

## Meeting the Unique Needs of All Learners

### Purpose 3

The Master of Science Degree in Education

AUDREY COHEN SCHOOL  
FOR  
HUMAN SERVICES AND EDUCATION

FALL 2006

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## **MEETING THE UNIQUE NEEDS OF ALL LEARNERS**

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## POLICIES

### Attendance:

- Students are required and expected to attend all scheduled classes.
- If a student has difficulty attending all classes, he/she should notify his/her faculty member and deal directly with that person.
- Students who accumulate 3 (three) absences are jeopardizing their good standing and are in danger of failing.
- Students who have missed 5 (five) classes can expect an “F” grade.
- Students who accumulate excessive absences or lateness may be recommended for withdrawal.
- Any student who has missed the first 2 (two) sessions per course in a term will not be allowed to begin classes without written permission from the appropriate Dean.
- **Students are responsible for all work, even when absent or late.**

### New Grading System effective Spring 2005 Semester

A	4.000
A-	3.667
B+	3.333
B	3.000
B-	2.667
C+	2.333
C	2.000
F	0.000
FNS	0.000 Fail, No Show - Student never appeared in the course
FWD	0.000 Fail, Withdrawal - Student stopped attending the course
I	0.000 Incomplete – instructor must submit Incomplete Grade Notification with Grade Roster to give an Incomplete
W	0.000 Student officially withdrew from the course

**Please note:** At the graduate level, the lowest passing grade a student may receive is a C. If the student is not performing at the C level, the student receives a Failure for the course.

### Incomplete Grades

An “I” or incomplete grade is given only in instances when a student’s work in a course is not finished on time due to an **extenuating circumstance** which is properly documented, and the student is expected to pass the course. These students must file an Incomplete Grade Contract with the instructor. Otherwise the grade becomes an “F.”

Students have until the end of the seventh week of the following semester to complete coursework for incomplete grades, unless it is the student’s last semester, which requires a shorter completion time period. The instructor has up to the end of the 10<sup>th</sup> week of the semester to change the “I” grade. After this time, an incomplete grade automatically becomes an “F.” A formal extension – “EI” for an Extended Incomplete – is required to carry an incomplete beyond this time period. The faculty member, student and

appropriate dean must complete the EI Form that is available in the Office of the Registrar. The student either completes the required coursework for a grade or, receives an "F." **Failures must be repeated.**

For financial aid audits, an incomplete grade is calculated as an "F" until the grade has been changed. Please see the *Financial Aid Handbook* for details.

### **Plagiarism**

Presenting someone else's work as though it is your own constitutes plagiarism. In an academic community the use of words, ideas, or discoveries of another person without explicit, formal acknowledgement constitutes an act of theft or plagiarism. In order to avoid the charge of plagiarism, students must engage in standard academic practices such as putting quotation marks around words that are not their own, employing the appropriate documentation or citation, and including a formal acknowledgement of the source in the proper format.

### **Add/Drop**

It is the policy of the Audrey Cohen School for Human Services and Education's that the Director's Office will sign add/drop forms after the first two weeks of the semester. Add/drop forms will not be approved after the fourth week of classes.

### **Constructive Action Documents:**

All students enrolled in the College will submit his/her Constructive Action document in two formats: 1) a paper copy in the prescribed format, and 2) a 3½ inch diskette or CD copy labeled with your name, professor's name, purpose, cohort and date..

Each Constructive Action Document should have a front page that contains the following information:

- 1) Student Name
- 2) Student I.D. number
- 3) Purpose for which CA is written
- 4) Descriptive title of CA
- 5) Keywords for CA, i.e. institution's name, type of organization, main topic of the CA, identifiable field: Education, Accounting, Management, Health Care, Child Welfare, etc.

### **Please be advised regarding the following:**

- No food or drink is allowed in the classrooms.
- No children are allowed in the classrooms.
- Walkmans, cell phones, beepers, or any form of audio **equipment should be turned off in the classroom at all times.**

**Any information in this handbook is subject to change.**

## **MEETING THE UNIQUE NEEDS OF ALL LEARNERS**

### **Overview of the Purpose**

As a pre-service teacher, you will proceed with your second major teaching practicum, within an upper elementary grade classroom. In Purpose 3, you will increase your awareness of how students are genuinely different and how these differences can be addressed. You will begin to create a foundation for your practicum that includes student variation and uniqueness as a natural phenomenon. This comprehensive, integrated view of learners embraces children with special needs, including gifted children and those who are intellectually or physically challenged. Focusing also on cultural and language variation, different cognitive styles, social-emotional behaviors, gender identification, and position in the group, you will acquire about a variety of approaches to enable you to try out different methods tailored to the unique needs of the range of students in your classroom.

Your Purpose 3 teaching practicum will consist of 25 days. Your practicum will be arranged by faculty teaching the Purpose Dimension seminar. It will again be your responsibility to document the dates and times you devote to meet this requirement.

In Purpose 3, you will undertake a Constructive Action that will be aligned with your final teaching practicum. You will integrate knowledge from your Dimension courses into the Constructive Action and its documentation to achieve the Purpose. Both your participation in the teaching practicum and your Constructive Action will be assessed.

In addition, you will submit a professional portfolio for faculty and peer review. This portfolio will be judged on the essential abilities required for successful teaching candidates within the syllabi of the Purpose outcomes.

### **Definitions**

The Purpose (pedagogical performance area) for each semester is examined from five different perspectives called Dimensions.

There are five Dimensions that form the bedrock upon which to achieve the performance areas and to organize knowledge. The Dimensions are 1) Purpose Seminar, 2) Values and Ethics, 3) Self and Others, 4) Systems, and 5) Skills (technical and communication). All work of each semester is organized around these perspectives. The Dimensional perspectives remain constant while the Purpose to be achieved changes each semester.

#### **Purpose Seminar: Analysis of Teaching Behavior**

The Purpose and its accompanying Constructive Action for the final semester is designed to help you create classroom environments that will best meet the needs of all children. It focuses on

cognitive styles, social-emotional behaviors, gender identification, cultural variation and position in the group. As student teachers, you will acquire a variety of approaches and techniques which enable you to define the range of learners in your classroom and to try out different methods and content which are tailored to the unique needs of your students. This comprehensive, integrated view of learners embraces children with special needs, including gifted children and those that are intellectually or physically challenged.

### **Constructive Action: Teaching Practicum Grades 4-6**

In this course you will develop, implement and evaluate an organized plan with objectives and strategies to effectively teach an upper elementary school class in the role of a student teacher. The upper elementary school classroom serves as a background for building on the strengths of children in need of specialized teaching. As you proceed into your second major teaching practicum, you will develop increased awareness of how students are genuinely different and how these differences can be addressed.

### **Values and Ethics: Teaching and Ethical Responsibility**

You will examine ethical principles and develop and personal professional codes in light of current teaching practices. As student teachers, you will raise questions and discuss responses to ethical challenges and complexities in teaching. Important consideration is given to the ways in which culture, race, gender and social background influence students' educational experiences as you meet the challenge of learner diversity in the classroom. You will undertake an examination of social cultural issues, values and trends affecting educational programming for exceptional children. There is a focus on pedagogical challenges posed by diversity and strategies for addressing potential barriers to productive learning.

### **Self and Others: Exploring Cultural Diversity Through the Arts**

This course focuses on the development and application of children's learning experiences in the expressive arts - art, music, dance, literature and other artistic modes of expression. You will study approaches to developing age-appropriate materials, activities and techniques that reflect cultural traditions in response to the unique needs of diverse students in inclusive settings. You will explore ways in which the arts clarify and enhance academic curriculum and lead to opportunities for creative problem-solving and critical thinking.

### **Systems: Science Methods and Curriculum**

In this course you will learn how the life sciences, the earth sciences and the physical sciences provide the context for developing competency in constructing and carrying out science investigations with and for children. Understanding of the structure of the science disciplines, child development and science standards combine to address the needs of all students in inclusive settings. Theories of learning guide the inquiry process as you explore science laboratory management techniques. Emphasis is placed on participatory activities that you can use to develop students' science literacies. This course will include application of science concepts to the upper grade level.

### **Technical Skills: Inclusion: Teaching Strategies and Classroom Management**

This course focuses on the daily aspects of classroom management with particular attention given to the importance of instructional practices. Theory and practice interweave as you select developmentally appropriate materials, create learning environments and design curriculum to address the needs and learning styles of upper grade children in diverse and inclusive educational

settings. Consideration is given to various behavior interventions that emphasize coping strategies and more acceptable alternatives to problem behavior. Your student teaching experiences provide resources for course discussions.

**Communication Skills: Diagnostic and Remedial Techniques In Reading**

This course focuses on effective approaches for teaching children with reading, writing and language problems in inclusive classroom programs. You will develop a knowledge of the commonality of basic needs and developmental stages of upper-elementary school children as a background for building on the strengths of children with literacy difficulties. Naturalistic and standardized assessment protocols will be examined, analyzed and demonstrated, while applying theoretical knowledge of preventive and corrective approaches to practice. Emphasis is placed on the formal and informal procedures that match reading instruction to the individual student's needs. Consideration of reading and writing in the content areas provide opportunities to select and adapt materials and texts to meet the needs of unique learners.

The Purpose Dimension Abilities, printed below, provide the structure of the Constructive Action. In carrying out the Constructive Action, you are expected to make use of the Abilities from other Dimensions as well as the Purpose Dimension Abilities.

**TABLE OF PURPOSE ACHIEVEMENT ABILITIES**

The Purpose-Achievement Abilities Framework serves as the foundation for the development of Purpose-Specific Abilities to be achieved by prospective teachers every semester. Each of the Purposes has its own version of required abilities to be achieved and is also organized according to the Dimensions. They form the standards to be met in the teacher education program. The following chart lists the Purpose-Specific Abilities for each of the Purposes and shows how they correspond to the general abilities framework for each Dimension.

	<b>Abilities Framework</b>	<b>Purpose-Specific Abilities</b>
<b>P U R P O S E</b>	a. Identify and analyze opportunities to bring about a positive change in the world. b. Select a worthwhile and feasible goal for action. c. Develop a plan of action. d. Monitor your progress. Adjust your performance and modify your plan as necessary to achieve your purpose. e. Evaluate the results achieved and propose next steps.	a. Research the needs of the children in your classroom, taking into account the unique and diverse needs of the learners. b. Using your research on the needs of learners, identify a goal or goals for teaching students with diverse needs. c. Devise a plan to meet your goal(s) with specific objectives, pedagogical strategies, and an evaluation plan that will help you to meet the goal(s). d. Maintain a record of your progress that is based on your students' achievement. Make adjustments in teaching practices and curricular materials as appropriate. Explain how you are using knowledge to achieve the Purpose.

	<b>Abilities Framework</b>	<b>Purpose-Specific Abilities</b>
		<p>e. Assess student achievement and plan proper follow-up instructional activities.</p>
<p><b>V A L U E S  A N D  E T H I C S</b></p>	<p>a. Clarify your values and beliefs as they pertain to your purpose.</p> <p>b. Describe values of others, including individuals, groups, communities, and societies, in their historical context.</p> <p>c. Identify value issues and discrepancies as they arise.</p> <p>d. Use ethical reasoning to make decisions.</p> <p>e. Express ethical principles and ethical reasoning in action.</p> <p>f. Respect each person's capacity for growth and self-direction.</p>	<p>a. Examine your personal beliefs about teaching children with special needs in regular classroom settings.</p> <p>b. Describe how the ethics of educating students in need of special services have changed over time; show how changing philosophies resulted in changed policies and practices.</p> <p>c. Identify value differences as they arise as an integral part of the Constructive Action and describe how they are being addressed.</p> <p>d. Pinpoint ethical dilemmas in teaching children with diverse and unique educational, cultural and/or emotional needs.</p> <p>e. Describe the ethical principles and moral responsibility you assume as your teach children in inclusive settings.</p> <p>f. Motivate children to demonstrate ethical behavior in school, home and community.</p>
<p><b>S E L F &amp;  O T H E R S</b></p>	<p>a. Assess your experience, capabilities, and interests in relation to your purpose.</p> <p>b. Appreciate the perspectives of others.</p> <p>c. Initiate and maintain interpersonal relationships.</p> <p>d. Give and receive communications using speech, writing, and other symbolic systems.</p> <p>e. Promote growth in self and others.</p>	<p>a. Evaluate your competence to effectively teach a diverse population of children. Evaluate your competence to effectively teach the arts to a diverse population of children.</p> <p>b. Analyze various approaches to education in the arts and decide which are most beneficial to the development of a child's artistic talents and aesthetic appreciation.</p> <p>c. Establish and maintain professional relationships with a variety of individuals--including artists--who can contribute to student learning.</p> <p>d. Develop curriculum materials in the arts reflective of many cultures, traditions and backgrounds; describe how the instructional activities address the learning needs of all children in inclusive settings.</p> <p>e. Institute strategies which will enable students and community residents to gain greater access to the arts in their community. Promote the learning of all students.</p>
<p><b>S Y</b></p>	<p>a. Identify salient features of social systems, natural</p>	<p>a. Describe the progression by which basic concepts in the sciences are taught in elementary school classrooms using</p>

	<b>Abilities Framework</b>	<b>Purpose-Specific Abilities</b>
<p><b>S T E M S</b></p>	<p>systems, and technological systems.</p> <p>b. Develop conceptual models showing how and why social systems, natural systems, and technological systems have an identified impact.</p> <p>c. Identify actual and potential benefits of social systems, natural systems, and technological systems related to your purpose.</p> <p>d. Identify actual and potential negative impacts of social systems, natural systems, and technological systems related to your purpose.</p> <p>e. Make social systems, natural systems, and technological systems more responsive to human needs.</p>	<p>the pedagogical tools that promote scientific understanding.</p> <p>b. Create learning activities for elementary school students that encourage scientific inquiry and foster self-directed learning.</p> <p>c. Compare and contrast important ideas on science, discuss their applications and positive implications for society.</p> <p>d. Discuss negative consequences of scientific progress.</p> <p>e. Develop instructional strategies that will enable students to make informed decisions about scientific issues they may encounter in future years.</p>
<p><b>S K I L L S</b></p>	<p>a. Select, combine, &amp; apply appropriate mathematical skills for effective problem-solving, communication, &amp; reasoning.</p> <p>b. Develop and use perceptual motor abilities, agility, coordination, and physical strength.</p> <p>c. Use specialized skills called for by a task or situation.</p>	<p>a. Reference mathematical applications in the curriculum used.</p> <p>b. Create a learning environment that promotes inquiry and self-directed learning for children in diverse and inclusive classrooms.</p> <p>c. Exhibit positive human behaviors essential to implementing effective instruction in diverse and inclusive classrooms.</p> <p>d. Analyze the effectiveness of standards, curriculum units, assessments, and classroom management techniques used to address this semester's Purpose.</p> <p>e. Demonstrate effective diagnostic and teaching techniques with children in need of specialized instruction in reading.</p>

## **Analysis of Teaching Behavior Grades 4-6**

**and**

## **CONSTRUCTIVE ACTION Teaching Practicum Grades 4-6**

### **Overview**

The main focus of this seminar is to increase your awareness of how students are genuinely different and how those differences can be addressed effectively. Focusing on learning styles, learning and physical disabilities, social-emotional behaviors and cultural variation, you will acquire a variety of strategies that enable you to differentiate your instruction to meet the diverse needs of your students.

### **Objectives**

- 1. Research the needs of children in the classroom, taking into account the unique and diverse needs of the learners*
- 2. Use research on the needs of learners to identify a goal(s) for teaching students with diverse needs*
- 3. Devise a plan to meet goal(s) with specific objectives, pedagogical strategies and an evaluation plan that will help to meet the goal(s)*
- 4. Maintain a record of progress that is based on students' achievement. Make adjustments in teaching practices and curricular materials as appropriate*
- 5. Explain how knowledge is used to achieve the Purpose*
- 6. Assess student achievement and plan proper follow-up activities*
- 7. Develop a professional Teaching Portfolio*

### **Assessment**

#### **Analysis of Teaching Behavior (1 credit)**

Attendance – 5%

Participation – 5%

Constructive Action – 50%

Professional Teacher Portfolio – 40%

#### **Teaching Practicum: Grades 4-6 (3 credits)**

Practicum of 25 days – required

Participation – 15%

Formal Observations (3) by Faculty Practicum Advisor – 75%

CA presentation -10%

## Required Readings

Campbell, D., Cignetti, P., Melenyzer, B., Nettle, D. & Wyman, R. (2004). *How to develop a professional portfolio: A manual for teachers*. Boston: Pearson.

Mastropieri, M., Scruggs, T. (1999). *The inclusive classroom: Strategies for effective instruction*. Prentice Hall.

## Class Sessions

- 1. Introduction to the course: purposes, themes, and requirements.**  
Review student teaching placements, guidelines, forms and schedules, etc.  
Review required lesson plan format  
Introduce Constructive Action Project  
Homework: Read Chapter 6 and Find 5 articles for literature review
- 2. Effective Instruction For All Students Part I**  
Writing clear objectives  
Including motivation in your lessons  
How to provide directions effectively  
The importance of modeling as a teaching technique  
How to effectively close a lesson  
Homework: Read Chapter 2 and Write your plan of action
- 3. Introduction to Inclusive Teaching**  
Models of service delivery  
Meet in small groups to discuss CA plan of action  
Homework: Read Chapter 3
- 4. Teaching Students with Higher-Incidence Disabilities**  
Learning disabilities  
Mental retardation  
Emotional disturbance
- 5. Teaching Students with Higher-Incidence Disabilities (cont)**  
Homework: Read Chapter 4
- 6. Teaching Students with Lower-Incidence Disabilities**  
Visual impairments  
Hearing impairments  
Physical disabilities and other health impairments  
Autism  
Homework: Catch up on CA's

7. **Accommodating Students with Disabilities**  
Watch and discuss FAT City  
Instructional Adaptations  
Handouts from Marilyn Friend textbook.  
Homework: Read Chapter 5
  
8. **Teaching Students with Other Special Learning Needs**  
ADHD  
Gifted, creative, and talented  
Cultural and lingual diversity  
Students at risk  
Homework: Work on CA's
  
9. **Individual and Small Group Conferences on CA**  
Homework: Work on CA's and bring an artifact
  
10. **Introduce Portfolio Assignment**  
Write a sample page for the portfolio  
Homework: Work on CA document and presentation and Work on portfolios
  
11. **Constructive Action Document**  
CA document due  
CA presentations  
Homework: Work on portfolios
  
12. **Constructive Action Document**  
CA presentations  
Homework: Work on portfolios
  
13. **Applying a Framework for Differentiated Instruction**  
Introduce theoretical framework and strategies  
Analyze case studies  
Homework: Portfolio due next week
  
14. **Bringing It All Together**  
Analyze case studies
  
15. **Preparing for an Interview**  
Review common interview questions  
Role-play interviews

## THE CONSTRUCTIVE ACTION DOCUMENT

The purpose of the Constructive Action Project will be to help you learn to teach to a diverse population. Focusing on a particular student or small group of students with specific learning needs, you will select a goal, research effective teaching strategies to help you meet that goal, develop a plan of action to achieve that goal, and document and reflect upon your progress toward that goal.

### Outline

#### I. Assessment of Needs

- A. Classroom Assessment - You will research, through observations and discussions, the diverse learning needs of the children in your classroom. You will write a 2-3-page summary of the diversity that exists in your classroom.
- B. Selection of Population – You will identify one type of learner who requires specialized teaching according to an IEP or section 504 accommodation plan. Describe this particular population and why you selected this population for your CA. For example, you might select ELL, ESL, ADD or hearing impaired students with a documented IEP or section 504 accommodation plan as the focus population.
- C. Goal – Based on your assessment of needs and conversations with your cooperating teacher and in your Purpose Seminar, you will identify a goal(s) for teaching these students with diverse learning needs.

#### II. Plan of Action

- A. Literature Review - Undertake a literature review. Choose 4-6 *research* studies that talk about teaching strategies that have been effective in terms of teaching your selected population. The goal of the literature review is to *synthesize* the research findings. In other words, what do the findings suggest about teaching these particular students? What specific strategies are effective?
- B. Using the information learned during the literature review, devise a plan to meet your goal(s) with specific objectives, pedagogical strategies and an evaluation plan that will help meet the goal(s).
- C. Analyze, evaluate and reflect on the implementation of your plan. To do this, be sure to draw upon the following:
  - 1. Journals (at least one entry per week)
  - 2. Children's work samples (at least three artifacts)
  - 3. Other assessment measures

4. Conversations with the cooperating teacher and the field supervisor

**III. Evaluation**

- A. A reflection, evaluating the results of the plan of action in terms of the stated goal and student achievement
- B. A reflection about your strengths and weaknesses in terms of teaching to a diverse class
- C. A reflection summarizing what you learned
- D. If I had another year to work with this/these students..... what would I do?

## Constructive Action Rubric

Section	Criteria	Points
Assessment of Needs:		
A.	A specific 2-3-page summary of the diversity of learners that exists in your classroom. This should include a record of your observations and discussions.	/5
B.	At least one paragraph identifying the population you selected for this project and why.	/2
C.	At least one paragraph identifying the goal(s) for the selected population.	/3
Plan of Action:		
A.	A minimum of a 5-page literature review that <b><i>synthesizes</i></b> the research findings of studies conducted with your selected population. What do the findings suggest about teaching these particular students? What specific teaching strategies are effective?	/10
B.	Developed a 1-2-page plan of action to achieve the selected goal(s). The plan was based on what was learned during the literature review. The plan included specific objectives, pedagogical strategies and an evaluation plan.	/10
C.	Maintained a record of progress including: <ul style="list-style-type: none"> <li>a. Journal (at least one journal entry per week)</li> <li>b. Children's work samples (at least three)</li> <li>c. Other assessment measures</li> <li>d. Conversations with CT and supervisor</li> </ul>	/10
Evaluation		
A.	At least a one-page reflection evaluating the results of the plan of action in terms of the stated goal(s) and student achievement	/3
B.	A reflection about your strengths and weaknesses in terms of teaching to a diverse class	/2
C.	A reflection summarizing what you learned	/3
D.	Proposal of the next steps for the selected population	/2
Total:		

## VALUES AND ETHICS

### Teaching and Ethical Responsibility

Dr. Leonard Golubchick  
[lgolubchick@mcny.edu](mailto:lgolubchick@mcny.edu)

#### Overview

Ethical principles are examined and personal professional codes are developed in light of current teaching practices. You will raise questions and discuss responses to ethical challenges and complexities in teaching. Important consideration is given to ways in which culture, race, gender and social background influence your educational experiences as prospective teachers meeting the challenge of learner diversity in the classroom. Social cultural issues, values, and trends affecting educational programming for exceptional children and English Language Learners are studied. Pedagogical challenges posed by diversity and strategies for addressing potential barriers to productive learning are reviewed, for example, the role of tracking and ability groups, the value of inclusion and the disproportionate numbers of students of color referred for special education services will be addressed. Differences between home and school culture; cultural contributions as a curriculum context; the needs of students with diverse language backgrounds will be explored.

Study of Values and Ethics Dimension in the elementary school curriculum will be emphasized as you examine the role of the teacher in values discussions and learn how to develop an appropriate atmosphere for ethical study.

#### Objectives:

To fulfill the requirements of this course, you are expected to:

1. *Articulate personal ethical voice*
2. *Examine personal beliefs about teaching children with special needs in regular classroom settings.*
3. *Describe how the ethics of educating students in need of special services have changed over time; show how changing philosophies resulted in changed policies and practices.*
4. *Identify value differences that arise as an integral part of the Constructive Action and describe how they are being addressed.*
5. *Identify ethical dilemmas in teaching children with diverse and unique educational, cultural and/or emotional needs.*

6. *Describe the ethical principles and moral responsibility involved in teaching in an inclusive classroom setting.*
7. *Motivate children to demonstrate ethical behavior in school, home, and community.*
8. *Examine the moral responsibilities in educating children about their own safety.*
9. *Analyze the New York State Code of Ethics for Educators.*

## Assessment

Attendance and Participation in weekly ethical dilemma case studies	30%
Reflection Journal	30%
Collaborative Research Paper (two students)	40%

## Required Readings

Hostetler, K.D. (1998). *Ethical Judgement in Teaching*. Upper Saddle River, New Jersey: Prentice Hall.

Wink, J. & Wing, D. (2004). *Teaching Passionately What's Love Got To Do With It?* Boston, Massachusetts: Allyn and Bacon.

Various Articles will be assigned throughout course  
See attached Reference List

## Class Sessions

### 1. **Teachers as Educators of Ethics: Establishing an Ethical Voice**

Hostetler, Chapters 1-3

Wink, Chapters 1-3

These readings will prepare you for the next week of class. You will explore the meanings of the terms values and ethics through chalk talk strategy. Strategies used throughout the course will model those appropriate for your own classrooms.

Introductory passage from literature will open discussion of the place of values and ethics in education. Classic concepts of right and wrong in literature, philosophy and educational theory. Discussion of New York State Department of Education Code of Ethics.

**2. The Moral Nature of the Classroom**

Wink, Chapters 4, 5

Authors and subjects: Noddings (caring in education), Taylor (Authenticity), Redl (classroom environment), Comer (urban education), Hallowell (Connection) will begin to be introduced/spiraled throughout the course.

Case study discussion 1 from Hostetler text

**3. Curriculum as an Educator of Ethics**

Reference to authors Kohlberg, Gilligan (stages of moral development), Glasser (Choice Theory), Piaget, Vygotsky, Erikson, Brentro (Developmental stages - various cultures).

Introduction of curricular programs: STAR, Pro-Youth Strategies, morning meeting concept and rationale. Life Space Interviewing for students in crisis - discussion while maintaining dignity.

**4. Understanding and Connecting with Students Who Have Special Needs - The Nature of Disabilities**

History of services and definitions of students with disabilities. Introduction of concept of Inclusion. New approaches to disability services - less emphasis on difference.

Case study 2 Hostetler

Reflective Journals due

**5. Understanding and Connecting with Students Who Have Special Needs - Ethical Curriculum Planning**

Article on Self-Determination

Concept of self-determination, student first language, differentiation, accommodation and modification.

Case study 3, Hostetler - Debate, discussion or written assignment

**6. Attitudes about Children with Special Needs**

Hostetler, Chapter 5

Confronting our attitudes/preconceived notions. Awareness activities. Teacher, administrator attitudes about students with disabilities - can they change? How do attitudes impact inclusion practice?

Attitudes related to "No Child Left Behind"

**7. Inclusion and Working with Parents and Outside Agencies**

Hostetler, Chapter 4

You will explore the theme of parents as partners through the work of Nieto, Comer, Wink. The value of social service agencies housed within public schools. Parents role as related to the political and economic side of inclusion.

**8. English Language Learners and Issues Surrounding Bilingual Education**

Article on English Language Learners

Guest Speaker

Rationale and political basis of the change in terms used for English Language Learners. Testing special needs children for whom English is a second language.

Journals due

- 9. Ethnic Identity and Multicultural Competence**  
Hostetler, Chapter 5  
Wink, Chapter 6  
The impact of prejudice on minority groups in the United States  
Review Native American and other cultures' concepts of child development  
The impact of the media on ethnic identify  
Student Presentations - Collaborative Research Paper
- 10. Strategies and Tactics for Promoting Positive Intergroup Relations in the Classroom**  
Wink, Chapter 7  
Sociograms and strategies  
Student presentations
- 11. Values and Ethics Curriculum For Elementary Schools: Fostering Ethical Thinking**  
Hostetler, Chapters 7, 8  
Wink, Chapters 8, 9  
Review to date. You will create in class criteria for model Values and Ethics Curriculum  
Student presentations
- 12. Civic Responsibility - Prevention of Child Abduction, Safety Education, Fire and Arson Prevention.**  
Prevention of Child Abduction (Education Law 803-a)  
Safety Education (Education Law 806)  
Fire and Arson Prevention (Education Law 808)
- 13. Civic Responsibility - Prevention of Child Abduction, Safety Education, Fire and Arson Prevention. –Conclusion**  
The New York State Code of Ethics for Educators- Power Point Presentation
- 14. Civic Responsibility - Using Our Voices**  
The role of participation in professional organizations, parent and school meetings. The media - writing letters to the editor. You will write an actual letter to the editor. Student presentation. The concept of an educators' strong sense of self will be explored.
- 15. Complete Presentations and Supplement Learning**

## SELF AND OTHERS

### Exploring Cultural Diversity Through the Arts

Professor Lynda Kennedy

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#### Overview

Understanding that words, music, dance and the visual arts are profound expressions of humanity's most essential experiences, an expanded and deepened appreciation of the arts becomes the backdrop for the creation of curricula in aesthetic education for children. As prospective teachers you will explore, investigate, digest and develop a closer understanding of the role the arts play in your work. Through reflection narratives, creative group work, assigned readings, and community fieldwork, you will explore the meaning of cultural diversity and revisit/create/redefine strategies for your own arts-based curriculum integration. Exploration of different ways of knowing and feeling together with an understanding of the ways in which the arts clarify and enhance academic curriculum, lead to opportunities for creativity, problem solving and critical thinking for you and your students.

#### Objectives

To fulfill the requirements of this course, you are expected to:

1. *Develop a familiarity, comfort and confidence with arts integration through hands-on experiences that illustrate direct connection to teaching a diverse student population.*
2. *Explore and dispel myths about arts integration.*
3. *Reflect and explore teaching philosophy and personal ideas about art experiences and art-making, diversity and classroom community.*
4. *Analyze and obtain exposure to arts in education resources.*
5. *Create curriculum materials in the arts reflective of diversity in cultures, traditions, backgrounds and learning abilities*
6. *Become familiar and comfortable with community resources which will enable students to gain greater access to the arts*

## Assessment

Attendance	20%
Classroom participation	30%
Assignments	30%
Mid Semester Project	10%
Final Project	10%

## Required Reading

Cornett, Claudia E. (2003). *Creating Meaning Through Literature and the Arts*. Upper Saddle river, NJ: Pearson Education, Inc.

Handouts provided by instructor

## Recommended Reading

Michael Burch, Jennings. (1985). *They Cage the Animals at Night : The True Story of a Child Who Learned to Survive*. Signet.

Fiske-Rusciano, Roberta and Cyrus, Virginia. (2004). *Experiencing Race, Class, and Gender in the United States*. McGraw-Hill.

Canfield, Jack and Hansen, Victor. (2002). *Chicken Soup for the Teacher's Soul: Stories to Open the Hearts and Rekindle the Spirit of Educators*. HCI.

## Class Sessions

1.	<p><b><u>Introductions</u></b> Mindfulness, Introductions and Group Expectations What is Cultural Diversity?</p>
2	<p><b>Creating a Respectful, Inclusive Creative Classroom</b> Avoiding Stereotypes Exploration of Multiple Intelligences/learning styles</p> <p><b>Reading:</b> Chapter 1 <b>DUE:</b> Reflection- Define diversity. Has your definition of diversity been shaped over time or has it remained the same? Illustrate that evolution. How have you been affected by diversity issues? In your schooling? In your life? What “aha’ moments have you experienced in thinking/considering diversity? How has/will knowledge of diversity shape your teaching philosophy?</p>
3	<p><b><u>Exploring the Blueprints for the Arts</u></b></p>

	<p><b>Elements of Arts Integration</b></p> <p><b>Reading:</b> Chapter 2</p> <p><b>DUE:</b> Bring in the Blueprints – <a href="http://www.nycboe.net">www.nycboe.net</a> search Project Arts, click Blueprints for Teaching and Learning in the Arts</p> <p>Reflection -Reflect in detail how the arts are a part of your life. What role have the arts played in your life? Describe a moment when you were inspired to create. What teacher, artist or person inspired you as a child? As an adult? Describe the learning environment of your elementary, middle and high school years. Was there opportunity for creativity? What role does creativity play in your philosophy of teaching?</p>
4	<p><b>Incorporating Visual Arts</b> The three <i>i</i>'s: Inventory, Investigate, Interpret</p> <p><b>Reading:</b> Chapters 5 &amp; 6</p> <p><b>DUE:</b> Bring in an image you would use with your students. Be prepared to share how you would use it (see seed strategies in chapter 6).</p> <p><b>*****BRING LAPTOPS</b></p>
5	<p><b>Integrating &amp; Exploring Music.</b></p> <p><b>Reading:</b> Chapters 11&amp;12 <a href="http://www.nycboe.net">www.nycboe.net</a> search Project Arts, click Blueprints for Teaching and Learning in the Arts: Music</p> <p><b>DUE:</b> Bring in a piece of music, a sound or an instrument that inspires you and which you would want to share with your students. Describe why you chose it and how you would use it in the classroom.</p>
6	<p><b><u>Using Cultural Resources- Field Trips Real and Virtual</u></b> An exploration of what's out there- and how to use it if you can't get a bus...</p> <p><b>*****BRING LAPTOPS</b></p> <p><b>DUE:</b> Reflection – Were you taken to museums/theater/concerts/dance performances as a child? Do you go to them now? Why or why not? Do you think it is important to expose your students to the cultural resources in the City? Why or Why not?</p>
7	<p><b>The world in front of you: Architecture</b></p> <p><b>Reading:</b> Class handout: Architecture</p> <p><b>DUE:</b> Reflection- Describe the neighborhood you live in. What opportunities for</p>

	<p>classroom integration do you see in your environment?</p> <p>*****Mini neighborhood walk- wear comfortable shoes!</p>
8	<p><b><u>Storytelling: The Power of Stories as a Teaching Tool</u></b>  Stories, storytelling, and bookmaking</p> <p><b>Reading:</b> Chapters 3 &amp; 4:  Storytelling's Special Relationship with Drama page, pgs. 277 - 284</p> <p><b>DUE:</b> Create your own story or adapt an existing story for a lesson you are going to teach and bring it to class.</p>
9	<p><b><u>Moving Spaces: Drama, dance, movement in your learning space</u></b>  Special Project Discussion: Cultural Traditions Project Outline – will be distributed in class</p> <p><b>Reading:</b> Chapters 7 (8) &amp; 9 (10)</p> <p><b>DUE:</b> Using elements of drama and/or dance, perform your story from last week for us (in role as your students). Use whatever you need to make your story come to life. Write out the lesson in which you would use this story.</p>
10	<p><b>Cultural Traditions:</b> The world in your classroom  How well do we know the cultural pockets and resources in our community?</p> <p><b>Reading:</b> Handout</p> <p>***** Walk of the Lower East Side/Chinatown area. Wear comfortable shoes!</p>
11	<p><b><u>Midterm Project Sharings – Cultural Traditions Projects Research</u></b></p>
12	<p><b>Student Artwork as a Tool for Assessment</b>  <i>Also:</i> working with a teaching artist  Discussion of Final Projects - Project Outlines – will be distributed in class</p> <p><b>Reading:</b> Chapter 14</p> <p><b>DUE:</b> Reflection- How do you feel about your creative efforts? Do you consider yourself artistic? Did you ever have an adult make you feel bad about an artwork you created? What happened? What do you think are some things to avoid when assessing student creative work?</p>
13	<p><b><u>American's Funniest Videos: The use of film and video in your classroom</u></b></p> <p><b>Reading:</b> Chapter 13</p>

	<b>DUE:</b> Brainstorm a unit of study using film or video in your classroom. What subject area would you integrate? What age group would be appropriate? How many weeks would your unit take? What obstacles would you be faced with in integrating this media? How would you share the work your class has created?
14	<b>Final Project Presentations I</b>  *****ALL DUE
15	<b>Final Project Presentations II</b>

## SYSTEMS

### Science Methods and Curriculum in the Elementary School

Professor Lorelei Coutts  
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#### Overview

This course will cover all aspects of teaching elementary science, exploring a range of topics in life, earth and physical sciences. During most class sessions you will perform a variety of hands-on, inquiry activities and experiments in cooperative learning groups, all of which can be replicated in the classroom. Each activity will be accompanied by lesson plans, related resources and worksheets. You will gain an understanding of what to teach in science and how to teach it, developing successful strategies and methods that can be used in a variety of school settings.

The course will focus on science for all students, and give participants a working knowledge of the content, skills, curriculum standards and assessment tools needed in today's urban classroom. It will address the unique challenges of teaching science in the city, as well as explore the incredible resources, museums and learning opportunities available to New York educators. You will also be given a model for multidisciplinary curriculum planning that will integrate science with other content areas, including literacy, mathematics, social studies, technology and other subjects.

#### Objectives

To fulfill the requirements of this course, students will be expected to:

- 1. Gain an understanding of basic concepts in elementary school science and describe classroom applications of these concepts.*
- 2. Create learning activities for elementary school students that encourage scientific inquiry and investigation.*
- 3. Compare and contrast important ideas in science and discuss their applications and implications for society.*
- 4. Discuss both the positive and negative consequences of our applications of scientific discoveries in today's world.*
- 5. Use science instruction strategies and methods that address the diverse needs of learners in a variety of school settings.*

**Assessment:** Your final grade will be based on the following:

Attendance and participation	25%
Midterm quiz	10%
Midcourse assignment	15%
Final exam	25%
Final presentation	30%

This will include the final report and presentation of a hands-on science lesson using the model and methods demonstrated throughout the course.

## Required Readings

Martin, R., Sexton, C., Franklin, T. and Gerlovich, J.(2005). *Teaching science for all children: An inquiry approach*. Boston, MA: Allyn and Bacon Publishers.

National Science Standards, [www.NSTA.org/standards](http://www.NSTA.org/standards)

NYS Science Standards, [www.emsc.nysed.gov](http://www.emsc.nysed.gov)

Benchmarks 2000, <http://www.project2061.org/default.htm>

NYC Science Scope and Sequence chart:

<http://www.nycenet.edu/offices/teachlearn/documents/scopesequence/PDF/Science1.pdf>

Lists of recommended books, guides, periodicals, websites and video materials will be distributed throughout the semester.

## Class Sessions

Each class session will include a discussion of science teaching content, approaches, strategies and methods . The sessions will have students participating in a number of hands-on investigations and experiments, modeling best practices in science teaching.

### 1. Science Defined

- How teachers and children define science
  - Science Attitudes
  - Curriculum Changes in Elementary Science
- Read Martin, *et al.* Chapter 1 What Is Science?  
Investigation: Bubbles, Pgs. 56-58;

### 2. Inquiry for Scientific Literacy

- Science as inquiry for literacy
  - Four-E science learning cycle
  - Scientific method
- Investigation: Clay Boats, Pgs. 192-195  
Read Martin Chapter 6, Inquiry for Scientific Literacy  
And: Planning the Lesson –“4 Es”, Pgs. 126-138  
View Chapter 6, CD-ROM

**Midterm project assignment**

### 3. Children as Science Learners

- Children as scientists and the scientific method
- Children's understanding of natural phenomena
- Connecting science learning to the child's world
- A constructivist approach to learning and teaching
- Inquiry, experiential learning, and investigations of the natural and the constructed world.
- Teaching to the multiple intelligences of children, and the needs of diverse learners

Investigation: Read: Intro to Part II Inquiry Lessons, Pg. 397, and Water Cycles, Pgs. 390-391.

Read Handout on CIESE Collaborative Project: Water Use

<http://www.ciese.org/collabprojs.html>

Read Martin, Chapter 2, Learning Science

View Chapter 1 & 2 CD-ROM.

### 4. Planning for Science Instruction—What to Teach and How

- The scope and sequence of the NYC science curriculum, K-5.
- Main ideas, concepts and facts—Examples and applications
- Planning the context for higher order thinking skills in science learning
- Concept and semantic webs and mapping skills.
- Integrating science with other curriculum areas

Investigation: [Properties of Objects and Materials](#) National Science Teachers Association (NSTA) SciGuides

Read Martin Chapter 4 Planning Inquiry Lessons

View Chapter 4 in TSFAC CD-ROM

Read Handout: NYC Scope and Sequence for Science—Working Draft

### 5. Science Learning Assessment

- Limits and purposes of assessment—formal and informal settings
- Observing and assessing children's work, journals and portfolios
- Using rubrics—your own and published examples.
- Planning for assessment—short and long term
- Assessing process and content skills
- Self-assessment of science course work—journals,

Investigation: Simple Circuits, Pgs. 146-148.

Read Martin Chapter 5, Assessing Student Performance

View Chapter 5, CD-ROM

### 6. Questioning and Inquiry

- What questions to ask and why
- Connecting teachers questions and children's answers
- Questioning for all students
- Students questions

Investigation: Water Use Survey Results

Read Martin Chapter 7, Questioning and Inquiry

View Chapter 7 CD-ROM

**7. Addressing the Needs of Diverse Learners**

- Science for all children
- Science for exceptional children
- Inclusion in the science classroom
- Classroom management strategies for special needs students

**- Midterm exam**

Read Martin Chapter 3, Inquiry for All Children

View Chapter 3 CD-ROM

**8. Resources and Equipment for the Science Classroom**

- Selecting and using textbooks and trade books, based on best practices
- Using science kits and materials effectively and safely
- Constructing a basic science materials list
- Displaying children's work and setting up learning centers
- Writing grants for science programs

**-Midterm assignment due**

Investigation: Plants, Pgs. 397 – 407

Read Chapter 9, Safety; Chapter 11, Resources & pp. 399-410

View Chapter 9 CD-ROM

**9. Integrating Science into other Curriculum Areas**

- Approaches to integration—Across the Standards and Driving Question
- Alternative approaches for special needs students.

Investigation: Pollution Search, Pgs. 268-272 & Pgs. 276-277

Read Chapter 8, Integration—How Can I Do It All?

View Chapter 8 in CD-ROM

**10. Integrating Technology into the Science Curriculum**

- Using technology—how and why
- Practical and purposeful applications, including back-up plans
- Available resources
- Pros and cons of using technology

Investigations: National Science Teachers Association SciGuides:

[Life Cycles and Inherited Traits](#), [Organisms](#), [Life Cycles and Inherited Traits](#)

Read Martin Chapter 10, Educational Technology

View Chapter 10 CD-ROM

**11. Looking at the Standards**

- Comparing the National Standards for Science with the New York State Standards, New York City Science Standards, the Benchmarks 2000 and the Essential Learning Outcomes
  - Reviewing the NYSPET Test
  - Aligning standards with textbooks and programs
- Review Chapters 4, Planning; and Chapter 5, Assessment
- Read Martin pp.583-588 - The National Science Education Standards

**12. Science in the City—Class Trip**

- The city as an urban environment for and about science
  - NYC resources for science education—finding and effective use.
  - Cracks in the sidewalk: Observing and recording science activities in urban environments
  - Planning safe and effective outdoor walks and field trips
- Prepare your own 'Trip Board,' listing questions and activities to complete during and after the trip

**13. Classroom Presentations of Lessons in Science**

- Presentation and discussion of final science projects/units
- Project assessment within the inquiry model

**14. Classroom Presentations of Lessons in Science****15. Final exam and conclusion**

- Submit final projects
- Final exam
- Sharing of questions, materials, lesson plans,
- Course evaluation

## SKILLS

### **Inclusion: Teaching Strategies and Classroom Management**

**Dr. Mary McKenna**  
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#### **Overview**

Classroom management is often considered the single greatest influence on student learning. The most obvious reason for this influence is that effective classroom management sets the stage for learning. Yet, issues of classroom management often pose the biggest challenges for teachers. However, with the proper training many of these obstacles can be prevented, which results in more time spent on effective instruction. This course is based on two premises: (1) that most problems of classroom order can be prevented through the use of good classroom management strategies, positive teacher-student relationships, and engaging instruction; and (2) that the goal of classroom management is the development of an environment conducive to both academic and social emotional learning. Given these premises, the course focuses not on disciplinary interventions designed to control students, but on ways of preventing disruptive behavior, creating a peaceful, caring community, resolving conflicts, and meeting the needs of diverse students through the use of effective instructional strategies.

This course will have three components: (1) establishing an environment for learning, (2) implementing teaching strategies which are effective with respect to meeting the needs of diverse students and (3) coping with challenges.

#### **Objectives**

- 1. Develop skills necessary to create and maintain an environment conducive to learning*
- 2. Discuss the importance of the relationship between engaging instruction and effective classroom management*
- 3. Identify and discuss examples of effective teaching strategies*
- 4. Reflect on the effectiveness of various instructional strategies with respect to meeting the needs of all learners*
- 5. Develop the skills necessary to address misbehavior in the classroom*

## Required Reading

Weinstein, C. S., & Mignano, A. J. (2003). *Elementary Classroom Management: Lessons from Research and Practice* (3rd edition). NY: McGraw-Hill.

Additional readings assigned during class

## Assessment

1. Attendance – 5%
2. Participation – 5%
3. Reflection Papers – 15%
4. Motivational Lesson Plan Presentation – 15%
5. Classroom Management Plan – 30%
6. Final Exam – 30%

## Course Assignments

All assignments must be typed, double-spaced and handed in on time. This is an overview of the course assignments. Specific directions for each assignment will be provided in class.

### **Attendance: (5%)**

Due to the interactive nature of this course, attendance is required. If you miss more than two classes, you will not receive any attendance points.

### **Participation: (5%)**

These points are not automatic. Just showing up to class is not worth five percent. They must be earned! This course will involve many discussions, presentations, role-plays and activities where class participation is expected.

### **Three Reflection Papers: (5% each)**

Throughout the semester you will complete three short reflection papers. Specific directions will be given in class.

### **Motivational Lesson Plan Presentation: (15%)**

Each student will design a lesson plan using specific motivational strategies learned in class and present their lesson plan to the class.

### **Classroom Management Plan: (30%)**

Each student will write a 4-5 page classroom management plan, which can be used in his or her own classroom next year. You will reflect on what you have read, on our class discussions and on your experiences in the field. Then, you will develop a plan that will enable you to create and maintain an environment conducive to learning. Specific directions will be provided in class.

### **Final Exam: (30%)**

A final examination will be given on the last night of class. The exam will cover information covered during the entire semester.

## **Class Sessions**

### **1. Introductions + Course Overview**

- What are your expectations for the course?
- Ice breakers
- Review syllabus + course assignments
- Introduce the process of classroom management
- Read Weinstein's article on CRCM (Jigsaw)

For Next Class: Read Chapters 1-3  
Read Weiner article

### **2. Designing the Physical Environment**

- Introduce Steele's six functions of classroom design
- Evaluate diagrams of sample elementary classrooms
- How can the physical design of the classroom be culturally responsive?
- Discuss physical design of CT's classrooms

For Next Class: Read Chapter 4  
Reflection Paper #1 on Physical Design

### **3. Establishing Norms for Behavior**

- Introduce classic classroom management studies (Kounin and Emmer, Evertson and Anderson)
- What is the difference between rules and routines?
- Watch Setting the Tone video
- Review case studies of teachers establishing rules and routines
- Discuss how rules + routines can be culturally responsive
- Brainstorm rules and routines for your own classroom

For Next Class: Read Chapter 5  
Reflection Paper #2 on Classroom Norms

### **4. Creating Safer, More Caring Communities**

- Discuss what does it mean to care?
- Does culture influence the definition of caring?
- Discuss the caring/control dichotomy
- Brainstorm ways teachers can show they care
- Participate in sample community building activities that help to develop a safe, caring community

- Practice effective communication skills

For Next Class: Read Chapter 6 + 7  
Reflection Paper #3 on Safe, Caring  
Communities

## **5. What is Learning and What is Good Teaching?**

- What is learning activity
- Introduce different teaching styles with the instructional continuum
- Activity - Implementing all instructional techniques
- Quality curriculum as the basis for student learning and effective instruction

For Next Class: Read Chapter 8

## **6. Enhancing Student Motivation**

- Introduce expectancy x value framework
- Introduce 33 motivational strategies
- Activity – practice identifying motivational strategies in lessons
- Activity- applying strategies to our lessons
- Discuss research about extrinsic rewards + motivation

For Next Class: Motivational Lesson Plan Presentation (Sign-up)

## **7. Motivational Lesson Presentations**

For Next Class: Read Chapter 9 and Chapter 11

## **8. Motivational Lesson Presentations**

For Next Class: Read Chapter 9 and Chapter 11

## **9. Strategies for Effective Independent Work + Homework and Conducting and Managing Effective Recitations and Discussions**

- Seatwork – How much, when and why?
- Challenges for students and teachers
- Implications for practice
- Discuss differences between recitations and discussions
- Strategies for using both recitation and discussion effectively

For Next Class: Read Chapter 10

**10. Strategies For Effective Group Work**

- Discuss difference between group work and cooperative learning
- Introduce sample initial group tasks
- Introduce and practice 4 principles of cooperative learning
- Introduce and practice structured approaches to cooperative learning

For Next Class: Read Chapter 12

**11. When Prevention Isn't Enough: Protecting and Restoring Order**

- Discuss misbehavior continuum
- Introduce strategies for dealing with minor misbehavior
- Introduce strategies for dealing with thorny misbehavior
- Introduce strategies for dealing with more serious misbehavior
- Activity- applying these strategies to real classroom problems

For Next Class: Read Chapter 13

Read Brown and Obidah's article (2 articles)

**13. Helping Students with Special Needs**

- Introduce chronic misbehavior
- Discuss strategies for dealing with chronic misbehavior
- Activity- practice designing behavior modification plans
- Strategies for dealing with common special needs students (ADD, ADHD, Autism)

For Next Class: Read Chapter 14

Hand in Classroom Management Plan

**14. Preventing and Responding to Violence (Project SAVE)**

- Discuss statistics about violence in schools
- Introduce strategies for preventing violence
- Introduce conflict resolution and peer mediation
- Role-play de-escalating conflict and potentially explosive situations

For Next Class: Study for Final Exam

**Working with Families + Making the Most of Classroom Time**

- Discuss ways to increase students' opportunity to learn in the classroom
- Evaluate these strategies in case studies
- Discuss barriers and benefits to involving parents in school
- Discuss strategies for creating a welcoming environment for parents
- Discuss cultural influences as a factor on the level family involvement in schools

- Complete mid-semester evaluation

**15. Final Exam**  
Bringing it all together

## COMMUNICATIONS

### Diagnostic and Enrichment Techniques in Reading

Professor Keena Flournoy

[kflournoy@mcny.edu](mailto:kflournoy@mcny.edu)

#### Overview

This course focuses on effective approaches in working with youngsters with reading, writing and language problems in inclusive classroom programs. It is designed to develop a future teacher's proficiency in applying knowledge of literacy theory and practice to create instruction for children experiencing difficulties in literacy usage across the curriculum. Prospective teachers gain competence in assessment and instruction related to children's difficulties, strengths and needs. Assessment protocols will be examined, analyzed and demonstrated, with theoretical knowledge of preventive and corrective approaches applied to practice. Emphasis will be on the formal and informal procedures that match reading instruction to the individual student's needs. Consideration of reading and writing in the content areas provide opportunities to select and adapt materials and texts to meet the needs of unique learners.

#### Objectives

To fulfill the requirements of this course, you are expected to:

1. *Gain a deeper understanding of literacy theory and practice*
2. *Demonstrate knowledge of diagnostic procedures used in identification and evaluation of reading ability/disability*
3. *Examine methods for organizing and managing the learning environment for literacy instruction*
4. *Formulate instructional procedures for diverse students based on diagnostic teaching*
5. *Implement various instructional strategies associated with effective reading instruction*
6. *Demonstrate proficiency in design and construction of teaching materials which correct specific difficulties*

## Assessment

Class attendance	5 %
Class participation	15 %
Reader Response Journals	10 %
Reading Specialist Interview	10 %
Diagnostic and Prescriptive Lesson Plans	25 %
Make and Take Activities Presentation	15 %
Final Exam	20 %

## Required Readings

McCormick, S. (2003). *Instructing Students Who Have Literacy Problems*. Upper Saddle River, New Jersey: Pearson Education, Inc.

## Recommended Readings

Almasi, J. (2002). *Teaching Strategic Processes in Reading*. New York, New York: The Guilford Press

Bean, R. (2003). *The Reading Specialist: Leadership for the Classroom, School, and Community*. New York, New York: The Guilford Press

Barrentine, S. (1999). *Reading Assessment: Principles and Practices for Elementary Teachers : A Collection of Articles from the Reading Teacher*. Newark, DE: International Reading Association

Crawford, A., Gillet, J., Temple, C. (2003). *Understanding Reading Problems: Assessment and Instruction*. Boston, MA: Allyn & Bacon

Feely, J., Strickland, D., Wepner, S. (2002). *The Administration and Supervision of Reading Programs*. New York, New York: Teachers College Press

Goudvis, A., and Harvey, S. (2000). *Strategies That Work: Teaching Comprehension to Enhance Understanding*. Portland, ME: Stenhouse Publishers

Lerner, J. (2002). *Learning Disabilities Theories, Diagnosis, and Teaching Strategies*. Boston, MA: Houghton Mifflin Company

Lipson, M. and Wixson, K. (1997). *Assessment and Instruction of Reading and Writing Disability*. Upper Saddle River, New Jersey: Addison Wesley Longman, Inc.

- McKenna, M. (2002). *Help for Struggling Readers: Strategies for Grades 3-8*. New York, New York: The Guilford Press
- McKenna, M. and Stahl, S. (2003). *Assessment For Reading Instruction*. New York, New York: The Guilford Press
- Tompkins, G. (2003). *50 Literacy Strategies: Step By Step*. Upper Saddle River, New Jersey: Prentice Hall
- Walker, B. *Diagnostic Teaching of Reading: Techniques for Instruction and Assessment*. Upper Saddle River, New Jersey: Prentice Hall
- Weaver, C. (2002). *Reading Process and Practice From Socio-Psycholinguistics to Whole Language*. Portsmouth, NH: Heinemann

## **Class Sessions**

### **1. Foundations of Reading Instruction**

- Types of reading programs
- Roles of reading teachers
- Milestones in the history of remedial and clinical reading instruction
- Models of the reading process

### **2. Causes and Correlates of Individual Differences in Reading Ability: Part I & Part II**

- Physiological factors
- Hereditary factors
- Emotional factors
- Educational factors
- Cognitive factors
- Language factors

Assignment Due: McCormick, Chapters 1-3, Reader Response Journal # 1

### **3. Assessment for Identification of Reading Problems**

- General issues related to assessment
- Issues related to formal assessment
- Steps in assessment for identification

Assignment Due: McCormick, Chapter 4, Reader Response Journal # 2, Reading Specialist Interview

**4. Assessment for Verifying General Reading Levels**

- Informal reading inventories
- Issues related to informal assessment
- Cloze tests
- Computer-administered tests

Assignment Due: McCormick, Chapter 5, Reader Response Journal # 3

**5. Assessment for Identifying Specific Strengths and Weaknesses in Reading: Part I**

- Assessing knowledge of basic sight word vocabulary
- Assessing knowledge of word identification strategies
- Reading Miscue Inventory
- Running Record
- Writing assessment

Assignment Due: McCormick, Chapter 6, Reader Response Journal # 4

**6. Assessment for Identifying Specific Strengths and Weaknesses in Reading: Part II**

- Assessing comprehension
- Assessing meta-cognition
- Assessing reading rate
- Assessing attitudes and interest
- Performance assessment

Assignment Due: McCormick, Chapter 7, Reader Response Journal # 5

**7. Using the Running Record and DIBELS in the classroom**

Assignment Due: TBD

**8. Important Principles of Reading Instruction**

- Principles
- Organizing and managing reading programs
- Organizing the classroom

Assignment Due: McCormick, Chapter 8, Reader Response Journal # 6

**9. Word Recognition & Word Identification**

- Sight word recognition
- Phases of word learning
- Word identification strategies
- Case Studies

Assignment Due: McCormick, Chapters 9 & 10, Reader Response Journal 7

**10. Knowledge of Word Meanings**

- Direct Instruction
- Independent word learning from text
- Learning words from oral language encounters

Assignment Due: McCormick, Chapter 11, Reader Response Journal # 8

**11. Comprehension of Narrative & Expository Text**

- Comprehension processes
- Narratives
- Expository text
- Comprehension instruction
- Meta-cognitive strategies

Assignment Due: McCormick, Chapters 12 & 13, Reader Response Journal # 9

**12. Learners with Special Needs**

- General characteristics
- Instructional strategies and suggestions

Assignment Due: McCormick, Chapters 14 & 15, Reader Response Journal # 10

**13. Presentations**

Assignment Due: Lesson Plans & Make and Take Activities

**14. Presentations**

**15. Final Exam**

## Academic Calendar

### Fall Semester 2006

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Tuesday, September 05, 2006	First day of classes (Tuesday classes meet)
Monday, October 09, 2006	Columbus Day (college closed)
Tuesday, October 10, 2006	College follows Monday schedule
Tuesday, October 24, 2006	Last day for instructor to submit grade change for Summer 2006 error
Tuesday, October 24, 2006	Last day for student to submit work for Summer 2006 incomplete unless faculty member indicated an earlier date
Tuesday, November 14, 2006	Last day to withdraw from Fall 2006 semester
Tuesday, November 14, 2006	Last day for instructor to submit grade change for Summer 2006 incomplete
Thursday, November 23, 2006	Thanksgiving (college offices closed through November 26)
Friday, November 24, 2006	Thanksgiving (college offices closed through November 26)
Saturday, November 25, 2006	College reopens
Wednesday, November 29, 2006	College follows Friday schedule
Thursday, December 21, 2006	Last day of classes
Saturday, December 23, 2006	Christmas Break (college closed through January 1, 2007)

### Spring Semester 2007

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Tuesday, January 02, 2007	College reopens
Monday, January 08, 2007	First day of classes
Monday, January 15, 2007	Dr. Martin Luther King Jr. Birthday (College closed)
Monday, January 15, 2007	Last day to modify (add/drop) your schedule
Monday, February 19, 2007	President's Day (College closed)
Tuesday, February 20, 2007	College follows Monday schedule
Tuesday, February 27, 2007	Last day for student submit work from Fall 2006 incomplete
Tuesday, February 27, 2007	Last day for instructor to submit grade change for Fall 2006 error
Thursday, March 01, 2007	Application for Graduation for Spring 2007 candidates are due
Tuesday, March 20, 2007	Last day for instructor to submit grade change for Fall 2006 incomplete
Tuesday, March 20, 2007	Last day to withdraw for Spring 2007 semester
Tuesday, April 24, 2007	Last day of classes

### Summer Semester 2007

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Wednesday, May 02, 2007	First day of classes (Wednesday classes meet)
Monday, May 28, 2007	Memorial Day (College closed)
Thursday, May 31, 2007	College follows Monday schedule
Friday, June 01, 2007	Application for Graduation for Summer 2007 candidates are due
Saturday, June 09, 2007	2007 Commencement Exercises
Thursday, June 21, 2007	Last day for student submit work from Spring 2007 incomplete
Thursday, June 21, 2007	Last day for instructor to submit grade change for Spring 2007 error
Wednesday, July 04, 2007	Independence Day (College closed)
Thursday, July 12, 2007	Last day for instructor to submit grade change for Spring 2007 incomplete
Thursday, July 12, 2007	Last day to withdraw for Summer 2007 semester
Thursday, August 16, 2007	Last day of classes

