curriculum, Instruction and Assessment course, Residents will deepen their understanding of teaching and learning in diverse schools to increase student achievement for all students.

TEP 4692 Field Experience II (1 Credit)

This is the second quarter of an academic year-long field experience to develop and reflect upon effective teaching practices in an urban school setting. Following the gradual release calendar of teaching responsibilities, Residents will be observed, coached and evaluated on specific LEAP indicators in the domains of learning environment, instruction, and professionalism. In conjunction with the CUI 4541 Curriculum, Instruction and Assessment course, Residents will deepen their understanding of teaching and learning in diverse schools to increase student achievement for all students.

TEP 4693 Field Experience III (1 Credit)

This is the final quarter of an academic year-long field experience to develop and reflect upon effective teaching practices in an urban school setting. Following the gradual release calendar of teaching responsibilities, Residents will be observed, coached and evaluated on specific LEAP indicators in the domains of learning environment, instruction, and professionalism. In conjunction with the CUI 4542 Curriculum, Instruction and Assessment course, Residents will deepen their understanding of teaching and learning in diverse schools to increase student achievement for all students.

TEP 4781 Elementary Art Methods (3-6 Credits)

Prepares K-12 art teachers to design and implement effective instruction in elementary school classrooms. Course introduces full array of sound teaching and assessment strategies for all aspects of art. Prerequisite: enrollment in the Teacher Education Program.

TEP 4782 Secondary Art Methods (3-4 Credits)

Prepares K-12 art teachers to design and implement effective instruction in secondary school classrooms. Course introduces full array of sound teaching and assessment strategies for all aspects of art. Prerequisite: enrollment in the Teacher Education Program.

TEP 4991 Independent Study (1-10 Credits)

TEP 4995 Independent Research (1-10 Credits)