

Teaching Effectively

Purpose 2

The Master of Science Degree in Education

**AUDREY COHEN SCHOOL
FOR
HUMAN SERVICES AND EDUCATION**

FALL 2009

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TEACHING EFFECTIVELY

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POLICIES

Attendance:

- Students are required and expected to attend **all** scheduled classes.
- If a student has a legitimate reason for being absent or late, 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 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 Director
- **Students are responsible to turn in all assignments on time.**

Grading System

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

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 completion date set by the instructor but no later than the end of the seventh week (with the instructor’s permission) 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 10th 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 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.

***Students are responsible to adhere to all procedures contained in the on-line *MCNY Student Handbook*.**

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.

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.
- Laptop computers should only be used for related academic class work in the classrooms.

Any information in this handbook is subject to change.

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 Dimension Seminar

The Purpose Dimension Seminar provides field experiences coupled with the class seminar that allows you to review and analyze your experiences. The Purpose Dimension Seminar is concerned with bringing together knowledge from the five Dimensions in an organized way to achieve the Purpose.

Constructive Action

In this course, you must demonstrate that you have achieved your Purpose by performing a Constructive Action. The Constructive Action for each semester is supervised and facilitated through this class and culminates in the submission of the constructive action document.

Values and Ethics Dimensions

The Values and Ethics Dimension courses focus on the philosophy of education and how it relates to a purposeful life. You gain philosophical understanding, through a sequence of studies that present different visions for education, an examination of social values and technology, a construct for a personal ethical code, a recognition of value issues in society and in public policy, and ways to deal productively with value conflicts and ethical dilemmas in teaching.

Self and Others Dimension

In the Self and Others Dimension courses, you will master knowledge about developmental psychology, learning, intelligence, curriculum, measurement and cultural diversity. In this Dimension, you will also study aspects of the humanities that include literature, art, music, and drama, et al.

Systems Dimension

In the Systems sequence, you will analyze social institutions and scientific models. Looking at the world in terms of structures of integrated relations will give you a perspective for viewing, understanding, and teaching about the natural, social, and technological environments. You will also explore the issues and trends in urban and education and learn to use these perspectives in the teaching of social studies and science in grades 1 through 6.

Skills Dimension

In the Skills dimension courses you will learn specific teaching methods and classroom strategies. The technical and communication skills that are needed to prepare you as a prospective teacher for success in the classroom, school, and community are developed in these courses. The broad spectrum of skills includes the application of reading, mathematics for young students, as well as developing teaching strategies for inclusive classroom settings.

The Purpose-Centered Educator Proficiencies

Based on the College's and the teacher education program's mission and consistent with the purpose, goals, and philosophy, the Purpose-Centered Education Proficiencies provide structure for candidates' learning outcome. The proficiencies that follow are aligned with NCATE/ACEI national professional standards, New York State Education Department learning standards and INTASC teaching principles.

Any information in this handbook is subject to change.

The Purpose-Centered Educator Proficiencies

The Mission of the Institution

The overall mission of Metropolitan College of New York is “to provide urban college students with a rigorous student-centered education that combines experiential learning, the liberal arts, and professional studies to develop critical skills in order to promote student success, civic engagement and social improvement in a complex, technology driven multicultural world.”

The Vision of the Unit

At this time, the professional education unit at MCNY consists of one program, the Masters of Science in Childhood Education, which leads to grades 1-6 initial teaching certification. The accelerated 48-credit three-semester program is completed in 12 months.

Although the Masters of Childhood Education program was not instituted until 40 years after the founding of the College, the vision that originally informed the institution as a whole is particularly well suited to the preparation of teachers.

In line with the College’s founding vision and mission, the Masters of Science in Childhood Education program provides a context within which empowerment is a central goal. The need for more teachers in the New York City area is well established, as are the significant challenges that they will face. The ultimate vision of the unit is to produce graduates from a wide range of backgrounds who are equipped to empower urban children to become “effective and productive” adults.

The institution’s long-standing emphasis on “experiential” learning also lends itself particularly well to the Masters of Science in Childhood Education program. From the first week of their attendance in the program, up through to the final weeks leading to graduation, MCNY MS.Ed. teacher candidates are immersed in the daily life of a wide range of elementary school classrooms in lower Manhattan. While candidates’ participation in the cooperating schools has a different focus each semester, the overarching aim is to enable prospective teachers to apply in hands-on practice what they have learned in theory through their academic work.

The Mission of the Unit

In line with MCNY’s overall mission, the mission of the Masters of Science in Education program is to provide a Purpose-Centered, performance-based education that will equip Purpose-Centered Educators with the knowledge, skills, and dispositions that result in effective relationships with key constituencies, developmentally appropriate teaching practices, and constructive responses to diversity.

Based on the college’s and the professional unit’s mission, and consistent with the purpose, goals, philosophy and conceptual framework, the education program at MCNY has identified proficiencies/ learning outcomes for its candidates. The proficiencies are aligned with national, state, and professional standards.

PROFICIENCIES

Knowledge:

- A. **Subject Matter**
Candidates demonstrate knowledge of general education and of subject matter and are able to integrate this knowledge into their practice.
- B. **Student Learning**
Candidates know theories of human development and learning and know how to use developmental theory in their practice to optimize student learning.
- C. **Diversity of Learners**
Candidates know theories about developmental, cultural, linguistic, and learning differences and know how to provide differentiated instruction.
- D. **Environment for Learning**
Candidates know the developmental and learning theories that facilitate the creation of a positive environment for learning.
- E. **Assessment**
Candidates demonstrate the ability to monitor, evaluate, analyze and interpret student learning.

Skills:

- A. **Planning Instruction**
Candidates are able to plan instruction based on knowledge of the subject matter and curriculum goals.
- B. **Strategies/Technologies**
Candidates use a range of instructional strategies and technologies to promote student learning, critical thinking and problem solving.
- C. **Learning Environment**
Candidates create a positive learning environment where students are engaged and self-motivated.
- D. **Communication**
Candidates use effective verbal, non-verbal strategies, medias and technologies to promote student learning.

- E. **Assessment**
Candidates use formal and informal assessment to monitor student learning and to modify instruction based on assessments.
- F. **Collaboration and Relationships**
Candidates demonstrate the ability to establish positive relationships with key constituencies (peers, colleagues, parents and students).
- G. **Reflection and Professional Development**
Candidates reflect on and analyze the impact of their actions on student learning in order to develop as professionals.

Dispositions/Values:

- A. **Diversity/Individual Differences**
Candidates show that they can empower all students to be effective learners helping them to develop self-confidence and competence.
- B. **High Expectations**
Candidates demonstrate through their classroom behavior that all students can learn at high levels, and they persist in helping all students achieve success.

Candidates' Proficiencies Aligned with State and National Standards

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
<p>Knowledge (A) Subject Matter</p> <p>Candidates demonstrate knowledge of general education and of subject matter and be able to integrate this knowledge into their practice.</p>	<p><u>General Education Core</u> <u>Content Core:</u> Study in the subjects to be taught which shall prepare candidates with the knowledge base to teach the subject(s), in accordance with the State learning standards for students, as prescribed in Part 100 of this title, and shall prepare candidates for refining and expanding that knowledge base.</p>	<p>Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>(2a) Central concepts, tools of inquiry, and structures of content: Candidates know, understand, and use the <u>central concepts, tools of inquiry, and structures of content for students across the 1-6 grades</u> and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.</p>	<p>1,2,3</p>
<p>(B) Student Learning</p> <p>The candidates know human development and learning and how to use this developmental theory in their practice to optimize student learning.</p>	<p><u>Pedagogical Core</u> Human developmental processes and variations including but not limited to: the impact of culture, heritage, socio-economic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on student's readiness to learn-and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community the home, school, and community on student's readiness to learn-and skill in applying that understanding to create a safe</p>	<p>Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.</p>	<p>(1) Development, Learning and Motivation: Candidates <u>know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents</u> to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>	<p>1</p>

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
	<p>and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another. The nature of students within the full ranges of disabilities and special healthcare needs, and the effects of those disabilities and needs on learning and behavioral and skill in identifying strengths, individualizing instruction, and collaborating with other to prepare students with disabilities and special needs to their highest levels of academic achievement and independence human development processes and variations...learning processes, motivation, communication and classroom management language acquisition and literacy development.</p>			
<p>(C) Diversity of Learners</p> <p>The candidates know developmental, cultural, linguistic, and learning differences and know how to provide differentiated instruction.</p>	<p><u>Pedagogical Core</u> Curriculum develop, instructional planning, and multiple research validated instructional strategies for teaching students within the full range of abilities-and skill in designing and offering differential instruction that enhances the learning of all students in the content area(s) of the certificate.</p>	<p>Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>(3b) Adaptation to diverse students: Candidates understand how elementary students <u>differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</u></p>	<p>3</p>
<p>(D) Environment for Learning</p>		<p>Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a</p>	<p>(3d) Active engagement in learning: Candidates use their knowledge and understanding</p>	<p>2</p>

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
The candidates know the developmental and learning theories that facilitate the creation of a positive environment for learning.		learning environment that encourages positive social interaction, active engagement in learning and self-motivation.	of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments .	
(E) Assessment The candidates demonstrate the ability to monitor, evaluate, analyze and interpret student learning	<u>Pedagogical Core:</u> Formal and informal methods of assessing student learning and the means of analyzing one's teaching practice-and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance learning. Assessment, diagnosis and evaluation of students with disabilities. Use of assisting and instructional technology in the teaching of and learning by students with disabilities.	Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	(4) Assessment for Instruction: Candidates <u>know, understand, and use formal and informal assessment strategies</u> to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	2
Skills (A) Planning Instruction The candidates are able to plan instruction based on knowledge of the subject matter and curriculum goals.		Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	(3a) Integrating and applying knowledge for instruction: Candidates <u>plan and implement instruction based</u> on knowledge of students, learning theory, subject matter, curricular goals, and community.	2,3
(B) Instructional Strategies/Technologies The candidates use a range		Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking,	(3c) Development of critical thinking, problem solving, performance skills: Candidates <u>understand and use</u>	2,3

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
of instructional strategies and technologies to promote student learning, critical thinking and problem-solving.		problem solving, and performance skills.	a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving and performance skills.	
(C) Learning Environment The candidates create a positive learning environment where students are engaged and self-motivated.	<u>Pedagogical core:</u> Learning processes, motivation, communication, and classroom management-and skill in applying those understandings to stimulus and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive for productive work, citizenship in a democratic, and continuing growth.	Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	(3d) Active engagement in learning: Candidates use their <u>knowledge and understanding of individual and group motivation, and behavior</u> among students at the 1-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.	2,3
(D) Communication The candidates use effective verbal, non-verbal strategies, medias and technologies to promote student learning.	<u>General Education Core</u> Communication, including "written analysis and expression. Information retrieval.	Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	(3e) Communication to Foster Collaboration: Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.	1,2,3
(E) Assessment The candidates use formal and informal assessment to monitor student learning and	<u>Pedagogical Core:</u> Formal and informal methods of assessing student learning and the means of analyzing one's teaching practice-and skill in using information gathered through assessment	Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of	(4) Assessment for Instruction: Candidates <u>know, understand, and use formal and informal assessment strategies</u> to plan, evaluate and strengthen	2,3

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
to modify instruction based on assessments.	and analysis to plan or modify instruction, and skill in using various resources to enhance learning. Assessment, diagnosis and evaluation of students with disabilities. Use of assisting and instructional technology in the teaching of and learning by students with disabilities.	the learner.	instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	
<p>(F) Collaboration and Relationships</p> <p>The candidates demonstrate the ability to establish positive relationships with key constituencies (peers, colleagues, parents and students).</p>	<p><u>Pedagogical Core</u> History, philosophy and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning-and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts.</p>	<p>Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	<p>(5c) Collaboration with Families: Candidates know the importance of <u>establishing and maintaining a positive collaborative relationship with families</u> to promote the academic, social and emotional growth of children. (5d) Collaboration with Colleagues and the Community: Candidates <u>foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.</u></p>	<p>1</p>
<p>(G) Reflection and Professional Development</p> <p>The candidates reflect and analyze the impact of their actions on student learning in order to develop as professionals.</p>		<p>Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow</p>	<p>(5b) Reflection and Evaluation: Candidates are aware of and <u>reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their</u></p>	<p>2,3</p>

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
		professionally.	<u>professional decisions and actions on students, parents, and other professionals</u> in the learning community and actively seek out opportunities to grow professionally.	
<p>Dispositions/Values (A) Diversity/Individual Differences</p> <p>The candidates show they can empower all students to be effective learners helping them develop self-confidence and competence.</p>	<p><u>Pedagogical Core</u> Provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, and opportunity for practicing skills for interacting with parents or caregivers, an opportunity to work each of the following student population: socio-economically disadvantages students, students who are English language learners, and students with disabilities.</p>	Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.		3
<p>(B) High Expectations</p> <p>The candidates demonstrate through their classroom behavior that all students can learn at high levels and they persist in helping all students achieve success.</p>				3

Assessment System

The system for assessing candidate proficiencies and unit operations at MCNY is designed to enhance candidate performance and to improve the professional education program as well as the unit's policies and procedures. The assessment system is composed of internal and external measures organized around transition points and reflects the unit's conceptual framework. Data is collected at the transition points, aggregated or summarized, then analyzed and shared with faculty, administrators, grade 1-6 partners and candidates. The overall purpose is to use the data for improvement.

The development and implementation of the assessment system at MCNY is an on-going process involving the professional unit faculty as well as faculty in other units, candidates and 1-6 educators. The assessment system is meant to be both developmental and continuous. As candidates progress through the three semesters (Purpose 1, 2, and 3), they engage in multiple assessments that allow them as well as the college and public school faculty to reflect on candidates' practice and on the learning of students in grades 1-6.

The assessment system at MCNY has the following characteristics:

1. Candidates' knowledge, skills and dispositions are assessed continuously at critical points.
2. Multiple assessments are used to assess candidate performance in a variety of ways.
3. Data from internal and external sources are used to make decisions about candidates' admission, retention, program completion and graduation.
4. Rubrics are developed and used to determine levels of performance.
5. Unit operations are evaluated and modified based on data.

Data collected at these transition points are garnered from multiple internal and external sources, traditional testing, performance assessments, recommendations, observations of teaching, etc. Central to the system are the Purpose 1, Purpose 2, and Purpose 3 Constructive Action Assessments. These assessments are modeled after the Teacher Work Sample adapted from the Renaissance Partnership for Improving Teacher Quality to monitor candidates' instructional practice and to collect data on student learning in grades 1-6 during fieldwork.

Admission to the Program (Purpose 1):

Candidates applying to MCNY desiring to be admitted to the professional education unit, the Master of Science in Childhood Education must meet the following criteria:

- BA/BS degree from an accredited institution
- Minimum 3.0 GPA
- Interview
- Essay
- Two letters of recommendation
- LAST scores (recommended)

Admission to Purpose 2 (Student Teaching 1):

Candidates must successfully complete Purpose 1 requirements, including the field experience, in order to be admitted to the first of two semesters of internship or student teaching. Successful completion of Purpose 1 is measured by:

- Satisfactory evaluation on the Field Experience (minimum 120 hours)
 - Satisfactory completion of the *Pre-Student Teaching Assessment (Constructive Action 1)*
 - Passing grades on the Mathematics and Reading methods courses
 - Child Abuse assessment *
 - Criminal Background check *
 - C-BASE scores
 - Passing score on LAST
- * You will be given directions on how to complete the distance learning Child Abuse training how to be fingerprinted by the NYCDOE.

Admission to Purpose 3 (Student Teaching 2):

Candidates must successfully complete the Purpose 2 semester, including the first student teaching experience, in order to be admitted to the second student teaching experience and the third and last semester of the program.

Successful completion of Purpose 2 is measured by:

- Satisfactory *Student Teaching 1 Proficiencies Assessment* (minimum 32 days) by faculty supervisor and cooperating teacher
- Satisfactory completion of the *Lesson Planning Assessment (Constructive Action 2)* Assessment
- *Integrated Thematic Unit Assessment*
- Project SAVE Seminar
- Minimum 3.0 GPA
- Passing score on ATS/W-Elementary

Program Completion/Graduation:

Candidates must successfully complete all requirements for the program and all assessments including:

- Satisfactory *Student Teaching 2 Proficiencies Assessment* (minimum 32 days) by faculty supervisor and cooperating teacher
- Satisfactory completion of the *Teacher Work Sample Assessment (Constructive Action 3)*
- *Arts Diversity Project Assessment*
- Minimum 3.0 GPA
- CST Multi-Subject scores [recommended]

Recommendation for Certification:

In order to be recommended and achieve certification, candidates must:

- Successfully complete all degree requirements

- Achieve passing scores on the NYSTCE tests: LAST, ATS/W-Elementary, CST Multi-Subject
- Complete the application in the on-line NYS TEACH application

Process for Ensuring Accuracy and Consistency:

The assessment system has been developed to include multiple assessments of candidate performance at each transition point. At each transition point there are internal and external assessments of the candidate's progress.

External assessments such as the LAST, ATS/W-Elementary, and CST Multi-Subject are standardized assessments developed by New York State with established validity and reliability. In addition, the C-BASE assessment developed by the University of Missouri – Columbia is administered to all Purpose 1 students and used for diagnostic purposes of candidates' content knowledge and skills.

Internal assessment data, such as evaluations of the Field Experience and Student Teaching 1 and 2 come from multiple sources: the college faculty supervisors, the school cooperating teachers and the candidates themselves. The scores from all three individuals involved in the process will be compared to ensure there are no serious inconsistencies.

Candidates Who Do Not Meet Expectations:

When candidates are not meeting unit expectations for successful progress as evidenced by assessments, the Director or faculty member upon consultation with the Teacher Education Committee [TEC] meets with the candidate. A plan of action/remediation which has been formulated from all assessment data and faculty feedback is given to the candidate. This individualized process takes place at the beginning and at the end of each Purpose semester.

Assessment of Unit Operations:

The assessment system includes not only the assessment of candidate performance described above, but the monitoring and evaluation of the professional unit's operations such as: admissions procedures, enrollment trends, faculty performance, library and other candidate services, course outcomes, degrees awarded, etc.

The data on unit operations is collected, analyzed, and shared on a regular basis. Instruments utilized for this purpose include: surveys of candidates, alumni surveys, employers' feedback (surveys or focus groups), course and faculty evaluation data, EBI Exit survey, and data gathered for regional accreditation purposes, etc.

MCNY ASSESSMENT SYSTEM**CANDIDATE PERFORMANCE**

Transition Points	Assessment Tools E-External I-Internal	Proficiencies
Admission to the Program (Purpose 1)	BA/BS Degree (E) GPA 3.0 (E) Letters of Recommendation (E) Interview (I) Essay (I) LAST scores recommended (E)	<u>Knowledge</u> (A) <u>Dispositions</u> (A, B)
Admission to Purpose 2 (Student Teaching 1)	Passing Grade in Mathematics and Reading Methods courses (I) Criminal Background Check (E) Child Abuse Rubric (E) <i>Pre-Student Teaching Proficiencies Assessment</i> (I) <i>Pre-Student Teaching Assessment (Constructive Action 1)</i> (I) CBASE scores (E) Passing Score LAST (E)	<u>Knowledge</u> (A, B, C) <u>Skills</u> (B, D, F, G) <u>Dispositions</u> (A, B)
Admission to Purpose 3 (Student Teaching 2)	3.0 GPA (I) <i>Student Teaching 1 Proficiencies Assessment</i> (I) <i>Lesson Planning Assessment (Constructive Action 2)</i> (I) Project SAVE Seminar (I) <i>Integrated Thematic Unit</i> (I) Passing Score ATS/W-Elementary (E)	<u>Knowledge</u> (A, B, C, D, E) <u>Skills</u> (A, B, C, D, E, F) <u>Dispositions</u> (A, B)
Program Completion	3.0 GPA (I) <i>Student Teaching 2 Proficiencies Assessment</i> (I) <i>TWS Assessment (Constructive Action 3)</i> (I) <i>Arts Diversity Project Assessment</i> (I) CST Multi-Subject scores recommended (E)	<u>Knowledge</u> (A, B, C, D, E) <u>Skills</u> (A, B, C, D, E, F, G) <u>Dispositions</u> (A, B)

TEACHING EFFECTIVELY

Overview of the Purpose

The primary focus of Purpose 2 is to provide you with the opportunity to synthesize your understanding of elementary education with national and state standards. You will be required to successfully apply subject matter knowledge, techniques in curriculum instruction, standards-based assessment and learning theory to the teaching of elementary students. In your first student teaching practicum, you as a prospective teacher blend theory and practice as materials, activities, standards, curriculum subject matter and assessment relate to a primary grade in the context of an actual elementary school classroom. In addition, issues of classroom management and organization in support of effective teaching methods are considered.

A key element of the Purpose 2 is your teaching practicum, consisting of 32 days. Faculty teaching the Purpose Dimension seminar will arrange your practicum. It will be your responsibility to document the dates and time you devote to meet this requirement.

You will undertake a Constructive Action that will be aligned with the teaching practicum. You will fuse knowledge from the Dimension courses into the Constructive Action and its documentation to achieve the Purpose of the second semester. Both your participation in the teaching practicum and your Constructive Action will be assessed.

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

Five Dimensions 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

There is a primary focus on providing you with the opportunity to synthesize understanding of elementary education and the national/state learning standards. In your first student teaching practicum, you will blend theory, trends and practice as materials, activities, standards, subject matter and assessment relate to the primary grades in the context of an actual elementary school classroom.

Constructive Action: Teaching Practicum Grades 1-3

This course instructs you on how to develop, implement and evaluate an organized plan with objectives and strategies to effectively teach a primary elementary school class in the role of a student teacher. Emphasis is placed on facilitating children's academic, social and ethical development through rigorous curriculum planning and effective teaching practices. You will practice skills being learned in the teacher education program through direct experiences with individual students, groups of students, or a whole class of students. These skills are practiced

under the direct supervision of a certified teacher which has the official responsibility for the students.

Values and Ethics: Classroom Management for Academic and Social Growth

Examination and development of effective classroom management skills that optimize student learning. Focus on establishing and maintaining a classroom environment conducive to both academic and social-emotional learning. Emphasis on preventing disruptive behavior by developing positive teacher-student relationships, engaging instruction, in a caring classroom learning environment to meet the instructional needs of diverse learners. Student teaching experiences in the lower grades provide resources for course discussions.

Self and Others: Curriculum Development and Assessment

This courses addresses techniques in curriculum construction, development and evaluation. It examines basic principles underlying the development and planning of curriculum, together with the rationale of community-based learning opportunities offered in Purpose-Centered Education. There is a focus on designing curriculum in relation to New York State learning standards for student performance in all subjects. The course includes individual and group assignments in planning, testing and assessing specific curricula, with an emphasis on the relationship of curriculum to child development theory.

Systems: Teaching Social Studies in the Elementary School

This course examines effective social studies teaching practices in the elementary grades. Topics studied in preparing curricula include: standards; scope and sequence; facts, concepts and performance outcomes; unit planning for children of various backgrounds and learning capabilities; community study; and teaching for social concern, social criticism and social action.

Technical Skills: Teaching and Learning Mathematics in Grades 4-6

This course builds on *Teaching and Learning Mathematics in Grades 1-3*. Examination of curriculum, goals, methods, and materials for teaching mathematics in grades four though six. Upper elementary grade examination on the topics of number sense, place value, and problem-solving that integrates addition, subtraction, multiplication and division skills. Focus is also on the teaching of fractions, decimals, percents, geometry, measurement, statistics, probability, and algebra in grades four through six. Lessons developed for this course will be differentiated to meet the diverse needs of all types of learners.

Communication Skills: Reading Instruction for Upper Grades

This course extends the view of language and the reading processes to the upper elementary student. There is instruction on increasing your competence in basic reading strategies, methods of instruction, diagnostic teaching and reading and writing across the curriculum. The course focuses on diagnostic and prescriptive teaching with a continued emphasis on the reading/writing relationship and processes.



THIS SYMBOL MEANS THAT THE DIMENSION COURSE ASSIGNMENT IS TO BE INTEGRATED INTO YOUR CONSTRUCTIVE ACTION DOCUMENT.

PURPOSE 2 SEMINAR
Analysis of Teaching Behavior Grades 1-3
Practicum and Constructive Action Document
Dr. Lynda Kennedy lkennedy@mcny.edu
Fall 2009

Overview

The Purpose 2 Seminar integrates your experiences in the schools with your Dimension courses through the development of a Constructive Action project that you will undertake in a lower-grade elementary classroom setting. Our discussions and readings will focus on the challenges you face as pre-service teachers in the first of two teaching practica. You will be developing a broad repertoire of pedagogical strategies that include facilitating the academic, social and ethical development of all children through objective observations and rigorous lesson planning; creating a supportive and well-managed classroom environment; developing effective teaching practices; assessing students' learning, gaining knowledge and addressing the needs of the school-community. This clinical study of your student teaching performance in the classroom will enable you, the cooperating teacher, and the college field supervisor to document and analyze the professional teaching proficiencies that you will be developing this semester.

Objectives

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

1. *Participate in a structured, college-supervised practicum learning experience (32 days within grades 1-3) in which you apply successfully the strategies and skills presented through the teacher education program.*
2. *Document the children's developmental and learning needs and integrate those needs with the scope, goals and teaching methods that you plan to use in the classroom, all in the context of the school's mandates and standards.*
3. *Prepare organized plans for individual lessons across the semester with objectives and strategies that meet the needs of the children in a primary grade classroom.*
4. *Monitor and reflect on your progress in the practicum, adjusting your performance, and blending theory and practice in the classroom setting.*
5. *Construct and implement a performance-based Constructive Action project that is integrated into your practicum.*
6. *Document and analyze the effectiveness of your Constructive Action and formulate long-range plans for other learning opportunities for students.*

Assessment

Your final grades will be based on the following two components of the practicum:

Purpose Seminar: Analysis of Teaching Behavior

Attendance and Class Participation	10%
Lesson Planning and Implementation Journals	35 %
Constructive Action Document	55 %

Teaching Practicum: Grades 1-3

Practicum Attendance: 32 full school days	(Required)
Participation*:	20 %
Formal Observations (3) by the College Supervisor	70 %
CA Presentation	10 %

*Assessment Measures:

The students' level of participation will be assessed through: Attendance and punctuality, journals on planning and practice teaching, periodic informal conferences with the student and cooperating teacher, and site visits by the College Supervisor.

Required Text

Goethals, M., Howard, R., Sanders, M. (2004) *Student teaching: A process approach to reflective practice*. Upper Saddle River, NJ: Pearson: Merrill Prentice Hall.

Readings Recommended

Cooper, J. and Kiger, N. (2001). *Literacy assessment: Helping teachers plan instruction*. Boston: Houghton Mifflin Company.

Curtis, D. and Carter, M. (2000). *The art of awareness: How observation can transform your teaching*. St. Paul, MN: Red Leaf Press.

Websites and Databases

MCNY Library Databases: The two best databases for research articles on teaching at the Library's web site are: Wilson Web and EBSCO, in that order. Refer to Visual Thesaurus for a graphic display of synonyms. On EBSCO go to the Visual Search tab for a graphic display of all related articles.

Association of Childhood Education International (ACEI). The program is aligned to ACEI national standards. You should consider joining this professional organization for elementary teachers. <http://www.acei.org>

The Renaissance Partnership for Improving Teacher Quality Project. This site has many resources that explain the research-based Teacher Work Sample methodology used in the Constructive Action. <http://fp.uni.edu/itq>.

International Reading Association (IRA): The site gives access to its articles on teaching reading and research. Use their search engine for your lesson plans: <http://www.reading.org/>

Reading Online. An on-line journal of K-12 practice and research published by the I RA
<http://www.readingonline.org/>

The National Council for Teachers of English: <http://www.ncte.org/>

The National Council for Teacher of Mathematics (NCTM): Use this site for math lessons and research. NCTM standards, research and lesson plans are available online through: *Illuminations*. <http://illuminations.nctm.org/>

The National Council for Social Studies. The Council provides lessons plans and research to integrate the social studies into the curriculum.
<http://www.ncss.org/>

New York City Department of Education (NYCDOE): The NYCDOE home page is an important source for information about: Individual schools, the calendar, performance standards in all subjects and many other topics. Simply enter your topic in the box to search the site. <http://schools.nyc.gov/default.htm>

New York State Education Department (NYSED): This site is an important source of information about New York State education law, policies, learning standards, and teaching certification. www.nysed.gov.

NYC DOE Scope and Sequence for Science and Social Studies:
<http://schools.nyc.gov/Teachers/QuickLinks/scopesequence.htm>

ASSIGNMENTS OVERVIEW:

Teaching, Lesson Planning and the Constructive Action Project (CA): You are expected to prepare, teach and fully document ten lesson plans during your student teaching experience, which includes three formal observations. You will teach additional lessons beyond these ten, but the documentation for those additional lessons may be limited to your own field notes/journals. These ten lessons and their Implementation Journals form the basis for your (CA). Planning and presenting lessons will gradually increase in scope and frequency across the student teaching period. You will document and assess your teaching through children's work samples and your own observations, as recorded in your Implementation Journal. In addition your planning and practice teaching will be assessed through regular conferences and evaluations with your cooperating teacher and your faculty advisor. Carefully follow the syllabus and CA Outline instructions, for those instructions from the criteria for establishing your course grade.

Implementation Journals (CA III): Observations and reflections on each of the ten lessons taught are recorded in Implementation Journals, which form the primary set of reflections for your Constructive Action project. Each journal, written in past tense, will include a descriptions and analysis of children's work samples and your own teaching. Select a few work samples from the children in your study group to include with each journal. Scan or photograph these few worksheets and include in journal. Summaries from these journals appear in CA IV. Edit: Use the specific instructions in the syllabus, CA Outline, and in the Journal Description and Journal Reflection Guidelines to edit your own journals prior to submission. Email journals to

instructor and bring paper copy to class, including full heading, subheadings and electronic copies of a few student work sheets.

Standards: The standards that are integrated into all of your lesson plans should be drawn from New York State Education Department Learning Standards, New York City Department of Education guidelines, and/or standards in each curriculum area. Always cite source whenever listing standards in lesson plans. (See websites above)

Class Sessions

1. **Beginnings: Overview & Introductions (9/8)**

Discuss goals and requirements for the Practicum, including lessons, journals and the Constructive Action Document (CA) including *the Rubrics for Purpose 2 Constructive Action Document: Evaluation Form*.

My most influential teacher—Description & Comparison: In small groups, describes your best/favorite teacher, listing the qualities of teaching effectively. Discuss assumptions about why he/she was a favorite teacher, and what impact it had on your own views of teaching.

2. **Planning Instruction (9/14)**

Discuss: Community-building activities—college and elementary classrooms.

Readings: Goethals Introduction, Chap. 1 on observing and analyzing teaching; Appendix A & C. Read and be prepared to discuss handouts from Session 1.

Integration: Reading Course--Primary Grades: Bring course notes and prepare to discuss lesson planning and assessment strategies from Purpose 1 reading course.

CA: Discuss Lesson Plan and CA Outlines: Note differences between Purpose 1 & 2.

Assignment Due: My Favorite Teacher: Description and Assumptions. Teaching Journal 1: Identify your best/favorite teacher, providing the **setting**, and a **description** of his/her actions and characteristics, citing specific incidents. Describe how these experiences influenced your current assumptions about what makes a great teacher.
Integration: Make reference to goals/values described in CA 1, Introduction A. Refer to Teaching Journal 1 in IV. C.

Supervisor's Introductory Visit: (9/21 – 30) Arrange time for 3-way conference with yourself, the cooperating teacher and the Faculty Supervisor during preparation periods or lunch hour. Coordinate times with other students in your building. Email the Supervisor the proposed visit times and the teacher's preparation period schedule for the week by 9/22.

3. **Planning Instruction (9/21) Student teaching begins. (ST Week 1)**

Discuss formal and informal literacy and math assessments used in the classroom, such as E-CLAS 2, a comprehensive English and Language Arts (ELA) assessment, Gr. 1-3, and running records. (See CA I. D. assignment below.)

Readings Journal 1: Goethals Chap. 2 & 3, App. D & E. Summarize the lesson planning strategies you have learned, including reference to Goethals on giving

directions, follow-up questions, and any other references on planning. Include Journal 1 in CA IV introduction to show growth.

Student Teaching: (Starts 9/ 21) Support the cooperating teacher’s activities and assist individual children and children in small groups. Begin practice teaching with a small group by the second or third week, either in literacy or mathematics. Keep your notebook at hand for systematic observations and a record of conversations and children’s activities. Learn children’s names—make a seating chart and create a list of students for your record keeping. Copy class schedule and send prep periods to Supervisor on 9/21. **Discuss topic for first observation lesson with cooperating teacher.** (See Goethals, App. C. *Getting Organized*.)

4. **Lesson Planning (9/28) (ST Wk 2) (9/28: Yom Kipper—No public school)**
Discuss: Lesson planning for first observation, based on topic chosen and work samples from previous lesson(s).
Readings: Goethals Chap. 6-7 Asking Questions & Lesson planning.

Teaching Journal 2: Pick topic, with coop teacher, for first observation lesson. Write summary of lesson plan topic, submitting 4 copies for small group work: Discuss origins of topic, how it fits on-going curriculum, objectives, activities and assessment. (See notes Wk. 5.) Also bring a few copies of children’s work samples related to lesson topic.

CA I. A-D. Contextual Factors (Due week 4-5): Knowledge of School, classroom, family, and of classroom group. See CA Outline for subtopics (similar to Purpose 1). Cite URLs, interviews with school personnel, and all other sources. (Use outline and rubrics for self-editing of all CA documents.)

I. D. Student Characteristics of Whole Group. (Due Week 4) Describe your conversations with your cooperating teacher about how she/he determines the reading level and reading group assignments for the class as a whole, and specifics on the 3-4 children in your study group. Attach copies of assessment forms used and children’s work, with children’s names blocked out.

5. **Teaching All Children: Diversity (10/5) (ST Wk 3)** Discuss range of ethnic and academic characteristics in own classroom settings. Continue to discuss lesson planning.

Readings: Goethals Chap. 4 Diversity, Chap. 12 Collaborating with staff

Work Sample Analysis: Bring in children’s work sample for discussion and analysis. See Descriptive Review Process handout.

First formal observation (Weeks 5 or 6): Prepare lesson for whole group instruction in literacy (preferred) or mathematics. Teach the group at least twice on a similar topic before being observed. Design activities that will allow children to write/draw/record understandings so you will have documentation of children’s learning for each lesson.

II: Lesson Plan 1. Submit lesson plan and assessment strategies and prepare to discuss in class. Make reference to Goethals, such as Questions, Pgs. 84-85. (See *Lesson Plan Format*)

No Class 10/12. Lesson Plan 2 due 10/13. Submit by email. (ST Wk 4)

6. Implementing Lesson Planning and Assessment I (10/19) (ST Wk 5)

I. Contextual Factors E: Study-group, F: Integration

II. Lesson plan 3 due.

III: Observation Implementation Log 1: All Observation logs are due first Monday after the observation. Describe first formal observation lesson, including post observation conferences with teacher and instructor and description and analysis of work samples. Include digital copies of work samples—scanned or photographed. Refer to each sample in narration. Make references to appropriate course texts articles. Refer to Journal Guidelines for details.

Second formal observation in math.

Cooperating Teacher Evaluation. Distribute forms: *MCNY Proficiencies Evaluation of Student Teaching* (completed by cooperating teacher) and *Student Evaluation of Cooperating Teacher*.

7. Implementing Lesson Planning and Assessment II (10/26) (ST Wk 6)

Readings: Goethals Chap. 10: *Assessing Student Learning*
Bring in copies of students' work samples for analysis.

II. Lesson Plans 4 & 5 due. III: Implementation Log 2

Third formal observation in social studies. Discuss plans with cooperating teacher for transitioning out of the class. (Weeks 7-8)

8. Implementing Lesson Planning and Assessment III (11/2) (ST Wk 7)

Read. Goethals Chapter 11. *Communicating Results*.

II. Lesson Plans 6 & 7. III. Implementation logs 3 & 4, including Observation 2 log.

Practicum: Cooperating Teacher Evaluation of Student Teacher and Student Teacher Evaluation of Cooperating Teacher Due.

CA Presentation Outline form distributed and discussed.

9. Initiating & Maintaining the Learning Climate (11/9) (ST wk 8)

Attend the afternoon Parent/Teacher Conference, 11/10

Veterans Day 11/11- No public school.

Readings: Goethals Chapters 8 & 9.

Integration: Classroom Management Course: Discuss classroom management plan developed in the course.

II. Lesson Plans 8 – 10

III. Implementation Logs 5-6, including Observation 3 Log.

CA IV B: Summary and Analysis of Student Learning draft.

10. Reflecting and Evaluating Teaching (11/16)

Reading: Goethals Chap. 13.

III. Implementation Logs 7-8

IV A 1 & 2: Assessment of Effective Teaching: Provide 3 copies of rough notes for discussion of your assessment of your own teaching.

11. **Integrating Technology into Teaching and Learning (11/23)**
Readings: Goethals. Chap. 5. Bring in examples for discussion of how you integrated technology into your lessons. Include this discussion in IV.
Implementation Logs 9-10
CA IV A: Assessment of Effective Teaching & C: Prof. Growth
12. **CA: Draft of entire CA due (11/30)**
 Discussion of draft. Make corrections noticed during seminar in pencil on draft.
Readings: Goethals Chapters 14 & 15
13. **Reflections on Practicum (12/7)**
 Assessment of Practicum experience.
14. **CA: Presentations I (12/14)**
CA: Final copy--a paper copy in a 3-ring binder, complete with text, appendices and reference page. CD-Rom, labeled and in a jewel case.
15. **CA: Presentations II (12/21)**

Constructive Action (CA) Document Outline **Purpose 2: *Teaching Effectively***

CA Document Description:

Paper copy: Place the entire CA with all appendices in a 3-ring binder, with copy of title page on outside cover. Attach an envelope containing CD Rom in a jewel case.

CD Rom: Submit a CD Rom of the final draft of your CA, combining all sections/documents into a single document, including title page and all front and end matter. Attach a label on the CD and jewel case, written or typed: Specific Title of study, Name, Purpose 2, and Date. E-mail a copy of the CA document to the instructor.

Format: Use the headings in this outline for all CA assignments. Use 1.5-line spacing to save paper. Narrative is written in past tense and pages are numbered in all submissions.

Front Matter:

Title page: Center in the middle of the page the specific subject/skill title of your CA (not just "Purpose 2 CA"), your name, date, course name, instructor's name and college.

Table of Contents: (Page ii) Set the Table of Contents in three columns: CA Chapter Number (I, II, etc.), Topic and Page. Do not assign page numbers until the final draft. (See MS Word Help to create a Table of Contents on your first draft.)

List of Appendices: (Page iii) List appendices in three columns: (1) Appendix Letter (A-X), (2) Title, and (3) Page number. Appendix page numbers may be hand-written and numbered within each Appendix "A 1-5," "B 1-3," etc. in the final draft.

Abstract: (Page iv) Summarize your CA in two paragraphs: (1) Setting and representative lesson topics or objectives. (2) Accomplishments of the students and your own teaching directly connected to lesson objectives. (IV*)

* Roman numerals in parentheses refer to the corresponding item in the Rubrics for Purpose 2 CA Document & Evaluation Form.

I. Contextual Factors: Use knowledge about the learning-teaching context in the school, classroom, students and family characteristics and strengths to plan and implement instruction. Investigate the cultural and socio-economic characteristics of your school community. Create a narrative that summarizes the data gathered from the web and interviews. While you should quote from these sources, always include your own reflections in each section. Support all conclusions with URL links, Seminar and other course texts and classroom examples. Include specific reference to the Social Issues course, as appropriate, including the neighborhood tour.

A. School-wide Characteristics and Programs: Describe the characteristics of the school and specific programs that are related to your classroom. School-wide characteristics may include: Proportions of ethnic groups and recent immigrants, proportions of students who are eligible for free lunch, and average classroom size. Primary grade curriculum includes: Literacy, math, social studies, science, the arts and technology. Describe the primary grade testing programs and schedule. Describe other school-wide programs, including alliances with outside agencies.

(I. 1)

B. Classroom Environment: Describe how the classroom environment supports or constrains learning and teaching, including: Room arrangement and display of students' work. Describe a typical daily schedule and list times and subjects for all weekly Preparation periods. Describe the classroom routines and management techniques and assess how well the students follow these routines. Describe the use of available curriculum resources and technology.

Insert your observations of your cooperating teacher's teaching, and describe how the classroom setting and routines affected and shaped the lessons. Describe examples of teacher-centered and child-centered characteristics of various lessons observed. (I. 1)

C. Students and Families: Objectively describe the range of children and family's strengths, and how these differences may affect learning and teaching, including: Ratio of boys/girls, diversity of ethnic and cultural heritages, language(s) spoken at home, family resources and constraints, and the level parent involvement.

Describe the depth of parent involvement in the school on the daily homework response and drop-off/pick-up times. Identify parent programs purpose and implementation, especially as they are related to your class, such as: Open School Evenings/Afternoons, Parent-Teacher Conferences, Learning Leaders, Curriculum Workshops for Parents, PTA Meetings, School Leadership Team, etc. (I.1)

D. Student Characteristics of Whole Group: Describe similarities and differences, strengths and areas for growth in the group as a whole. Include: General levels of academic development in literacy, language and math, as determined by various assessments. Identify individual students, using pseudonyms, with special needs, with or without Individualized Educational Plans (IEP). Describe the English Language Learners (ELL), citing native language and level of spoken and written English. Formal and informal assessments include: Observation

journals, student work samples, running records, reading conference notes, reading levels tied to trade books, reading logs, check lists, and standardized reading and math achievement tests. (I. 2)

E. Student Characteristics of Study Group: Select three or four students for your study group, in consultation with your CT and Supervisor. Pre-Post data: Describe their initial skill levels in reading, writing and math, to establish a base line that you will refer to at the close of the semester. This initial data will be used in a pre-post description or table in CA IV. Describe the individuals by name (pseudonyms), ethnicity, social skills, varied approaches to learning, and individual interests. In conversations with the cooperating teacher, establish the reading and math levels characteristic of each student in the study group. (Jose = E, Juan = F, etc.) (I. 2, 3; II.)

F. Integrating and Applying Knowledge for Instruction: Summarize your observations, research and reflections on the contextual factors of the family, school, classroom and students. Describe how these factors may have implications for student learning, your own learning, planning and instruction. Document your conclusions with examples from the classroom and outside references and texts from the Seminar and other courses. References to the data and conclusions in this section should appear in your lesson plans, implementation logs and reflections.

II. Lesson Plans: The candidate will design, implement and reflect on the effectiveness of ten lessons across the semester, following subheadings in Lesson Plan Outline. A minimum of five lessons should be developed as a unit around one skill or theme. The college supervisor will observe three of these ten lessons, one lesson in each in area: language arts, math and social studies. Prior to each observed lesson, teach one or two informal lessons on a similar topic to establish rapport with the children and to elicit prior knowledge. (II)

III. Evaluation of Lessons/Implementation Logs: Describe the implementation of the 10 lessons in detail, summarizing your presentation and student responses and conversations in small and large group settings. Describe, in addition, any unusual or unexpected events. Separate, as always, descriptions from reflections. Avoid judgments, but do make hypotheses and conclusions, supported by examples. The strengths of your conclusions and the rationale for your own development as a teacher rest on the level of detail in these descriptions of events, and the depth of your reflections. Provide a balance between your analysis of student work and your own teaching, remembering that both factors are important. Format: Follow the headings below for each implementation log, inserting page numbers and a heading with your name, lesson title, and date on each lesson plan submitted. Insert page numbers. (IV. A & B)

A. Setting: Provide the context for the lesson, how the topic fits into prior and/or future activities, the number of adults and children present, and any special circumstances of the day. (I. 1, 2)

B. Description: Summarize the lesson, describing the main events during the lesson, including children's and teacher's behavior. Describe the actions and conversations that capture the event. Provide documentation for all conclusions through children's work samples, your own notes, and photographs of student work or discussions recorded on chart paper. (III. 1, 2 & 4)

C. Assessment of Students' Learning: Describe how assessment data was used to monitor and promote student learning. Describe the students' accomplishments for each lesson, showing the connection between strategies used and objectives achieved (or not), and why. Use the following questions as guidelines: (III C. 2, IV)

1. Was the objective met? Describe the criteria (rubrics) for meeting each student objective and the level of accomplishment achieved, e.g.: Three students met the criteria and one student was approaching the goal. Add examples to support each conclusion. (II. 4; IV)

2. How were the accomplishments documented? Describe the progress of each student in the study-group towards the objective(s), and how each assessment tool was used. As you examine the work samples, list all the accomplishments observed from selected student's individual or small-group work. Include your own observation notes and critiques from the cooperating teacher and the college supervisor. Refer to each of the children's work samples copied in IV.D including the following parenthesis e.g. "Jose correctly listed the sequence of events from the story. (See Jose worksheet attached)." Insert references to Seminar, Dimension and Skills texts and research articles to support your conclusions. (II. 8, III, IV)

D. Reflection: Reflect on the implementation of the lesson, both in terms of student learning and teacher effectiveness. Questions may include: What went well? What didn't go well and why, citing reasons? What have you learned from the assessment of student learning that will affect what or how you will teach the next lesson? See Reflection Guidelines sheet. (III. 3, IV)

E. Summary: Provide a brief summary for every implementation journal, under a separate heading, providing an assessment of the lesson, describing children's and your accomplishments and areas for growth. These summaries form the basis for section IV. B.

F. Documentation: Insert here the student work samples used for the analysis above. Scan or photograph a few of these worksheet samples for each lesson. Each sample should be discussed and referenced in section III. C. 2. (III. 2, 3, 4, IV. 3)

IV. Summary Reflection and Self-Evaluation: Summarize a minimum of five lessons taught in one subject or theme and the accomplishments of the study-group of students. Describe the overall impact of your lessons, documenting the connections made, and patterns observed in your teaching and student learning. (IV)

A. Assessment of Effective Teaching:

1. Reflections on Candidate's Growth. Open with the assumptions and goals from "Best Teacher" Teaching Journal 1. Describe several areas of growth during your student teaching experience. What have you learned about effective lesson planning, teaching and/or assessment? What are you better at, or what can you do now that you couldn't do before? Refer to your teaching goals/assumptions described in Teaching Journal 1 as your starting point, and then describe your growth across the semester. (IV. 1)

2. Most successful example: Select the lesson where your students were most successful, citing evidence including assessment data and several reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Describe how you adapted your original plans to meet the student responses of the moment. (IV. 2)

3. Least successful example: Select the lesson where your students were least successful, citing evidence including assessment data and several reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss improvements you would make in the future to improve your students' performance. (IV. 2)

B. Summary and Analysis of Student Learning: Describe the progress observed in the study-group of students across the 5 lessons around one subject or topic, providing individual and group summaries. Start with the levels of achievement observed at the beginning of your semester in the classroom, and end with a summary of progress that each student has made in specific areas of interest. (IV 3)

1. Study Group and/or Individual Student progress: Provide a narrative of each student's progress for the term. Begin with the profile described in Section 1, briefly summarizing the student's academic and social progress. Identify patterns of growth, problem-solving techniques and social habits that inhibited or fostered student growth. Provide highlights from specific examples from lessons or events. Describe the observed or presumed effect of your teaching strategies on his/her progress.

2. Pre-Post Group summary: Set up a table or descriptive paragraph that compares initial (pre) base-line data with final (post) levels of achievement for small and/or large groups of students. Describe their progress, at the start and end of your teaching semester, citing hypotheses and further questions on how and why a particular student responded (or not) to your instruction. Support conclusions with examples from the logs, your graded work samples of students' work and outside references or research. A summary of this section appears in the Abstract above.

C. Professional Growth, Reflection and Evaluation: Describe three or more goals for professional growth in the areas of teaching, student learning and professional ethics. Describe how and why these changes would support your growth as an effective teacher and learner. Cite examples where you bridged practice and theory, between goals set and current practice. Document all conclusions with reference to work samples, previous course work, and other life experiences. (IV. 4)

Rubrics for Purpose 2 Constructive Action (CA) Document: Evaluation Form*

Candidate: _____ Faculty: _____
 _____ Date: _____

I. Contextual Factors: The Teaching-Learning Environment. *The teacher candidate uses information about the learning/teaching context and the students' individual differences to set learning goals, plan instruction and assess learning.*

Rating → Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Met with Distinction	Score
1. Knowledge of the School, Classroom and Family (ACEI 5.2)	Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the school, classroom, and family	Candidate displays some knowledge of the characteristics of the school, classroom, and family that may affect learning.	Candidate displays a satisfactory understanding of the characteristics of the school, classroom, and family that may affect learning.	Candidate displays a comprehensive understanding of the characteristics of the school, classroom, and family that may affect learning.	
2. Knowledge of Student Characteristics as a Group (ACEI 1, 3.2)	Teacher candidate displays minimal, stereotypical, or irrelevant knowledge of student achievement levels and developmental differences.	Teacher candidate displays some general knowledge of student achievement levels and developmental differences that may affect learning.	Teacher candidate displays a satisfactory understanding of student achievement levels and developmental differences that may affect learning.	Teacher candidate displays a comprehensive and in-depth understanding of student achievement levels and developmental differences that may affect learning.	
3. Knowledge of Study-Group Students' Skills And Prior Knowledge (ACEI 3.2)	Teacher candidate displays little or irrelevant knowledge of individual students' skills and prior learning, developmental differences, interests and prior knowledge.	Teacher candidate displays some general knowledge of individual students' skills, developmental differences, interests and prior knowledge that may affect learning.	Teacher candidate displays a satisfactory understanding of individual students' skills, developmental differences, interests and prior knowledge that may affect learning.	Teacher candidate displays a comprehensive understanding of individual students' skills, developmental levels, interests and prior knowledge that may impact on learning.	
4. Integration and Application of Knowledge for Instruction. (ACEI 3.1)	Candidate does not integrate nor apply knowledge for instruction, based on student differences, and school, classroom, and family characteristics OR provides inappropriate implications.	Candidate begins to integrate and apply some knowledge for instruction, based on student individual differences, and school, classroom, and family characteristics	Candidate integrates and applies knowledge for instruction, based on student individual differences, and school, classroom, and family characteristics	Candidate integrates and applies knowledge for instruction, based on student individual differences, and school, classroom, and family characteristics in ways that are original and in-depth.	

* Adapted from Rubrics for ACEI/NCATE Elementary Standards (2006) and the Teacher Candidate Work Sample

(TWS) of the Renaissance Partnership for Improving Teacher candidate Quality (June 2002).

II. Lesson Planning: Teacher candidate designs instruction for specific goals, student characteristics and needs, and learning contexts

*(The ratings for each lesson plan will be scored separately, then the average scores across all ten lessons will be entered into each category.) . *Numbers 1-11 are used for ACEI Assessment #3 (Lesson Planning)*

Rating → Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Met with Distinction	Score
1. Materials and Technology	No materials listed.	List of materials (and technology) needed is incomplete or inappropriate for subject or students' needs.	Lists and describes essential materials (and technology). Sample materials are included with plan with references for sources.	Materials are fully described and referenced in APA style. Demonstrates creative use of materials to foster critical thinking. Technology, if used, complements and enhances learning.	
2. Pre-assessment (ACEI 4)	Pre-assessment not listed.	Pre-assessment tool is listed but it does not provide evidence of students' knowledge/skills prior to the lesson.	Pre-assessment tool is listed and it provides some evidence of students' knowledge/skills prior to the lesson.	Pre-assessment tool is listed and it provides clear evidence of related students' knowledge/skills prior to the lesson.	
3. Content-Specific Standard(s) (ACEI 2.1-2.8)	No standard listed.	Standard(s) are listed but are not relevant and/or are not cited.	Relevant, incomplete content-specific standard(s) are listed with appropriate citation.	All relevant, content-specific standard(s) are listed with appropriate citation.	
4. Objectives (ACEI 2.1-2.8, 3.1)	No objective listed.	Objective(s) partially describe what student learning expectations are or how students will meet them.	Objective(s) describe what learning expectations are and how students will meet them but not in observable terms.	Objective(s) fully describe in observable terms what learning expectations are and how students will meet them.	
5. Introduction/Motivation (ACEI 1.0, 3.2, 3.4)	No introduction/motivation/connection listed.	Introduction attempts to engage students and connect to prior learning or learning objectives.	Introduction is engaging and provides effective connection to prior knowledge.	Introduction masterfully engages all learners and provides masterful connection to prior knowledge.	
6. Activities/Steps (ACEI 2.1-2.8)	No activities/steps listed.	-Planned instructional methods are unclear or incomplete. -No or poor alignment with objectives.	-Planned instructional methods are clear. -Activities and strategies are clearly aligned with objectives. -Actively engages	-Planned instruction is clear and creative. -Activities and strategies are clearly aligned with objectives. -Actively engages students in unique	

(Continued)		<ul style="list-style-type: none"> -Relies on passive rather than active learning. -Activities do not appear to build on each other. -Time is not defined for each activity or is not realistic. 	<ul style="list-style-type: none"> students in learning. -Activities build on each other. -Transitions are partially effective. -Time is defined for each portion and is mostly realistic. 	<ul style="list-style-type: none"> and meaningful ways. -Procedures are student centered vs. teacher or curriculum centered. -Transitions are effective. -Timing is consistently realistic. 	
7. Closure (ACEI 3.3, 3.4)	No closure listed.	Lesson lacks logical or effective closure.	<ul style="list-style-type: none"> -Includes logical and effective closure. -Includes final check for understanding. 	<ul style="list-style-type: none"> -Includes links back to lesson rationale and objectives. -Includes a link to future learning. 	
8. Assessment (ACEI 4)	No assessment.	Assessment plan is poorly defined with limited connections to lesson objectives.	Assessment plan requires students to apply knowledge or demonstrate understanding of objective.	Assessment is ongoing and provides clear evidence that students achieved or did not achieve lesson objectives.	
9. Cultural diversity integrated into the lesson (ACEI 3.2)	Culturally diverse needs of students are not addressed and there is no explanation.	Culturally diverse needs of students are minimally addressed or are inappropriately addressed.	Describes how culturally diverse needs of students are met.	Describes how culturally diverse needs of students are met in creative and sensitive ways.	
10. Differentiation for students with exceptional learning needs (ACEI 3.2)	Students' exceptional learning needs are not addressed.	Students' exceptional learning needs are minimally or inappropriately addressed.	Describes how students' exceptional learning needs are met, including language, physical abilities, and academic levels.	Describes in detail how students' exceptional learning needs are met, including language, physical abilities, and academic levels.	
11. Connections Across Curriculum (ACEI 2.8)	N/A	No connections across curriculum are made or only inappropriate connections are made.	Connections are made to one or more curriculum area.	Connections to other curriculum area(s) are insightful or original.	
12. Lesson Plan Language, Grammar, Punctuation, Spelling	Incomprehensible lesson plan.	<ul style="list-style-type: none"> -Detail is lacking; another teacher would have difficulty implementing lesson. -Portions are missing, poorly written or unclear. -Several grammatical and mechanical errors. 	<ul style="list-style-type: none"> -Sufficient detail so another teacher could implement lesson. -All portions are completed and clearly written. -A few grammatical and mechanical errors. 	<ul style="list-style-type: none"> -Language is particularly descriptive. -All portions are complete, thoroughly developed and clearly written. -No grammatical or mechanical errors. 	

13. Citations of Sources of Ideas	Sources not cited	Sources are not cited with enough detail.	All sources are cited so another teacher could locate sources.	Sources cited using publication format (APA, for example).	
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III. Evaluation of Lessons: *Evaluations will be based on all ten implementation logs, accompanied by student work referenced in each log.*

Rating → Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Met with Distinction	Score
1. Description and Documentation of Lesson Implementation (ACEI)	No description of lesson implementation	Partially describes lesson implementation with little context. Judgments are mixed in with descriptions.	Adequate description of lesson implementation, including context. Sufficiently describes candidate and students' actions and conversations. Separates most descriptions from reflections.	Fully describes context, actions, conversations and events in rich detail. Consistently separates descriptions from reflections.	
2. Assessment of Students' Learning (ACEI 4.0)	No description of how objectives were met. Made no reference to student work samples.	Partially describes how objectives were met or not in terms of student learning, supported by a few references to student work.	Describes how well objectives were met, using formal and informal assessments to evaluate student work. Refers to work samples to document student learning. Begins to identify patterns in students' strengths and areas for growth.	Describes how well objectives were met, using a range of formal and informal assessments. Consistently uses work samples to document student learning. Regularly identifies patterns in students' strengths and areas for growth.	
3. Reflection (ACEI 4.0)	Little or no reflection.	Begins to use assessment data to monitor teaching strategies by answering the following questions: What went well? What didn't go well? Why? -What would you do differently?	Used assessment data to monitor teaching and student learning by answering the following questions: -What went well? What didn't go well? Describes why, citing a hypothesis. -What would you do differently? -What have you learned from the assessment of student learning that will affect	Used assessment data to monitor teaching and student learning by answering the following questions: -What went well? What didn't go well? Describe why, citing multiple hypotheses for success or failure of specific strategies. -What would you do differently? -What have you learned from the assessment of student learning that will affect what or how you will teach the next lesson?	

			what or how you will teach the next lesson?		
4. Documentation (ACEI 4.0)	Student work is not included.	Student work is partially included.	Student work is included but not labeled properly or elements are missing (e.g. rubrics.)	Student work is labeled properly and all elements are included.	

IV. Summary Reflection and Evaluation: The Teacher candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Rating → Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Met with Distinction	
1. Reflections on Candidate's Growth: General (ACEI 4.0)	Does not reflect on his/her growth.	Begins to describe his/her growth but includes few details.	Adequately describes his/her own growth in planning, teaching and/or assessment	Describes his/her own growth in depth for planning, teaching and/or assessment	
2. Most successful and Least successful examples of Effective Teaching Strategies (ACEI 4.0, 5.1)	Provides little or no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons. Irregularly cites evidence.	Identifies successful and unsuccessful activities and assessments and provides plausible reasons for their success or lack thereof. Cites some evidence from own teaching and/or other theory and research.	Identifies successful and unsuccessful activities and assessments and provides <i>extensive</i> reasons for their success or lack thereof. Cites evidence from own teaching and from other theory or research.	
3. Summary and Analysis of Student Learning	No evidence cited nor reasons provided to support conclusions.	Provides some evidence from own teaching, and a few reasons for student learning	Uses evidence to support conclusions. Lists students' accomplishments. Explores one or two hypotheses for why some students did or did not meet learning goals.	Consistently uses evidence creatively and professionally to support conclusions about student learning. Lists and discusses student accomplishments. Explores multiple hypotheses for why some students did not meet learning goals.	
4. Professional Growth, Reflection and Evaluation (ACEI 5.1)	Provides no professional learning goals, or cites goals that are not related to lessons taught.	Presents professional learning goals that are not strongly related to evidence from his/her own lessons	Presents one or two professional learning goals for redesigning objectives, instruction and/or assessment. Describes how and/or why these changes would improve teaching and learning. Clearly cites connections between proposed changes and evidence from work samples and/or other	Presents three or more well-developed professional learning goals for redesigning objectives, instruction and assessments. Describes how and why these changes would improve teaching and learning. Clearly cites connections between proposed changes and evidence from work samples and/or other research.	

			research.		
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Exceeding Proficiency scores total =38.5 to 44
Proficient” scores total = 33 to < 38.5
Approaching Proficiency scores = 27.5 to < 33
Below Proficiency scores are < 27.5

VALUES AND ETHICS

Classroom Management for Academic and Social Growth

Professor Hazel Hunt

hhunt@mcny.edu

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 using 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 and 2
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 3
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
- Prevention of Child Abduction (Education Law 803-a), Safety Education (Education Law 806), Fire and Arson Prevention (Education Law 808)

For Next Class: Read Chapter 6

Submit lesson plans child abduction and safety education

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 7

Submit lesson plans on fire and arson prevention

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**8. Motivational Lesson Presentations**

For Next Class: Read Chapter 8

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 Chapters 9 and 10

10. Strategies for Effective Group Work

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

For Next Class: Read Chapter 11

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

**12. Preventing and Responding to School Violence
(SEM 531 SKI –Project SAVE)**

Note: You are required to sign the seminar attendance sheet

- 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: Read Chapter 12

Read Brown and Obidah's two 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 5

Hand in Classroom Management Plan

14. 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

For Next Class: Study for Final Exam

15. Final Exam

Bringing it all together

SELF AND OTHERS

Curriculum Development and Assessment

Dr. Lynda Kennedy
jneustadt@mcny.edu

Overview

In this course, you will conduct an examination and apply the basic principles underlying developing and planning curriculum and assessment in the elementary school. A strong emphasis will be placed on designing and assessing curriculum based on New York State Learning Standards. Through your work in individual and group assignments, specific curricula will be produced and evaluated. There will be an emphasis on the relationship of curriculum to child development and theory. The course will dovetail the instructional planning, assessment and decision making that you will be doing for your Purpose 2 Constructive Action.

In the process of beginning to design curricula to meet grade and age appropriate topics, themes and New York State Learning Standards, an emphasis will be placed on the infusion of literacy across the content areas and the provision of options for diverse learners. Furthermore, the use of current various formal and informal NYCDOE assessments and the use of technology as an integrative tool for curriculum and assessment development will be emphasized.

Objectives

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

1. *Gain a general understanding of the process of curriculum development in relation to teaching*
2. *Examine the general concepts, goals assessment options and teaching resources of various subject areas taught in elementary school*
3. *Identify instructional techniques that promote active learning and are compatible with child development theory.*
4. *Demonstrate instructional and assessment strategies that offer effective learning experiences for children.*
5. *Develop for your own use a glossary of curriculum authoring and assessment terms with actual artifacts from your school observations, instructor hand outs and other materials.*
6. *Begin to develop fluency in the gathering of materials for curriculum design including print texts, literature, web resources, functional and informational materials.*

7. *Become conversant with some of the issues and concerns surrounding curriculum design and assessment in the NYC and NY State public schools.*
8. *Prepare or select assessment instruments that you use during student teaching*
9. *Create, use and assess your own curriculum unit that is grade and age appropriate, with differentiated instruction for your Purpose 2 Constructive Action.*

Assessment:**Attendance and Participation****20%**

Attendance is crucial and absences will affect your grade. Participation involves being ready to discuss the assigned readings and actively developing and planning lessons with your partner.

Reading Responses**30%**

Reading Responses are due either in class or online by the following day. Grades will reflect late submissions. Responses will be scored on content, reflection and spelling/grammar.

Glossary and Compendium of Assessment and Curriculum Development Terms and Artifacts**20%**

This glossary and compendium is due by the 14th class. It should be presented in a binder or scrapbook format and include articles collected online and in print which focus on assessment and curriculum development.

Unit Plan**30%**

Your written Unit Plan will be used toward your grade in this course. The Unit Plan will be described in the Constructive Action courses EDU 520 CON/EDU 520 PUR.

Required Readings:

Anderson, L. *Classroom Assessment: Enhancing the Quality of Teacher Decision Making*. Mahwah, NJ: Lawrence Erlbaum Associates, 2003.

Reinhartz, J. & Don M. Beach. *Teaching and Learning in the Elementary School: Focus on Curriculum*. Saddle River, NJ: Prentice Hall, 1997.

NYS Learning Standards- Grade Specific

Growing up drug free: a parent's guide to prevention. Washington, D.C.:U.S. Department of Education, 1998.

Recommended Readings

Calkins, Lucy, Kate Montgomery, and Donna Santman. *A Teacher's Guide to Standardized tests: Knowledge is Power*. Portsmouth, NH: Heinemann, 1998.

Glanz, J. *Teaching 101: Classroom Strategies for the Beginning Teacher*. Thousand Oaks, CA: Corwin Press, 2004.

Guillaume, A. *K-12 Classroom Teaching: A Primer for New Professionals*. Upper Saddle River, NJ: Prentice Hall, 2004.

Popham, W. J. *Test Better, Teach Better: The Instructional Role of Assessment*. Alexandria, VA: ASCD, 2003.

Websites

www.ascd.org (Check out the works of Popham on this site and others in the Testing and Assessment theme area and read some of the archived articles from Educational Leadership on the topic.)

www.nysed.gov (NYS Education Department, click on elementary and middle school.)

www.scholastic.com (Check out sections on testing and assessment and check out lesson and theme plans- especially for those topics or themes you will use in your unit. You can make reference to other lessons and materials. Be sure to attribute to the Scholastic site with the specific URL for each page you cite.)

www.uft.org (United Federation of Teachers)

www.nctm.org (National Council for the Teachers of Mathematics site for mathematics lessons.)

<http://www.sedl.org/reading/framework/assessment.html> (Excellent resource for readings in the theories and methods of foundations and curriculum development.)

www.inspiration.com (Resource for assessment and activity templates.)

Curriculum Development and Assessment
EDU 520 SEL
Class Sessions

1. Introduction to Curriculum Development and Assessment using the NYS Standards

Reading:

Reinhartz Ch.5, Anderson Ch. 1

Assignment:

*Bring NYS Standards for the grade you are teaching to every class with sample textbooks. Begin collecting online and school site lessons you admire or feel aren't effective.

2. Curriculum Planning and Reflection

Reading:

Reinhartz Ch.6, Anderson Ch.2

Assignment:

Reinhartz p.146, exercise 3

*Make a list of the different types of assessment presently used in your school or grade.

3. Curriculum Implementation

Reading:

Reinhartz Ch.7, Anderson Ch.3

Assignment:

*Reinhartz p.166, exercise 2.

*Begin collecting and analyzing assessment examples.

*Design a mini-assessment for a READWRITETHINK lesson of your choice using the first 3 steps of the 10-step procedure for designing instruments to assess student achievement (Anderson Ch.3).

4. Curriculum Assessment

Reading:

Reinhartz Ch. 8, Anderson Ch.4

Assignment:

*Continue to collect and analyze assessment examples.

5. Classroom Assessments

Reading:

Anderson Ch. 4

Assignment:

*Write up your evaluation of an assessment tool. Modify it, if necessary, so that it is more effective. Add in modifications for it, so it will address the needs of ELL, gifted, talented, and special needs learners.

*Develop a writing rubric for your unit.

6. Curriculum for the Language Arts and Interpreting Assessment

Reading:

Reinhartz Ch. 10, Anderson Ch.5

Assignment:

*Reinhartz p. 243. Describe the characteristics of an effective Language Arts Program.

*Using the Analytical Framework in Anderson Chapter Two, analyze and evaluate 2 assessments from your ongoing collection of assessments.

*If your unit so far does not include any language arts component, how can you include language arts? If you have already, is there anything else you could do?

7. The Math Curriculum

Reading:

Reinhartz Ch. 11

Assignment:

*Reinhartz Exercise 3.

*Using figure 11-3 in Reinhartz, pick 4 or 5 student objectives in math. Give specific assessment tasks for each of these objectives.

8. The Social Studies Curriculum

Reading:

Reinhartz Ch. 12

Assignment:

*Describe ways of making connections between social studies and other subject areas.

9. The Science Curriculum

Reading: Reinhartz Ch. 13 Anderson Ch. 6

Assignment:

*If your unit is not explicitly a science unit, are there ways to incorporate standards-based science activities into it?

*Continue to revise and incorporate ideas from the readings and discussions into your lessons and submit lessons two and three next session.

*Continue to collect curriculum and assessment terms and artifacts for session 13.

10. Health Education; Instruction on Alcohol, Tobacco and Drug Abuse; Physical Education and Fine Arts

Reading: Reinhartz Ch. 14

Assignment:

*Continue to revise and incorporate ideas from the readings and discussions into your lessons and submit lessons four and five next session.

*Using one of the assessments from your unit, write-up an interpretation of the assessment results. (The assessment can be actual student work you may have or you can make it up as if you were the student.)

*Continue to collect curriculum and assessment terms and artifacts for session 13.

11. Technology in the Classroom

Reading: Reinhartz Ch. 9, Anderson Ch. 7

Assignment:

* Submit a one-page write-up detailing how technology could be integrated across the elementary curriculum.

*Continue to revise and incorporate ideas from the readings and discussions into your lessons and submit unit next session.

*Continue to collect curriculum and assessment terms and artifacts for session 13.

12. Reflections on the Implementation of Unit Plans

Reading: Anderson Ch. 8

Assignment:

* Complete a one-page write-up of your understanding of student assessment and how it will look in your classroom. Include the following information: the definition of assessment; how you will collect assessment information; what tools you will use; how you will interpret it; how you will communicate the results.

*Glossary and Compendium of Assessment and Curriculum Development Terms and Artifacts due Next Session.

13. Individualizing Assessment

14. Presentations

15. Presentations

Teaching Social Studies in the Elementary School

Dr. Leonard Golubchick
lgolubchick@mcny.edu

Overview

The purpose of this course is to examine the learning concepts and structures that are the basis of the elementary social studies curriculum. Students are introduced to the various instructional approaches in making the insights of history and the social sciences available to children through the social studies curriculum. Prospective teachers will construct curricula so that children can learn to make informed and reasoned decisions for the public good as future citizens of a multicultural democratic nation in a global society. Topics to be studied in preparing curricula are: concepts, facts, scope and sequence, learning standards, performance outcomes and unit planning for children of various backgrounds and learning capabilities.

Objectives

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

- 1. Gain an understanding of the interdisciplinary dimensions of social studies instruction in elementary school.*
- 2. Describe the subject knowledge and teaching strategies that must be coordinated for the effective teaching of social studies in elementary school.*
- 3. Apply modes of historical inquiry in the teaching of social studies in elementary school.*
- 4. Develop conceptual models that will assist elementary school students in understanding the world around them and their roles as citizens in an increasingly interdependent and diverse world.*
- 5. Prepare a developmentally appropriate unit that is aligned to social studies standards.*

Assessment

Your final grade will be based on the following:

Attendance	10%
Participation	10%
Midterm Exam	10%
Final Exam	30%
Museum Report	5%
Literature Report	5%
Integrated Thematic Unit	30%

Required Readings

Savage, T. & Armstrong, D. (2008) *Effective Teaching in Elementary Social Studies*. Upper Saddle River, N.J.: Prentice Hall. Sixth Edition

Recommended Readings

Ellis, A (2002) *Teaching and Learning Elementary Social Studies*. Boston, MA: Allyn & Bacon.

Garcia, J. & Michaelis (2001) *Social Studies for Children: A Guide to Basic Instruction*. Boston, MA: Allyn & Bacon.

Levstik, L. & Barton, K. (2000) *Doing history: investigating with children in elementary and middle schools*. New York: Lea

Sunal, C. & Haas, M. (2002) *Social studies for the elementary and middle grades: a constructivist approach*. Boston, MA: Allyn & Bacon.

Websites:

National Standards for Civics and Government
<http://www.ncss.org>

New York State Learning Standards for Social Studies
 Social Studies .org
 PBS.org
 The History Channel.org
 No Child Left Behind
<http://www.nochildleftbehind.gov>

Class Sessions:

1. Defining Social Studies

- What are Social Studies Thematic Strands?
- Emphases of Social Studies
- Social Studies Curriculum and Standards
 Read: Savage & Armstrong, Chapter 1

2. History and Geography

- National Standards for History
- History Content in the Early Grades
- History Content in the Middle Grades
- National Standards for Geography
- Geography Content in the Early Grades
- Geography Content in the Middle Grades
 Read: Savage & Armstrong, Chapter 2

3. Political Science, Economics, and Related Social Science

- Political Science Classroom Activities
 - Economics Related Classroom Activities
 - Sociology Related Classroom Activities
 - Anthropology Related Classroom Activities
- Read: Savage & Armstrong, Chapter 3

4. Active Learning: Giving Life and Meaning to Social Studies

- A Rationale for Applied Learning
 - Approaches To Providing Active, Concrete Learning Experiences
 - Dealing With Controversial Issues
- Read: Savage & Armstrong, Chapter 4

5. Selecting Teaching Approaches For Knowledge Acquisition

- **Prior Knowledge, Skills and Attitudes**
 - **Learning Objectives**
 - Teacher Preferences and Teaching Skills
 - Nature of the Content
 - How Children Learn About The World
 - Approaches Focused on Knowledge Acquisition
- Read: Savage & Armstrong, Chapter 5

6. Selecting Teaching Approaches for Knowledge Discovery

- **Approaches Focused on Knowledge Discovery**
 - From Concept Formation to Role Play. To Simulations, To Inquiry, To Creative Thinking...To Critical Thinking...To Problem Solving and To Decision Making.
- Read: Savage & Armstrong, Chapter 6

7. Teaching Social Studies Skills

- **Developing Social Skills**
 - **Developing Map and Globe Skills**
 - **Research Skills**
 - **Time and Chronology Skills**
 - **Analyzing Charts and Graphs**
 - **Interpreting Political Cartoons**
- Read: Savage & Armstrong, Chapter 7

8. **Midterm Exam*Planning For Diversity- Culture, Gender, and Exceptionality

- **Multicultural Dimensions**
 - Gender Issues
 - Exceptionality- Learners with Disabilities and Learners who are Gifted And Talented
- Read: Savage & Armstrong, Chapter 8

9. Social Studies for Limited English Proficient Learners

- The Instructional Challenge
- Categories of language Proficiency
- Problems for limited English Proficient Students

- Sheltered Instruction In The Social Studies
- Successful Instructional Practices
- Modifying Lessons

Read: Savage & Armstrong, Chapter 9

10. Planning For Success

- Aims, Goals, and Learning Objectives
- Information Needed for Instructional Planning
- Organizing Planning Information
- Understanding By Design

Read: Savage & Armstrong, Chapter 10

11. Interdisciplinary Dimensions

- Thematic Approach-Choosing Themes
- Integrating Unit Content
- Integrating Units Around Children's Literature
- Integrating the Arts
- Integrating Technology and Other Subjects

Read: Savage & Armstrong, Chapter 11

12. Assessing Social Studies Outcomes

- Types of Assessments
- Use of Rubrics
- Grading Systems

Read: Savage & Armstrong, Chapter 12

13. Connecting to the Community and the World Beyond the School

- Implementing applied learning
- Service learning
- Dealing with controversial issues

14. Social Studies for Differentiated Learning

Spoken of oral history-a way of learning about the past

Building in time

Neighborhood in time

****Integrated Thematic Unit Due****

15. **Final Exam**

Additional Requirements:

MUSEUM VISIT

Visit a museum. How can a museum visit be used to enrich and enhance the Social Studies Curriculum? Pick an exhibit to concentrate your focus. Relate this to the Social Studies Curriculum for a specific grade. Indicate the Social Studies Standards that are met by this exhibit. Develop a lesson plan as a follow up for your class visit. Develop an additional plan using the workshop model.

SOCIAL STUDIES LITERATURE

Read a book that relates to the area of Social Studies you are engaged with your class.

- a) How does this relate to the Social Studies Curriculum?
- b) How does this relate to promoting research and developing a Social Studies Project?
- c) Develop five questions (indicate grade level) that can promote accountable talk discussions and an essay amongst your students.
- d) Develop a lesson plan for a read-a-loud for your class using the workshop model.

The completed projects are due the last session of the course and can be included as an artifact piece for your portfolio.

DOUBLE ENTRY JOURNAL

The purpose of the Double Entry Journal is to enable you to reflect upon your field experience and student teaching. In order to do so you should respond in the following manner (This is an additional requirement).

---How has your field experience/student teaching enabled you to reflect upon your lesson development that is thoughtful and purposeful?

---How has maintaining the double-entry journal enabled you to focus on lesson development particularly in the area of Social Studies?

---How has maintaining the Double-Entry journal enabled you to reflect on how you would integrate the arts and technology in your teaching in general and in a unit plan in particular?

---How has the maintaining of a double-entry journal enabled you to connect and reflect upon the relationship between curriculum, instruction and assessment?

--- How has the maintaining of a double-entry journal enabled you to reflect upon how to engage students in the content?

INTEGRATED THEMATIC UNIT PROJECT

The Integrated Thematic Unit report should include the following:

- 1.) Abstract
- 2.) Section on related literature and internet resources
- 3.) How is the thematic unit connected to:
 - a.) Principles of Learning
 - b.) Essential Understandings
 - c.) Social Studies Core Curriculum
 - d.) Social Studies Standards
 - e) Develop two lesson plans to be used in your thematic unit-one using the workshop model.
- 4.) Develop a curriculum map for the Integrated Thematic Unit as well as a graphic organizer
- 5.) How is this Unit going to enhance students' understanding of the economic, social and political issues of the time period?
- 6.) Develop a rubric to utilize in assessing your oral presentation.
- 7.) Develop a rubric to utilize in assessing your children's work
- 8.) Select a historical piece of literature which can be used as a read-aloud

For your Unit, create five questions that's can be used in an accountable talk discussion. Develop a lesson plan, using the workshop model.

Your project(s) will be graded based upon the Integrated Thematic Unit Rubric.

You must demonstrate the integration of the social studies standards within the scope of each project. The project must be grade-specific with adherence to the NYS Social Standards/NYS Social Studies Curriculum. In utilizing your integrated unit rubric as a guide ask yourself:

How I am meeting the standards and guidelines established by The Integrated Thematic Unit Rubric? How does this relate to my lesson planning? In reflecting upon your product, what did you learn from creating and implementing this lesson and in creating and implementing your Unit? How is this lesson and Unit connected to curriculum, instruction and assessment? How do you know you are successful in implementing your lessons and your unit? What evidence (assessments) did you use to indicate your students are successful in understanding your lesson/unit?

Also, ask yourself, how did you integrate the arts and technology in your lesson/unit? How did you make historical connections? How did you use primary sources and secondary sources? How did you use cooperative learning? How have you used graphic organizers? How have you used portfolios and student work samples? How have you integrated the Principles of Learning, Bloom's Taxonomy and Gardiner's concept of multiple intelligences in order to promote student understandings? Ultimately have you asked yourself, why am I doing this lesson/unit?

INTEGRATED THEMATIC UNIT RUBRIC

Candidate _____ Semester _____

Faculty Evaluator _____ Date _____

Instructions: Use the rubric as a guide for evaluating thematic units. For each category, rate the teacher candidate performance on a scale of 1 to 4 (not acceptable, developing, proficient, or exemplary). To calculate the final score, add the points from each category and divide by 8.					
Category	Points	(1) Not Acceptable	(2) Developing	(3) Proficient	(4) Exemplary
1. Theme		No theme is evident	Theme is unclear	Theme is clear	Theme is clear and shows degree of uniqueness
		Theme is not grade appropriate	Theme is minimally grade appropriate	Theme is grade appropriate	Theme is grade appropriate and creates opportunity for introducing more advanced concepts
		Theme is not connected to other disciplines	Theme is minimally connected to other disciplines	Theme is connected to at least one other discipline	Theme is connected to multiple other disciplines
		Theme does not spark interest	Theme is minimally connected to other disciplines	Theme is connected to at least one other discipline	Theme is connected to multiple other disciplines
2. Rationale		Purpose of unit is not evident	Purpose of unit is not clear	Purpose of unit is clear	Purpose of unit is clear and pertinent to the particular community of students
		Does not include reasons about how unit contributes to student's development	Minimal explanation about how unit contributes to students' development	Adequate explanation about how unit contributes to students' development	Detailed explanation about how unit contributes to students' development, including citations to educational theory
		Does not include reasons about how unit contributes to NYS Standards	Minimal connections between unit and NYS Standards	Unit relates to some/most NYS Standards	Unit relates to most/all NYS Standards
		No connection to educational theory	Minimal connection to educational theory	Adequate connection to education theory	Purpose is strongly related to educational theory
3. Focus Question ACEI 1.0 ACEI 1.0 ACEI 1.0		No focus question	Focus question is unclear or inappropriate	Focus question is well defined and worth exploring	Focus question is well defined, worth exploring, and has potential for rich activities
			Focus question is minimally connected to real world issues	Focus question adequately relates to real world issues	Focus question make strong connections to real world issues and related to the particular community of

					students
			Focus question sparks minimal interest	Focus question sparks interest among most students	Focus question sparks overwhelming interest among students and lends itself to active engagement in learning
4. Objective		No objectives listed	Objectives are unclear	Most objectives are clearly stated	All objectives are clearly stated
ACEI 3.1			Objectives are minimally connected to other disciplines	Objectives make some connections across the curriculum	Objectives make strong connections across the curriculum
ACEI 2.1-2.5			Objectives are not adequately linked to NYS, NYC, or ACEI Standards	Objectives are adequately linked to NYS, NYC, or ACEI Standards	Objectives are strongly linked to NYS, NYC, or ACEI Standards and go beyond the standards by relating to the particular community of students
			Objectives are not written in measurable terms	Some/Most objectives are written in measurable terms	Most/all objectives are written in measurable terms
5. Content		Content is unclear	Content is not sufficiently developed	Content is well developed	Content is developed to an exceptional degree
ACEI 2.1-2.5		Content is inaccurate	Content is minimally accurate	Content is mostly accurate	Content is completely accurate
ACEI 2.1-2.5		Content is not grade appropriate	Content is minimally appropriate to student developmental level	Content is appropriate to student developmental level	Content is appropriate to student developmental level & challenges students to think and/or develop skills at a more advanced level
ACEI 2.1-2.5		Content does not address NYS, NYC, or ACEI Standards	Content minimally addresses NYS, NYC, or ACEI Standards	Content adheres to NYS, NYC, or ACEI Standards	Content adheres address NYS, NYC, or ACEI Standards and goes beyond the standards
ACEI 2.1-2.5		Content is poorly organized	Content does not progress logically in lesson plans	Content is logically sequenced in lesson plans	Content is logically sequenced in lesson plans and builds in complexity
ACEI 2.1-2.5		Content is not worth teaching	Content is minimally worth teaching	It is evident that content is worth teaching	It is evident that content is worth teaching and strategies are incorporated to make content meaningful to the particular community of

					students
		Content does not include material from other disciplines	Content includes material from one other discipline	Content includes material from more than one other discipline	Content includes material from multiple disciplines
		It is not clear which sources were used to plan unit	Unit is based primarily on one reference book	Unit draws from several reference resources and includes a list of sources	A formal bibliography of reference is include in unit plan and cites multiple reference materials
6. Integration ACEI 3.1 7. Lesson Plans ACEI 3.1 ACEI 3.2 ACEI 3.3		Inadequate number of lessons are included in unit	Inadequate number of lessons are included in unit	Appropriate number of lessons are included in unit	Appropriate number of lessons are included in unit
		Lessons do not meet unit objectives	Lessons minimally meet unit objectives	Lessons are adequately related to unit objectives	Lessons are strongly related to unit objectives
		Lessons lacks goals	Lessons do not have clear goals	Lessons have clear goals	Lessons have clear goals and insure that learners have a clear understanding of what is expected of them
		Lessons make little or no adjustments for individual student differences	Lessons make minimal adjustments for individual student differences	Lessons make provisions for some/most individual student differences and adapt to diverse learners	Lessons make provisions for most/all individual student differences, including different developmental levels, ELL and students with disabilities, and successfully adapt to diverse learners
		Lessons do not use a variety of teaching strategies	Lessons minimally use a variety of teaching strategies	Lessons effectively use more than one teaching strategy to encourage students' development of critical thinking, problem solving and performance skills	Lessons successfully use a range of teaching strategies to encourage students' development of critical thinking, problem solving and performance skills
		No attention to questioning strategies, activities, technology, and supplemental materials to present new information	Lessons minimally use questioning strategies, activities, technology and supplemental materials to present new information	Lessons adequately use questioning strategies, activities, technology and supplemental materials to present new information	Lessons successfully use questioning strategies, activities, technology and supplemental materials to present new information and enforce knowledge
		Lessons lack constructive follow-up activities or homework	Lessons include follow-up activities or homework that minimally reinforce knowledge	Lessons include follow-up activities or homework that adequately reinforce knowledge	Lessons include follow-up activities or homework that successfully reinforce knowledge and encourage students to think

					critically
		Lessons do not inspire enthusiasm for topic	Lessons inspire little enthusiasm for topic	Lessons inspire some enthusiasm for topic	Lessons inspire strong enthusiasm for topic
		Lessons do not show creativity	Lessons show little creativity	Lessons show some creativity	Lessons show exceptional creativity
8. Assessment ACEI 4.0		No evidence of evaluation	Only one assessment strategy is used	More than one assessment is used	Multiple assessments are used
		Assessments are not incorporated into unit	Assessment is conducted at the end of the unit	Assessments are planned throughout the unit	Assessments are ongoing, used both formally and informally
		Assessments are not tied to unit objectives	Assessments are minimally associated with unit objectives	Assessments are adequately associated with unit objectives	Assessments are strongly tied to unit objectives
		Student feedback is not encouraged	Student feedback is rarely encouraged	Student feedback is encouraged some of the time	Student feedback is encouraged throughout the unit
		Students are not encouraged to reflect on their performance	Students are minimally encouraged to reflect on their performance	Students are encouraged to reflect on their performance	Students are encouraged to reflect on their performance and self-assess
Additional Comments (attach additional pages, if necessary)					
Sum of Total Points					
Total Average (Divide total points by 8 and round score to nearest tenth)		Below 2.5= Not Acceptable	2.5 to 2.9= Developing	3.0 to 3.4= Proficient	3.5 to 4 = Exemplary

Note: The Integrated Thematic Unit is use as the ACEI Program Assessment #7

SKILLS

Teaching and Learning Mathematics in Grades 4-6

Professor Irene Velazquez

ivelazquez@mcny.edu

Overview

This course builds on Teaching and Learning Mathematics in the Lower Grades. The purpose of this course is to develop curriculum, goals, methods, and materials for teaching mathematics to elementary school children, grades four through six. You will be building on what you have learned in the previous course about number sense, place value, addition, subtraction, multiplication, and division. You will learn how to teach these areas to students in grades 4-6. The focus of this course is on teaching the following content areas: fractions, decimals, percents, geometry, measurement, statistics, probability, and algebra. As in the previous course, in addition to the development of pedagogical skills, there will be an emphasis on the development of your mathematical skills. Literature related to these concepts will be presented in class.

In addition to the content areas that are the focus of this course, you will learn how to use common materials such as brochures, menus, and maps to design meaningful and realistic mathematics experiences. Also, the lessons planned for this course will be differentiated to meet the diverse needs of students in your classrooms. Class discussions will relate class experiences with fieldwork experiences.

The methodology of the course will incorporate workshops with a learner-centered inquiry environment; cooperative group work; critique and application of computer and digital technology; and designing and presenting differentiated lesson plans.

Objectives

By the end of this course you will:

1. be able to *plan appropriate mathematics lessons* for students in grades four to six in the areas of *problem solving, number sense, place value, addition, subtraction, multiplication, division, fractions, geometry, measurement, statistics and probability* .
2. be able to *differentiate* math lessons for students in grades 4-6.
3. be able to use *estimation* to help students develop *number sense*.

4. improve your *skills* in the areas of *multiplication, division, fractions, geometry, measurement, statistics and probability*.
5. be able to use common materials such as brochures, menus, and maps to *design meaningful and realistic mathematics experiences*.

Assessment

Your knowledge and skills are assessed through a variety of assignments that model the assessment techniques to be used in the elementary classroom. Specific guidelines and grading criteria are given with each assignment.

(10%) Attendance.

Due to the workshop nature of this class, attendance is essential! Please let me know if you plan to be absent. **More than 3 unexcused absences will put you in danger of failing.** (*See attendance policy in handbook.*)

Work missed due to absence or lateness must be made up by to the next class attended. See attached sheet with make-up assignments.

(5%) Class participation: Participation in the workshop structure of the course is essential to successful completion of the course. Classroom discussions will lead to better understanding. Your questions and thoughts are a necessary component of the class.

(18%) Reading Responses: You will be required to write a brief response to your weekly readings. They should include a discussion of the content and your reflections as a learner and teacher based on the readings. **See attached rubric. Reading responses entries are due each week. Any response that is more than 1 week late will not be accepted.**

(5%) Class Reflections: At the end of each class you will be required to write a reflection on the day's learning. Specifically, what you learned, how new learning contrasts your learning as an elementary school student, how new learning will impact how you teach, as well as things you would do differently.

Projects:

(20%) Presentation of a lesson: You will design, and present in class a lesson or series of activities for children of a specified age. You will integrate the "big ideas," models, constructivist teaching principles and strategies that were practiced in the course.

(10%) Artifact Presentation

(10%) Geometry Quiz

(22%) Final

Required Readings

Burns, M. (2000). *About Teaching Mathematics*. Sausalito, CA: Math Solutions Publications.

Van de Walle, J. (2004). *Elementary School Mathematics: Teaching Developmentally*. White Plains, NY: Longman. Companion web Site: www.ablongman.com/vandewalle5e

Recommended Readings

Fosnot, C. and Dolk, M. (2002). *Young Mathematicians at Work: Constructing Fractions, Decimals, and Percents*. Portsmouth, N.H.: Heinemann Press.

Hiebert, J. (1997). *Making sense: Teaching and learning mathematics with understanding*. Portsmouth, N.H.: Heinemann Press.

National Council for Teachers of Mathematics (NCTM) Standards. (2000). URL: <http://standards.nctm.org/>

New York State Learning Standards. (2004). The New York State Math and Science standards are under revision. The link below lists both the current math standards and the proposed standards. Mathematics Standards Committee URL: <http://www.emsc.nysed.gov/msc/>

Elementary Mathematics Programs

ARC Center: The ARC Center is a collaboration between the [Consortium for Mathematics and Its Applications](#) (COMAP) and the three National Science Foundation supported elementary mathematics curriculum projects: • *Investigations in Number, Data, and Space* • *Everyday Mathematics* • *Math Trailblazers* <http://www.comap.com/elementary/projects/arc/aboutarc.htm>

Connected Mathematics Project (6-8) (CMP) Developer: Michigan State University. Publisher: Prentice Hall. URL: www.msu.edu/cmp

Everyday Mathematics (K-6) Second Edition. (2001-2002) Developer: University of Chicago School Mathematics Project (UCSMP). Publisher: Everyday Learning. URL: <http://everydaymath.uchicago.edu>

Everyday Mathematics Sampler Pack K-5: Overview, Sample lessons, Chart of content, and Chart for month-by-month “Guideposts.” (One set supplied to each student.)

TERC: Investigations in Number, Data, and Space (K-5) Developer: TERC. Publisher: Scott Foresman. URL: <http://investigations.terc.edu/map/index.cfm>

Class Sessions

1. *Introductions and Overview of Goals*

- Introduce ourselves.
- Provide an overview of the themes of the course, the assignments, and the required texts.

Take Assessment

2. *Diversity and Equity*

- Disabilities
- Multicultural and Social Equity
- Gender Equity
- Gifted and Talented/ promising
- Differentiation

Reading Response 1: Van de Walle Chapter 7 Teaching All Children Mathematics

3. *Building Number Sense through Estimation*

View Marilyn Burns video “Assessing Understanding: Part 2”

Reading Response 2: Van de Walle Chapter 14

4. *The Operations: Multiplication and Division*

The development and use of the algorithms for multiplication and division

View Marilyn Burns video “Mathematics with Manipulatives: Base Ten Blocks” Long Division with Base Ten Blocks

Reading Response 3: Van de Walle Chapter 13

5.-7.

Fractions, Decimals, and Percents

- Base-ten activities
- Tile Activities
- Fraction Kit
- Operations
- Ratio and proportions

View Marilyn Burns’s videos:

“Teaching for Understanding: Part 1” Fractions and Geoboards

“Teaching for Understanding: Part 3” Fractional parts

“Assessing Understanding: Part 3”

View Marilyn Burns video “Mathematics with Manipulatives: Base Ten Blocks”
Introduction to Decimals, Comparing and Ordering Decimals, Operations with Decimals

Reading Response 4: (due week 5) Van de Walle Chapters 16 and 17

Reading Response 5: (due week 6) Van de Walle Chapter 18

Reading Response 6: (due week 7) Van de Walle Chapter 19

8. Geometry

- Sorting space figures
- Tangram activities
- Geoboard activities
- Tesselations
- Geometric terms
- Read Aloud: *The Greedy Triangle* (Burns, 1994)
- Review for quiz

Reading: Van de Walle Chapter 21 (no response due)

9.-10. Measurement

- Quiz: geometric terms
- The development of measurement
- Read Aloud: *How Big Is a Foot?* (Myller, 1990)
- Millions to Measure* (Schwartz, 2003)
- Nonstandard measurement
- Perimeter and area activities
- Circles
- Clocks
- View Marilyn Burns video “Mathematics with Manipulatives: Six Models” Building Cubes, Fill the Boxes

Reading Response 7: Van de Walle Chapter 20

11. Statistics and Probability

- graphs
- mean, median, mode
- probability experiments
- View Marilyn Burns video “Mathematics with Manipulatives: Six Models” Shake and Spill

Reading Response 8: Van de Walle chap. 22 and 23

12. Artifact Day

Bring in an artifact with an accompanying math activity. Each artifact will be presented and other ideas for activities will be brainstormed

13. Algebra

- patterns
- variables

Reading Response 9: Van de Walle Chapter 15

14. Student Presentations

15. Student Presentations (part 2)

Final exam

COMMUNICATIONS

Reading Instruction for Upper Grades

Professor Lisa Radford
lradford@mcny.edu

Overview

This course extends the view of language and the reading processes to the upper elementary student. Emphasis will be on increasing competence in basic reading strategies, methods of instruction, diagnostic/prescriptive teaching and reading and writing across the curriculum. There will be a focus on the planning, organizing and implementing an integrated, balanced, literature-based approach to teaching the Language Arts in the upper elementary grades. Communication skills and strategies will be examined within a variety of authentic contexts. Differentiated teaching will be emphasized in order to best meet the social and language needs of all students. Weekly double entry journals will be used to reflect upon "Teaching in Action Vignettes" and will be utilized as a springboard for class discussion. The culminating course project will be the creation and presentation of a "Core Book Unit."

Objectives

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

1. *Understand how children learn and develop language in the upper elementary grades*
2. *Learn about the characteristics of various instructional approaches in the teaching of language arts in the upper elementary grades*
3. *Examine methodological approaches to develop literacy in upper elementary students through the integration of thinking, speaking, listening, viewing, reading and writing*
4. *Expand your repertoire of skills for creating and effectively managing an upper grade elementary classroom literacy program*
5. *Understand how assessment in the upper elementary grades can be utilized as a tool to drive literacy instruction*
6. *Demonstrate effective practices in reading instruction for students in the upper elementary grades*

Assessment

Students are required to attend all classes, complete all assignments and participate actively in class discussions. In addition to the weekly reading assignments, students will complete mandatory double entry journals. Students will also create and present a "Core Book Unit." Final grade will be determined as follows:

Class attendance	10%
Class participation	10%
Double entry journals	30%
Mid-term project	20%
Final project and presentation	30%

Required Readings

Hennings, D. (2002) *Communication In Action Teaching Literature-Based Language Arts*. New York: Houghton Mifflin

Recommended Readings

Calking, L. (1994). *The Art of Teaching Writing*. Portsmouth, NH: Heinemann

Cullinan, B. (1992). *Invitation to Read: More Children's Literature in the Reading Program*. Newark, Delaware: International Reading Association

Fletcher, R. and Portalupi, J. (2001). *Writing Workshop the Essential Guide*. Portsmouth, NH: Heinemann

Fogarty, R. (1995). *Best Practices for the Learner-Centered Classroom*. Arlington Heights, IL: IRI/SkyLight Training and Publishing, Inc

Johns, J. and Lenski, S. (1994). *Improving Reading a Handbook of Strategies*. Dubuque, IA: Kendall/Hunt Publishing Company

Kotch, L. and Zackman, L. (1995). *The Author Studies Handbook: Helping Students Built Powerful Connections to Literature*. New York, NY: Scholastic

Routman, R. (1994). *Invitations: Changing as Teachers and Learners K-12*. Portsmouth, NH: Heinemann
Thompkins, G. and McGee, L. (1993). *Teaching Reading With Literature: Case Studies To Action Plans*. NJ: Macmillian Publishing Company

Class Sessions

1. Teaching for Communication

- An overview of An Integrated, Balanced, Literature-Based Approach to the Language Arts in the upper elementary grades
- Our Experiences with organization of a Language-Learning Community (Reading and Writing Workshop)
- Developing a Personal Philosophy for Teaching the Language Arts
- Double Entry Journals, Reflecting on Teaching in Action Vignettes (Examine instructional strategies modeled, relate to you own Student-teaching placement experiences)
- The Workshop Model

Assignments:

Read: Hennings, Chapter 1 & NYCDOE Handbook - Educational Philosophy, Core Values and Research

Double Entry Journal - Literature in Action: Walking with Rosie

2. An Integrated, Literature-Based Approach to the Language Arts

- Literature in Action
- The Organization of a Language-Learning Community
- Creative Planning for Communication in Action
- Meeting the Standards
- Workshop Model

Assignments:

Read: Hennings, Chapter 2 & NYCDOE Handbook – Writing Workshop (grades 3-6)

Double Entry Journal - A Learning Community in Action: Preserving Habitats: A Thematic Unit

3. Diversity in the Multicultural, Inclusive Classroom

- A Learning Community in Action
- Meeting the Social and Language Needs of All Children
- Assessment of Children as Language Users

Assignments:

Read Hennings, Chapter 3 & NYCDOE Handbook – Word Work (grades 3-6)

Double Entry Journal - Language Learning in Action: Mushrooms Now

4. Building on Children's Early Language Development

- Language Learning in Action
- How Children Learn and Develop Language
- Growing Independence and Reading to Learn

Assignments:

Read Hennings, Chapter 4 & NYCDOE Handbook – Reading Workshop (grades 3-6)
 Double Entry Journal - A Literature Conversation in Action: Racing Life with Willy

5. Literature for Life

- A Literature Conversation in Action
- Analyzing Children's Responses to Literature
- Qualities that Trigger Responses and Deepen Understanding

Assignments:

Read Hennings, Chapter 5 & NYCDOE Handbook – Alignment with State Standards and Federal Guidelines, Scope and Sequence for Instruction in Reading and Writing (grades 4-6)
 Double Entry Journal - Listening in Action: Getting at the Root of Conflict

6. Listening for Meaning

- Listening in Action
- Listening and Learning: Human-Relation Aspects, Informational/Literal, Interpretative, Critical, Aesthetic

Assignments:

Read Hennings, Chapter 6 & NYCDOE Handbook – Sample Curriculum Maps and Units
 Double Entry Journal - A Talking Place in Action: Dramatizing "The Three Billy Goats Gruff"

7. Oral Expression - The Upper Elementary Grade Classroom as a "Talking Place"

- **Field trip to Barnes and Nobel**
- A Talking-Place in Action
- Storytelling & Drama
- Choral Speaking, Conversations & Reporting
- Assessing Children's Growth as Oral Language Users
- Class Project: guidelines, expectations, brainstorming (Creating an integrated, balanced, literature-based, Core Book Unit - See text, Hennings pages 504-507)

Assignments:

Read Hennings, Chapter 7
 Double Entry Journal - Collaborative Workshops in Action: The Lorax
Midterm Project Due

8. Oral Language as a Bridge into Literacy and Higher-Order Thought

- Language Experience in Action
- Vocabulary Development in the upper elementary grades
- Collaborative Workshops in Action
- Higher Order Thinking

Assignments:

Read Hennings, Chapter 8

Double Entry Journal - Reading/Writing in Action: From Communication Circle into Reading-Writing Workshop

9. Reading for Meaning in the Upper Elementary Grades

- Reading/Writing in Action
- Decoding
- Comprehension
- Strategies

Assignments:

Read Hennings, Chapter 9

Double Entry Journal - Workshop in Action: Journals, Idea Clusters, and Other Ways to Make Ideas during Workshop

10. Writing as Idea Making, Creating Within a Variety of Genres

- Workshop in Action
- Types of Writing & Genres
- Expanding Writing in the upper elementary grades
- Strategies

Assignments:

Read Hennings, Chapter 10

Double Entry Journal - Interactive Writing in Action: The Desert

11. Writing Processes in a Workshop Environment

- Interactive Writing in Action
- The Writing Process
- The Writing Workshop Model
- Assessing Children as Authors in the upper elementary grades

Assignments:

Read Hennings, Chapter 11

Double Entry Journal - Language in Action: Revising Sentences - A Mini Lesson

12. Writing, Language Conventions, and Grammar

- Language in Action
- Controlling the Sentence
- Managing Other Conventions of Written Language in the upper elementary grades

Assignments: Read Hennings, Chapter 12

Double Entry Journal - Spelling in Action: Spelling Patterns and Writing

13. Spelling, Dictionary Use, and Handwriting

- Spelling in Action
- Word Study in the upper elementary school
- Tools of the Editor's Craft

14. Class Presentations: Core Book Unit

15. Class Presentations: Core Book Unit

LESSON PLAN FORMAT
MSED Program
Metropolitan College of New York

Name - **Date -**
Course - **Professor -**
Cooperating Teacher - **School -**
Grade/Room - **Lesson Date/Time -**
Subject -

Lesson Title - *Include the specific skill and/or book title for the lesson, as appropriate. Always cite sources for ideas/worksheets used in a lesson.*

1. Materials/Equipment/Worksheets: *List text and/or children's book title & author used. Describe and attach a sample worksheet—your own, if possible. Integrate technology and mixed media, as appropriate, including photographs, videos, overheads, and software and/or Internet applications.*

2. Pre-assessment of Students Knowledge & Skills: *Include a two-part response: (A) Describe what children already know about the skill or lesson topic, not what lesson was taught. (B) Cite tool or procedure used to obtain that information prior to lesson. (ACEI 4)*

3. Content-Specific Standards: *Cite one or two specific standards and how they are connected to the objectives. List URL and/or text source in APA format. (ACEI 2.1 – 2.8)*

4. Objectives: *List only one or two specific behavioral objectives. Use active verbs, which describe what the students will learn and how they will demonstrate understanding and applications. E.g.: Draw, write, compute, add, describe, list, compare, contrast, etc. See the following link for a full description of Bloom's Taxonomy, including active verbs: <http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy>. (ACEI 2.1 – 2.8; 3.1)*

Procedure

Include an estimated time allocation for each part of the procedure. (ACEI 3.3, 3.4)

5. Introduction and motivation: *Describe how activities will actively engage students through their interests and connect with pre-assessment of needs. *(i) Connection and (ii) Teaching point and demonstration. (ACEI 1.0)*

6. Activities/Steps: *Include sample questions that require varied levels of thinking from Bloom's Taxonomy. Describe how activities and questions meet the diverse needs of the students. *(iii) Active Engagement and (iv) Link*

7. Closure: *Describe how and when you will have individuals or small groups share what they learned with whole class. *(v) Share*

8. Assessment: *Describe each assessment tool (e.g. worksheet) and how it will be applied before, during or after the lesson. Also describe how each assessment is aligned with objectives. (ACEI 4)*

10. Diversity (for Purpose 2 and 3 lessons) *Describe how cultural diversity is integrated into your objectives, activities and assessments. Consider the elements of ethnicity, religion, gender sexual identity, and socioeconomic levels. (ACEI 3.2)*

11: Differentiation (for Purpose 2 and 3 lessons): *Describe how the activities and assessments are differentiated to accommodate students' exceptional learning needs. Consider the elements of language, physical abilities, and academic levels (ACEI 3.2)*

**For Teachers College Literacy Lessons*

MCNY Proficiencies Evaluation of Field Observation/Student Teaching/Practicum
(Check one: ___Midterm Evaluation / ___Final Evaluation)

Teacher candidate: _____ **Purpose** _____ **Semester** _____

Evaluator: _____ **Check one:** MCNY Supervisor Cooperating Teacher

To the Evaluator: Please rate teacher candidate’s proficiency in each area as follows: 4 = exceeding proficiency, 3 = proficient, 2 = approaching proficiency, 1 = not yet acceptable proficiency.

Knowledge	
A. Subject Matter (ACEI 2.1, 2.2, 2.3, 2.4) Candidate demonstrates knowledge of general education and of subject matter and is able to integrate this knowledge into his/her practice. Comments: _____ _____	4 3 2 1
B. Student Learning (ACEI 1) Candidate knows theories of human development and learning and knows how to use developmental theory in his/her practice to optimize student learning. Comments: _____ _____	4 3 2 1
C. Diversity of Learners (ACEI 3.2) Candidate knows theories of developmental, cultural, linguistic, and learning differences and knows how to provide differentiated instruction. Comments: _____ _____	4 3 2 1
D. Environment for Learning (ACEI 3.4) Candidate knows the developmental and learning theories that facilitate the creation of a positive environment for learning. Comments: _____ _____	4 3 2 1
E. Assessment (ACEI 3.1, 4) Candidate demonstrates the ability to monitor, evaluate, analyze and interpret student learning. Comments: _____ _____	4 3 2 1
Skills	
A. Planning Instruction (ACEI 3.1) Candidate is able to plan instruction based on knowledge of the subject matter and curriculum goals. Comments: _____ _____	4 3 2 1
B, Strategies/Technologies (ACEI 3.1, 3.3) Candidate uses a range of instructional strategies and technologies to promote student learning, critical thinking and problem-solving. Comments: _____ _____	4 3 2 1

<p>C. Learning Environment (ACEI 1) Candidate creates a positive learning environment where students are engaged and self-motivated. Comments: _____ _____</p>	4 3 2 1
<p>D. Communication (ACEI 3.5) Candidate uses effective verbal, non-verbal strategies, medias and technologies to promote student learning. Comments: _____ _____</p>	4 3 2 1
<p>E. Assessment (ACEI 4) Candidate uses formal and informal assessment to monitor student learning and to modify instruction based on assessments. Comments: _____ _____</p>	4 3 2 1
<p>F. Collaboration and Relationships (ACEI 5.2) Candidate demonstrates the ability to establish positive relationships with key constituencies (peers, colleagues, parents and students). Comments: _____ _____</p>	4 3 2 1
<p>G. Reflection and Professional Development (ACEI 5.1) Candidate reflects on and analyzes the impact of his/her actions on student learning in order to develop as a professional. Comments: _____ _____</p>	4 3 2 1
<p>Dispositions/Values A. Diversity/Individual Differences (ACEI 3.2) Candidate shows that he/she can empower all students to be effective learners helping them to develop self-confidence and competence. Comments: _____ _____</p>	4 3 2 1
<p>B. High Expectations Candidate demonstrates through his/her classroom behavior that all students can learn at high levels, and he/she persists in helping all students achieve success. Comments: _____ _____</p>	4 3 2 1
<p>OVERALL TOTAL (For students in Purposes 2 and 3, “Exceeding Proficiency” scores total 49-56; “Proficient” scores total 42-48; “Approaching Proficiency” scores total 35-41; “Below Proficiency” scores are below 35.)</p>	

Evaluator's signature _____ Date _____

Candidate's signature _____ Date _____

ACADEMIC CALENDER

Fall Semester 2009

Tuesday, September 01, 2009	First day of classes
Monday, September 07, 2009	Labor Day (College closed)
Tuesday, September 08, 2009	College follows Monday schedule
Monday, October 12, 2009	Columbus Day (College closed)
Wednesday, October 14, 2009	College follows Monday schedule
Tuesday, October 20, 2009	Last Day for student to submit work for Summer 2009 incomplete
Tuesday, November 10, 2009	Last day for instructor to submit grade change for Summer 2009 incomplete
Tuesday, November 10, 2009	Last day to withdraw from Fall 2009 Semester
Thursday, November 26, 2009	Thanksgiving (College closed on Thursday and Friday)
Saturday, November 28, 2009	College reopens (Classes meet - Offices are closed)
Saturday, December 19, 2009	Last day of classes

Spring Semester 2010

Thursday, January 07, 2010	First Day of Classes
Monday, January 18, 2010	Martin Luther King Birthday (College Closed)
Tuesday, January 19, 2010	College follows Monday schedule
Wednesday, January 20, 2010	Last day to register for classes
Wednesday, January 27, 2010	Last day for Add/Drop
Monday, February 15, 2010	President's Day (College Closed)
Wednesday, February 24, 2010	Last day for student submit work from Fall 2009 incomplete
Tuesday, March 16, 2010	Last day for instructor to submit grade change for Fall 2009 incomplete
Tuesday, March 16, 2010	Last day to withdraw for Spring 2010 Semester
Thursday, April 22, 2010	College follows Monday schedule
Friday, April 23, 2010	College follows Tuesday schedule
Friday, April 23, 2010	Last day of classes

Summer Semester 2010

Monday, May 03, 2010	First day of classes
Monday, May 17, 2010	Last day to register for classes
Monday, May 24, 2010	Last day to Add/Drop
Monday, May 31, 2010	Memorial Day (College Closed)
Tuesday, June 01, 2010	College follows Monday schedule
Saturday, June 12, 2010	Commencement
Monday, June 21, 2010	Last day for student submit work from Spring 2010 incomplete
Monday, July 05, 2010	Independence Day (College closed)
Tuesday, July 06, 2010	Last day to withdraw for Summer 2010 Semester
Tuesday, July 06, 2010	Last day for instructor to submit grade change for Spring 2010 incomplete
Tuesday, August 17, 2010	Last day of classes

For weather and closing updates: (212) 343-1234 ext.3000

Note: All dates are subject to change.