

Meeting the Unique Needs of All Learners

Purpose 3

The Master of Science Degree in Education

AUDREY COHEN SCHOOL
FOR
HUMAN SERVICES AND EDUCATION

FALL 2009

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MEETING THE UNIQUE NEEDS OF ALL LEARNERS

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POLICIES

Attendance:

- Students are required and expected to attend all scheduled classes.
- If a student has 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 have missed 4 (four) classes can expect a grade of "F".
- Students who accumulate excessive absences or lateness may be recommended for withdrawal.
- Any student who has missed the first 2 (two) sessions per course in a term will not be allowed to begin classes without written permission from the appropriate Dean.
- **Students are responsible for all work, even when absent or late.**

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

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

Incomplete Grades

An "I" or incomplete grade is given only in instances when a student's work in a course is not finished on time due to an **extenuating circumstance** which is properly documented, and the student is expected to pass the course. Please refer to the current on-line Student Handbook concerning the policy in granting an incomplete grade, as well as the possible impact on financial aid.

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 and policies 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.
- Laptop computers should only be used for note taking on classroom related assignments.
- Walkmans, cell phones, beepers, or any form of audio **equipment should be turned off in the classroom at all times.**
- Laptop computers should 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.



THIS SYMBOL MEANS THAT THE DIMENSIONS COURSE ASSIGNMENT SHOULD BE INTEGRATED IN YOUR CONSTRUCTIVE ACTION DOCUMENT.

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</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>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 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>			

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
(C) Diversity of Learners The candidates know developmental, cultural, linguistic, and learning differences and know how to provide differentiated instruction.	<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.	Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	(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>	3
(D) Environment for Learning The candidates know the developmental and learning theories that facilitate the creation of a positive environment for learning.		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 knowledge and understanding 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 .	2
(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,	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

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
	diagnosis and evaluation of students with disabilities. Use of assisting and instructional technology in the teaching of and learning by students with disabilities.			
<p>Skills</p> <p>(A) Planning Instruction</p> <p>The candidates are able to plan instruction based on knowledge of the subject matter and curriculum goals.</p>		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 on</u> knowledge of students, learning theory, subject matter, curricular goals, and community.	2,,3
<p>(B) Instructional Strategies/Technologies</p> <p>The candidates use a range of instructional strategies and technologies to promote student learning, critical thinking and problem-solving.</p>		Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	(3c) Development of critical thinking, problem solving, performance skills: Candidates <u>understand and use a variety of teaching strategies</u> that encourage elementary students' development of critical thinking, problem solving and performance skills.	2,3
<p>© Learning Environment</p> <p>The candidates create a positive learning environment where students are engaged and self-motivated.</p>	<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	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

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
	preparation for productive for productive work, citizenship in a democratic, and continuing growth.			
(D) Communication The candidates use effective verbal, non-verbal strategies, medias and technologies to promote student learning.	<u>General Education Core Communication</u> , 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 to modify instruction based on assessments.	<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.	2,3
(F) Collaboration and Relationships The candidates	<u>Pedagogical Core</u> History, philosophy and role of education, the rights and responsibilities of teachers and	Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger	(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	1

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
demonstrate the ability to establish positive relationships with key constituencies (peers, colleagues, parents and students).	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.	community to support students' learning and well-being.	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>	
(G) Reflection and Professional Development The candidates reflect and analyze the impact of their actions on student learning in order to develop as professionals.		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 professionally.	(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 professional decisions and actions on students, parents, and other professionals</u> in the learning community and actively seek out opportunities to grow professionally.	2,3
Dispositions/Values (A) Diversity/Individual Differences The candidates show they can empower all students to be effective learners helping them	<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	Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.		3

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
develop self-confidence and competence.	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.			
(B) High Expectations The candidates demonstrate through their classroom behavior that all students can learn at high levels and they persist in helping all students achieve success.				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 Director of the education program oversees all of the activities related to the collection, aggregation, and dissemination of data as well as the use of the data for program changes.

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.

The assessment system at MCNY collects candidate data at four transition points: admissions to the program; admissions to Purpose 2 (Student Teaching 1); admission to Purpose 3 (Student Teaching 2); and program completion.

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 I, 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 field work.

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 *
 - CBASE 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 CBASE 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)

MEETING THE UNIQUE NEEDS OF ALL LEARNERS

Overview of the Purpose

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

Your Purpose 3 teaching practicum will consist of 32 days. Your practicum will be supervised by faculty teaching the Purpose Dimension seminar. It will again be your responsibility to document the dates and times you devote to meet this requirement. For this, you will use and maintain a timecard at the cooperating school.

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

The Purpose 3 Constructive Action Document is based upon the Teacher Work Sample (TWS) methodology model from the Renaissance Partnership for Improving Teacher Quality Project <http://fp.uni.edu.itq>.

Definitions

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

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

Purpose Seminar: Analysis of Teaching Behavior

The Purpose and its accompanying Constructive Action for the final semester is designed to help

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

Constructive Action: Teaching Practicum Grades 4-6

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

Values and Ethics: The Power of Technology in the Learning Process

Focus on choosing and effectively using technology in elementary school settings. Emphasis is placed on selecting and integrating educational software, tool software, and the Internet in various lessons and class projects.

Self and Others: Exploring Cultural Diversity Through the Arts

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

Systems: Science Methods and Curriculum

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

Technical Skills: Inclusion: Teaching Strategies and Classroom Management

This course focuses on the daily aspects of classroom management with particular attention given to the importance of instructional practices. Theory and practice interweave as you select developmentally appropriate materials, create learning environments and design curriculum to address the needs and learning styles of upper grade children in diverse and inclusive educational settings. Consideration is given to various behavior interventions that emphasize coping strategies and more acceptable alternatives to problem behavior. Your student teaching experiences provide resources for course discussions.

Communication Skills: Diagnostic and Remedial Techniques In Reading

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



THIS SYMBOL MEANS THAT THE DIMENSION ASSIGNMENT SHOULD BE INTEGRATED INTO YOUR CONSTRUCTIVE ACTION DOCUMENT.

Analysis of Teaching Behavior Grades 4-6

and

Constructive Action Teaching Practicum Grades 4-6

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Overview

The Purpose Three Student Teaching Seminar aims to integrate your experiences in the schools with your Dimension courses through the development of a Constructive Action project that you will undertake in a classroom setting. The seminar builds upon your learning and experiences in Purpose 2 as you undertake student teaching in the upper elementary school grades. Our discussions and readings will focus on the challenges you face as pre-service teachers in the second teaching practicum with upper grades elementary school students. 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 curriculum planning; creating a supportive and well-managed classroom environment in an inclusive setting; developing effective teaching practices; addressing the needs of the school and community; and gaining knowledge about community resources.

Since the theme of this semester is *Meet the Unique Needs of All Learners*, the aim of the seminar is to increase your awareness of how students are genuinely different and how those differences can be addressed effectively. Focusing on learning styles, learning and physical disabilities, social-emotional behaviors and cultural variation, you will acquire a variety of strategies that enable you to differentiate your instruction to meet the diverse needs of your students.

Objectives

1. *Analyze the learning needs of children in the classroom, taking into account the unique and diverse needs of the learners*

2. *Synthesize the course work from Purposes 1, 2 and 3 to identify goal(s) for teaching students with diverse needs*
3. *Using formal and informal assessment strategies, devise a plan to meet goal(s) with specific objectives, pedagogical strategies/adaptations and an evaluation plan that will help to meet the goal(s)*
4. *Maintain a record of progress that is based on students' achievement. Make adjustments in teaching practices and curricular materials as appropriate*
5. *Assess student achievement and plan proper follow-up activities*
6. *Explain how and in what ways the CA 3 meets ACEI Standards 1, 3.2 and 4.*

Required Readings

The seminar uses texts currently or previously assigned.

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

Class Sessions

1. **Introduction to the course: purposes, themes, and requirements.**
Review student teaching placements, guidelines, forms and schedules, etc.
Review required lesson plan format
Introduce Constructive Action Project
Homework: Review Purpose 2 CA and write about your goals for improvement based on your Purpose 2 CA (up to 1 page)
2. **Contextual Factors**
 - Community and School factors
 - Classroom factors
 - Student characteristics
 - Instructional implicationsHomework: Write the "Community and School Factors" section of the CA.
3. **Selection of Population**
Higher-Incidence Disabilities
Lower-Incidence Disabilities
Other special learning needs
4. **Introduction to Inclusive Teaching/Learning Goals**
Models of service delivery
Meet in small groups to discuss CA plan of action
Homework: "Classroom Factors" and Selection of Population

5. **Assessment Plan**
Discuss different types of assessment
Discuss the format for presenting the results of the assessments in the Student Learning Section
Discuss the integration of the information from the Inclusion class into the learning goals
Homework: “Instructional Implications” and “Learning Goals”
6. **Planning lessons with Adaptations**
Discuss general lesson planning issues
Discuss planning of adaptations
Discuss classroom management issues involved in differentiated lessons
Homework: “Assessment Plan” and “Lesson Plan 1 and Log 1 with documentation”
7. **Issues related to the Student Teaching Experience**
Homework: “Lesson Plan 2 and Log 2 with documentation” and “Lesson Plan 3 and Log 3 with documentation”
8. **Individual and Small Group Conferences on CA**
Homework: “Lesson Plan 4 and Log 4 with documentation” and “Lesson Plan 5 and Log 5 with documentation”
9. **Instructional Decision Making**
Using students’ learning and responses to make instructional decisions
Homework: “Lesson Plan 6 and Log 6 with documentation” and “Lesson Plan 7 and Log 7 with documentation”
10. **Analysis of Student Learning**
Presentation the results of student assessments in the CA
Homework: “Lesson Plan 8 and Log 8 with documentation” and “Lesson Plan 9 and Log 9 with documentation”
11. **Reflection and Self-Evaluation**
Homework: “Lesson Plan 10 and Log 10 with documentation” and “Instructional Decision Making”
12. **Individual and Small Group Conferences on CA**
Homework: “Analysis of Student Learning” and “Reflection and Self-Evaluation”
13. **Reflection on the Student Teaching Experience/ Teaching with Adaptations**
Student generated discussion Homework: Final copy of Revised CA due
14. **CA Presentations**
15. **Preparing for an Interview**
Review common interview questions
Role-play interviews

THE PURPOSE 3 CONSTRUCTIVE ACTION DOCUMENT

I. Contextual Factors

TWS Standard

The teacher uses information about the student individual differences to set learning goals and plan instruction and assessment.

Task

Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

Prompt: In your discussion, include:

- **Community and School factors** (due week 2 of course)
Address geographic location, community and school population, socio-economic profile and race/ethnicity
- **Classroom factors** (due week 2 of student teaching)
Discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.
- **Student characteristics** (Selection of Population due week 2 of student teaching)
Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, *special needs*, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. In your narrative, make sure you address student's skills and prior learning that may influence the development of your learning goals, instruction and assessment.
- **Instructional implications** (Goal due week 2 of student teaching)
Address how classroom characteristics and students' learning needs have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics, one of which must be high incidence disabilities and any other factors that will influence how you plan and implement your unit.

Suggested Page Length: 1-2

II. Learning Goals

TWS Standard

The teacher sets varied and appropriate learning goals.

Task

Based on the classroom analysis and conversations with your cooperating teacher and in your Purpose Seminar, identify the learning goals that you have set for yourself for teaching students with diverse learning needs.

Prompt

- Describe how you will differentiate instruction and include adaptations for students with high incidence Learning needs/Disabilities.
- Describe learning goals for students at various achievement levels.

- Discuss why your learning goals are appropriate in terms of development, pre-requisite knowledge, skills, and other student needs.

Suggested Page Length: 1-2

III. Assessment Plan

TWS Standard

The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

Task

Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.

Prompt

- Provide an overview of the assessment plan.
For each learning goal include: assessments used to judge student performance, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. This may include children's work samples from students at various achievement levels (at least 6-8 artifacts from students at each level). It may also include journals or logs with your notes and include feedback from the cooperating teacher and your MCNY supervisor.
- Using assessment information available in the class, NYC testing, IEPs, cooperating teachers' tests and input etc explain how you will determine if the students' performance meets the learning goals. Include notes on how you and your cooperating teacher will establish criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, etc).
- Discuss your plan for formative assessment that will help you determine student progress during student teaching. Describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching, your task here is to predict at what points in your teaching it will be important to assess students' progress toward learning goals.

Suggested Page Length: 2 + pre- and post-assessment instruments, scoring rubrics/keys, and assessment plan table.

IV. Design for Instruction

TWS Standard

The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

Task

Lesson Plans: The candidate will design, implement and reflect on the effectiveness of **eight** lessons during student teaching in May and June. During July and August candidates will design and reflect on the effectiveness of **two additional** written lessons. 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 each in: language arts, math science or the arts.. Prior to

each observed lesson, teach one or two informal lessons on a similar topic to establish rapport and to elicit prior knowledge on the chosen topic. All lessons should follow the lesson plan format at the end of this handbook.

[See Lesson Plan Outline in the this Handbook]

Describe how you will design your instruction related to the learning goals, students' characteristics and needs, and the specific learning context.

Prompt

Analyze the various sources of assessment data and analyze student performance relative to the learning goals. Results of pre-assessment. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning goal. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.

- Activities. Describe at least three lesson plans that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:
 - how the content relates to your instructional goal(s),
 - how the activity stems from your pre-assessment information and contextual factors,
 - what materials/technology you will need to implement the activity, and
 - how you plan to assess student learning during and/or following the activity (i.e., formative assessment).
- Technology. Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide your clear rationale for its omission.

Suggested Page Length: 3 + visual organizer

V. Instructional Decision-Making

TWS Standard

The teacher uses on-going analysis of student learning to make instructional decisions.

Task

Provide two examples of instructional decision-making based on students' learning or responses.

Prompt

- Think of a time during your student teaching when a student's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Omitted ref to specific assessment data Cite specific evidence to support your answers to the following:
 - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
 - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.
- Now, think of one more time during your student teaching when another student's learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

- Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
- Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

Suggested Page Length: 3-4. This can be summarized from logs or reflections made after each of the 6 – 8 lessons.

VI. Analysis of Student Learning

TWS Standard

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Task

Analyze your assessment data, including formal and informal pre/post assessments and any formative assessments to determine students' progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

Prompt

In this section, you will analyze data to explain progress and achievement toward learning goals demonstrated by, subgroups of students, and individual students.

- Subgroups. Select a group characteristic (e.g., gender, achievement level, socio-economic status, language proficiency) to analyze in terms of one learning goal. Provide a rationale for your selection of this characteristic to form subgroups i.e. differentiation of instruction). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.
- Individuals. Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.

Note: You will provide possible reasons for why your students learned (or did not learn) in the next section, "Reflection and Self-Evaluation."

Suggested Page Length: 4 + charts and student work examples

VII. Reflection and Self-Evaluation

TWS Standard

The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Task

Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

Prompt

- Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.
- Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.
- Reflection on possibilities for professional development. Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

Suggested Page Length: 2

Teacher Work Sample/Constructive Action Project Rubric

Candidate _____ Semester _____

Faculty _____ Date _____

Note: The following rubric is adapted from Teacher Work Sample of the Renaissance Partnership for Improving Teacher Candidate Quality (June 2002). It is used for ACEI Program Report Assessment #5 (Candidate Effect on Student Learning).

Part I. Contextual Factors: The Teaching-Learning Environment: *(The Teacher candidate uses information about the learning/teaching context and student 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
Knowledge of Community, School and Classroom Factors (ACEI 3.1)	Teacher candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher candidate displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher candidate displays a satisfactory understanding of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the classroom that may affect learning.	
Knowledge of Characteristics of Students (ACEI 3.1)	Teacher candidate displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, and abilities/disabilities).	Teacher candidate displays some general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher candidate displays satisfactory understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher candidate displays comprehensive and <i>in</i> -depth understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	

Knowledge of Students' Varied Approaches to Learning (ACEI 3.2)	Teacher candidate displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher candidate displays some general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher candidate displays satisfactory understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	Teacher candidate displays comprehensive and in-depth understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	
Knowledge of Students' Skills And Prior Learning (ACEI 1, 3.1)	Teacher candidate displays little or irrelevant knowledge of students' skills and prior learning.	Teacher candidate displays some general knowledge of students' skills and prior learning that may affect learning.	Teacher candidate displays satisfactory understanding of students' skills and prior learning that may affect learning.	Teacher candidate displays comprehensive understanding of students' skills and prior learning that may impact on learning.	
Implications for Instructional Planning and Assessment (ACEI 3.1)	Teacher candidate does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics or provides inappropriate implications.	Teacher candidate provides some general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher candidate provides satisfactory implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher candidate provides implications for instruction and assessment based on student individual differences and classroom characteristics that are original and in-depth in scope .	

Part II – Identifying Learning Goals and Objectives (The Teacher candidate sets significant, challenging, varied and appropriate learning goals.)

Rating → Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Met with Distinction	Score
Significance, Challenge and Variety (ACEI 3.1)	Goals reflect only one type or level of learning.	Goals reflect several types or levels of learning but lack significance or challenge.	Goals reflect several types or levels of learning and are either significant or challenging but not both.	Goals reflect several types or levels of learning and are significant and challenging.	
Clarity (ACEI 3.1)	Goals are not stated clearly and are activities rather than learning	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.	All of the goals are clearly stated as learning outcomes and	

	outcomes.			include the desired performance, product, conditions, and criteria.	
Appropriateness For Students (ACEI 1, 3.1, 3.2)	Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.	Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs	Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	All goals are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs.	
Alignment with National, State or Local Standards (ACEI 3.1)	Goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	Most of the goals are explicitly aligned with national, state or local standards.	All of the goals are explicitly aligned with national, state, or local standards.	

Part III – Assessment Plans: (*The Teacher candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.*)

Rating → Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Met with Distinction	Score
Alignment with Learning Goals and Instruction (ACEI 4)	Content and methods of assessment lack congruence with goals or lack cognitive complexity.	Some of the goals are partially assessed through the assessment plan, and may congruent with the needs of learners.	Each of the goals is satisfactorily assessed through the assessment plan; assessments are satisfactorily congruent with the goals and with the needs of learners.	Goals are comprehensively assessed through the assessment plan; assessments are adapted to the needs of learners at three levels of differentiation (high, at grade level, and requiring adaptations).	
Clarity of Criteria and Standards for Performance (ACEI 4)	The assessments contain no clear criteria for measuring student performance relative to the goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the goals.	Assessment criteria are somewhat clear and are partially linked to the goals.	Assessment criteria are clear and are explicitly linked to goals.	

Multiple Modes and Approaches (ACEI 4)	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes (including student work samples, performance assessments, projects, etc.) and assesses student performance throughout student teaching.	The assessment plan includes multiple, developmentally appropriate assessment modes (including student work samples, performance assessments, projects, etc.) and that assess student performance throughout the instructional sequence.	
Technical Soundness (ACEI 4)	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	Assessments are clearly valid; scoring procedures are carefully explained; all items or prompts are clearly written; directions and procedures are clear to students.	
Adaptations Based on the Individual Needs of Students (ACEI 3.2, 4)	Teacher candidate does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher candidate makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher candidate makes satisfactory adaptations to assessments that are appropriate to meet the individual needs of most students.	Teacher candidate makes comprehensive adaptations to assessments that are appropriate to meet the individual needs of all students.	

Part IV – Designs for Instruction (i.e. Lesson Planning): *(The Teacher candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.)*

Rating → Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Met with Distinction	Score
Alignment with Learning Goals (ACEI 3.1)	Few lessons are explicitly linked to goals. Few learning activities, assignments and resources are aligned with goals. Not all goals are covered in the design.	Most lessons are somewhat linked to goals. Some learning activities, assignments and resources are aligned with goals. Most goals are covered in the design.	All lessons are satisfactorily linked to goals. All learning activities, assignments and resources are aligned with goals. All goals are covered in the design.	The entire lesson is explicitly linked to goals connected across the curriculum. All learning activities, assignments, and resources are aligned with goals. All goals are covered in the design.	
Accurate Representation of Content (ACEI 3.1)	Teacher candidate's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher candidate's use of content appears to be mostly accurate. Shows some alignment with NYS or NYC standards.	Teacher candidate's use of content appears to be accurate. Focus of the content is congruent with the NYC or NYS learning standards.	Teacher candidate demonstrates in-depth knowledge of concepts and theories of the discipline and content is aligned with NYC or NYS learning standards	
Lesson and Unit Structure (ACEI 3.1)	The lessons within the unit are not logically organized (e.g., sequenced)	The lessons within the unit have logical organization and appear to be somewhat useful in moving students toward achieving the learning goals	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the goals.	Exemplary sequencing of lessons. Unit structure moves students toward high levels of learning.	
Use of a Variety of Instruction, Activities, Assignments and Resources (ACEI 3.2)	No variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).	Little variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Some variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	

Use of Contextual Information and Data to Select Appropriate Activities, Assignments and Resources (ACEI 3.3)	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.	All instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.	
<i>Use of Technology</i> (ACEI 3.5)	Technology is inappropriately used or teacher candidate does not use technology, and no (or inappropriate) rationale is provided.	Teacher candidate uses some technology but it does not make a significant contribution to teaching and learning or teacher candidate provides limited rationale for not using technology.	Teacher candidate integrates appropriate technology that makes a significant contribution to teaching and learning or provides a strong rationale for not using technology.	Teacher candidate demonstrates exemplary use of technology that contributes to student learning in a significant way.	

Part V – Instructional Decision-Making

Rating → Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Met with Distinction	Score
Sound Professional Practice	Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).	All of the instructional decisions are instructionally sound (i.e. they are likely to lead to student learning).	
Modifications Based on Analysis of Student Learning (ACEI 4)	Teacher treats class as “one plan fits all” with no modifications.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual	Exemplary modifications of the instructional plan are made to address individual student needs. These modifications are informed by an in-depth analysis of student learning/performance, best practice, or contextual	

		student learning, best practice, or contextual factors	factors. Include explanation of why the modifications would improve student progress.	factors and include explanations of why the modifications would improve student progress.	
Congruence Between Modifications and Learning Goals (ACEI 3.2)	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with some learning goals.	Modifications in instruction are congruent with most learning goals.	Modifications in instruction are congruent with all learning goals.	

Part VI – Analysis of Student Learning

Rating → Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Met with Distinction	Score
Clarity and Accuracy of Presentation (ACEI 3.5)	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.	Presentation employs exemplary effective communication techniques that foster active inquiry. Analysis of student learning is carefully and comprehensively presented.	
Alignment with Learning Goals (ACEI 3.1, 4)	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis is mostly aligned with learning goals and provides an adequate profile of student learning for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.	
Interpretation of Data (ACEI 4)	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.	Interpretation is unusually insightful and useful conclusions are drawn from the data.	
Evidence of Impact on Student Learning (ACEI 4)	Analysis of student learning fails to include evidence of impact on	Analysis of student learning includes incomplete evidence	Analysis of student learning includes some evidence of the impact on student	Analysis of student learning includes comprehensive evidence of the	

	student learning in terms of numbers of students who achieved and made progress toward learning goals.	of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	learning in terms of number of students who achieved and made progress toward each learning goal.	impact on student learning in terms of number of students who achieved and made progress toward each learning goal.	
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Part VII – Reflection and Response: *(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	Score
Interpretation of Student Learning (ACEI 3.1, 4, 5.1)	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.	Uses evidence creatively and professionally to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.	
Insights on Effective Instruction and Assessment (ACEI 3.1, 4, 5.1)	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	Identifies successful and unsuccessful activities and assessments and provides extensive reasons (based on theory or research) for their success or lack thereof.	
Alignment Among Goals, Instruction and Assessment (ACEI 3.1, 4, 5.1)	Does not connect goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects goals, instruction, and assessment results in the discussion of student learning and effective instruction.	Logically and artfully connects goals, instruction, and assessment results in the discussion of student learning and effective instruction.	
Implications for Future Teaching (ACEI 5.1)	Provides no ideas or inappropriate ideas for redesigning goals, instruction, and assessment.	Provides ideas for redesigning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning goals, instruction, and assessment and explains why these modifications would improve student	Provides ideas based on well-founded research for redesigning goals, instruction, and	

			learning.	assessment and explains why these modifications would improve student learning.	
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Exceeding Proficiency= 109-124
Proficient= 93-108
Approaching Proficiency=78-92
Below Proficiency= Below 78

VALUES AND ETHICS

The Power of the Technology in the Learning Process

Professor Ruchie Duggal
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Overview

This course focuses on choosing and effectively using software and technological resources appropriate to elementary school settings. The primary emphasis is placed on the technology as a tool to enhance teaching and learning in the classroom. And, this will be possible by using the Internet and its' resources for information and communication.

This course is designed to give you a glimpse of the amazing things that you as an Educator can achieve with computers and technology along with an opportunity to *think critically about the pedagogical issues that Educational Technology raises*. It is primarily a hands-on course. You will be introduced to an abundance of Internet resources, applications and tools and will then learn how to integrate them effectively into your lessons and classrooms.

Objectives

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

- 1. Demonstrate introductory knowledge, skills, and understanding of concepts related to the effective use of technology in the classroom.*
- 2. Become familiar enough with three or four stand alone educational computer programs and a few educational web sites that you feel comfortable using them in your classroom.*
- 3. Use technology to support learner-centered strategies that address the diverse needs of students.*
- 4. Plan strategies to manage student learning in a technology-enhanced environment.*
- 5. Become aware of the social and institutional issues involved in ensuring effective use of technology in your school.*
- 6. Formulate a personal viewpoint about the technology that you will want to use in your classroom and the benefits that it can potentially offer your students.*

A LAPTOP IS REQUIRED FOR EACH CLASS!**Assessments**

Class Participation & Attendance	10%
<u>Group Assignments:</u>	Total: 35%
Webquest	15%
Software Comparison	10%
Web Site Comparison	10%
<u>Individual Assignments:</u>	Total: 55%
Lesson Plan	15%
Teacher web resources	10%
Obstacles essay	10%
Multimedia	10%
Inspiration/Kidspiration visuals	5%
Publisher	5%

Group Assignments (35%)**Web Site Comparison (10%)**

Find two Internet web sites for children that are presented as educational and compare them. Before reviewing the programs, you need to have the web sites approved by the Professor.

Software Comparison (10%)

Find two computer programs for children that are presented as educational and compare them. Before reviewing the programs, you need to have the titles approved by the Professor.

Webquest (15%)

Create a Webquest (topic and grade level of your choice). Pick a topic that is an area of your specialty or a topic that you may be thrilled to teach; a topic that could not be done as well without Internet resources; a topic that invites creativity for the students. Make sure it includes the characteristics of a good webquest (as discussed in class).

Individual Assignments (55%)**Evaluate a web site for teachers (10%)**

Find a website for teachers other than the one listed in the readings/discussed in class. Prepare a one-page evaluation.

What are the obstacles to using computers effectively in a school and what can you do/suggest to them? (10%)

Prepare a short two page essay outlining the main obstacles and suggesting solutions.

Multimedia (10%)

Locate a lesson plan (new/old) of your choice that does not use Multimedia resources and modify it to include the use of Multimedia. Create an interactive PowerPoint presentation with digital images (motion/still), sounds, animations, video, hyperlinks, hypertext, etc. Your presentation should also include a written documentation of what multimedia resources you used in the lesson plan. Make sure to include a copy or an active link of the current lesson plan.

Inspiration and Kidspiration (5%)

Create a visual presentation in Inspiration and Kidspiration for your current lesson plan. Try to use as many tools, features, charts, diagrams and visuals as possible.

Publisher (5%)

Create a Microsoft Publisher document for your current lesson plan. Try to use a good graphic design to design a brochure, newsletter, catalog, invitation card, publication, award certificates of your choice pertaining to your lesson plan.

Lesson Plan (15%)

Create a lesson plan for a session that you might teach in a computer lab, using one of the modes of technology (multimedia, visuals in Kidspiration and Inspiration, student resources, links). Your lesson plan should include a title, goals and objectives, standards, preparation expected in advance, an introduction, a body, a conclusion, and a sketch of how you might follow up

Required Reading

Hamilton, B. (2007) *It's Elementary! Integrating Technology in the Primary Grades*. ISTE
ISBN: 978-1-56484-228-2

Suggested Reading:

Kelly, M.G., Haber, J. (2006) *Resources for Student Assessment*. ISTE
ISBN: 978-1-56484-220-6

*Class session readings and assessment assignments will be forthcoming.

Class Sessions:

1. Introduction to Educational Technology
2. Web Resources for Students
3. Web Resources for teachers
4. Web Research strategies
5. Internet Resources Citation

6. Website Evaluation and Critiquing process
7. Web 2.0 Resources
8. Technology-based lesson planning
8. Identifying the obstacles to using technology in school
9. Multimedia & Audio-visual technology
10. Purchase and Evaluation of Software
11. Inspiration, Kidspiration and Microsoft Publisher
12. Technology Management in the classroom (Learning Management, Instructional design and theories).
13. Webquest
14. The effects of computers on younger children
15. ISTE Technology Standards

Web Quest Assessment Rubric Administered in EDU 531 VAL

	Unacceptable (0 Points)	Acceptable (2.5 Points)	Target (5 Points)	Total Score (Max 50 Points)
<i>Overall Aesthetics (Web Quest Page)</i>				
Overall Visual Appeal	<p>There are few or no graphic elements.</p> <p>No variation in layout or typography.</p> <p>Color is garish and/or typographic variations are overused.</p> <p>Legibility suffers.</p> <p>Background interferes with the readability.</p>	<p>Graphic elements sometimes (but not always) contribute to the understanding of concepts, ideas and relationships.</p> <p>There is some variation in type size, color, and layout.</p>	<p>Appropriate and thematic graphic elements are used to make visual connections that contribute to the understanding of concepts, ideas and relationships.</p> <p>Differences in type size and/or color are used well and consistently.</p>	
Navigation & Flow	<p>Getting through the lesson is confusing and unconventional.</p> <p>Pages can't be found easily and/or the way back isn't clear.</p>	<p>There are a few places where the learner can get lost and not know where to go next.</p>	<p>Navigation is seamless.</p> <p>It is always clear to the learner what all the pieces are and how to get to them.</p>	
Mechanical Aspects	<p>There are many broken links and misplaced and/or missing images.</p> <p>Poorly sized tables.</p> <p>Misspellings and/or grammatical errors (spelling, punctuation and sentence structure).</p>	<p>There are some broken links, some misplaced/missing images.</p> <p>Poorly sized tables.</p> <p>Few misspellings and/or grammatical errors (spelling, punctuation and sentence structure).</p>	<p>No mechanical problems.</p> <p>No misspellings, grammatical, or punctuation errors.</p>	
Graphics	<p>Some unneeded visual distractions.</p> <p>Images inappropriate and distracting.</p>	<p>Images add to the overall impact.</p> <p>No unnecessary distractions.</p>	<p>Appropriate or appealing graphics.</p>	
<i>Introduction</i>				
Introduction	<p>Introduction doesn't prepare the reader for what is to come, or build on what the learner already knows.</p>	<p>Introduction makes some reference to learner's prior knowledge and previews to some</p>	<p>The Introduction builds on learner's prior knowledge by explicitly mentioning</p>	

		extent what the lesson is about.	important concepts or principles, and effectively prepares the learner for the lesson by foreshadowing new concepts and principles.	
<i>Process (Step-by-step description of how students will accomplish the task)</i>				
Process	<p>Process is not clearly stated.</p> <p>Students would not know exactly what they were supposed to do just from reading this.</p> <p>The process lacks strategies and organizational tools needed for students to gain the knowledge needed to complete the task.</p> <p>Activities are of little significance to one another and/or to the accomplishment of the task.</p> <p>Few steps, no separate roles assigned.</p>	<p>Some directions are given, but there is missing information.</p> <p>Students might be confused.</p> <p>Strategies and organizational tools embedded in the process are insufficient to ensure that all students will gain the knowledge needed to complete the task.</p> <p>Some of the activities do not relate specifically to the accomplishment of the task.</p> <p>Few steps, no separate roles assigned.</p>	<p>Every step is clearly stated.</p> <p>Most students would know exactly where they are at each step of the process and know what to do next.</p> <p>The process provides students coming in at different entry levels with strategies and organizational tools to access and gain the knowledge needed to complete the task.</p> <p>Activities are clearly related and designed to take the students from basic knowledge to higher level thinking.</p> <p>Different roles are assigned to help students understand different perspectives and/or share responsibility in accomplishing the task.</p>	
<i>Internet Web Resources</i>				
Resources	<p>Resources provided are not sufficient for students to accomplish the task.</p> <p>There are too many resources</p>	<p>There is some connection between the resources and the information needed for students to accomplish the task.</p>	<p>There is a clear and meaningful connection between all the resources and the information needed</p>	

	<p>for learners to look at in a reasonable time.</p> <p><i>Quality of Resources:</i></p> <p>Links are mundane. They lead to information that could be found in a classroom encyclopedia.</p>	<p>Some resources don't add anything new.</p> <p><i>Quality of Resources:</i></p> <p>Some links carry information not ordinarily found in a classroom.</p>	<p>for students to accomplish the task. Every resource carries its weight.</p> <p><i>Quality of Resources:</i></p> <p>Links make excellent use of the Web's timeliness and colorfulness.</p> <p>Varied resources provide enough meaningful information for students to think deeply.</p>	
Evaluation				
Clarity of Evaluation Criteria	<p>Criteria for success are not described.</p>	<p>Criteria for success are at least partially described.</p>	<p>Criteria for success are clearly stated in the form of a rubric. Criteria include qualitative as well as quantitative descriptors.</p> <p>The evaluation instrument clearly measures what students must know and be able to do to accomplish the task.</p>	
Bibliography				
Bibliography	<p>Some information and graphics (correctly) cited.</p>	<p>Most sources of information and graphics are correctly cited and documented to make it possible to check their accuracy.</p>	<p>Sources of information are clearly identified and cited properly cited so that the reader can determine the credibility and authority of the information presented.</p>	
Conclusion				
Conclusion	<p>Minimal conclusion. No tie in with the Introduction.</p>	<p>Sums up the learners' experiences.</p> <p>Makes some reference to the ideas expressed in the Introduction.</p>	<p>Clear closure and tie in with the Introduction</p> <p>Suggests how learning could be synthesized and</p>	

			generalized to other areas.	
				Total Score:

Target = 23-30
 Acceptable = 15-22
 Unacceptable = below 15

SELF AND OTHERS

Exploring Cultural Diversity through the Arts

Dr. Lynda Kennedy
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Overview

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

Course Objectives:

- Develop a familiarity, comfort and confidence with arts integration through hands-on experiences
- Explore and dispel myths about arts integration
- Excavate, unearth and examine your own truths, achievements, values, journeys, boundaries, preconceptions and stereotypes exploring how these influence your work
- Reflect on teaching philosophy, diversity and personal ideas about creativity and art making
- Analyze and obtain exposure to arts in education resources
- Cultivate “Outside of Box” thinking; Identify comfort zone and move past it
- Create arts-integrated curricula reflective of diversity in cultures, learning abilities and your own interests
- Become familiar and comfortable with NYC community resources

Course Assessment: Your grade is consists of quality and consistency in the following:

▪ Attendance & Classroom participation	20%
▪ Comportment, collegiality and collaboration	10%
▪ Assignments: Timely submission and quality of written work	30%
▪ Arts Diversity Project	40%

Course Expectations:

- Work Quality: The work you present and submit will be the best work you can do.
- Classroom Demeanor: Please bring your ‘best’ and be open-self. Also display engagement and commitment to all facets of this class.
- Class Ownership: Accountability and responsibility for investment, contribution and success.
- Communication: Clear and open communication of your challenges and areas of need (the professor is unable to read minds). Please keep me ‘in your loop’.

Required Reading:

-*Creating Meaning through Literature and the Arts* by Claudia E. Cornett

-*They Cage the Animals at Night: The True Story of a Child Who Learned to Survive* by Jennings Michael Burch

Class Sessions

1: Introductions & Expectations

2: Discuss: Building a Community of Learners Diversity, Arts and the Creative Classroom

Arts Integration Part I – Strategy; READ: CHAPTER 1, 2, 6; APPENDIX A

ASSIGNMENT #1: Reflection Essay on Diversity and Creativity: What is your definition of diversity? How is diversity evidenced in your students and your teaching? How have you been affected by diversity, in your education and in your own life? What role does diversity play in your teaching? How will you consider diversity in your classroom, in your curriculum and in the social environment of your class? What role have the arts played in your life? Describe your earliest or fondest memory creating something -- the moment when you were inspired to create.

What have you learned from your best and worst teachers? Describe the learning environment of your elementary school years? What would you do the same or different? Was there opportunity for creativity? What role does creativity play in your philosophy of teaching? How do you feel about your creative efforts? Describe ways in which you will assess students' creative work.

3: Engaging with Visual Art Gallery Experience

CLASS WILL MEET AT ABRONS ARTS CENTER OF HENRY STREET SETTLEMENT
466 GRAND STREET
READ: CHAPTERS 3, 7, AND APPENDICES B, D

ASSIGNMENT #2: Gallery Visit Study: Describe in detail your thoughts, observations, discoveries on your visit to the arts center and the lesson that we shared there. Before this visit, what was your experience (as teacher, as visitor) with arts in an exhibition space like a gallery or museum? Describe your own childhood or adult art making experiences and memories. What is your most memorable artistic experience and why? What do you think a classroom teacher needs to embrace and implement for a lesson that explores a work of art? Describe the work in this exhibition that most resonated with you and why. Please detail your inventory, interrogation and interpretive notes on this piece. Articulate and explain a connection to a grade and an academic subject.

4: Arts Integration Part II – Methods and Planning

READ: CHAPTERS 10 & 11

ASSIGNMENT #3: Please take the “Bubble” lesson from from the Science class and incorporate visual art into this lesson.

5: Excellence in Teaching Practice: Teaching as Performance

Class will see film: “A Touch of Greatness”

ASSIGNMENT #4: Personal Reflection and articulation of professional mission: Articulate your mission statement and the six most important values that your classroom will embody/aspire to. Share with me what you believe your classroom management philosophy will be like. If your classroom were to be described by one word, what would that word be? Describe what you may anticipate as a first year teacher and how you plan to deal with challenges and successes. What professional goals do you see for yourself in education? Describe how you will create a community of learners for the students in your classroom.

6: Sound, Creative Movement and Dance Integration

We will explore movement in the classroom and see clips of *Mad Hot Ballroom*

ASSIGNMENT # 5: Bring Science to Life: Take the “Sink and Float” lesson in the Science course class and integrate the dance and movement principles into your lesson. See chapters 10 and 11.

7: Architecture

READ: Architecture handout; Chapters 12 & 13
Prepare Notes and Observations on Jennings Burch Novel for discussion

8: Special Needs Students; They Cage the Animals At Night

READ: CHAPTER 12 & 13; Read Appendix A, B

ASSIGNMENT#6: Use the CA as a base; please create an arts integrated lesson for one of the students you are observing. Integrate hands-on art form visual art, movement or architecture.

9: Drama Integration

READ: CHAPTERS 8 AND 9
Strategy, integration & reflection

ASSIGNMENT #7: Create a drama integrated Social Studies or Literacy lesson for the students you are presently teaching. See chapters in your textbook for guidance.

10: Emergency Management - Tragedy and Life Events in the Classroom

Exploring tragedy and life events when they happen in your classroom or community and how the experience can effectively and compassionately become integrated into your classroom life.

11: Artisanal Arts – Making Puppets

READ CHAPTERS: 6 & 7

12: Poetry in Motion – Creating and Integrating Poetry

READ: CHAPTERS 4 & 5

13: School Communities and Commencement

14: Final Arts Diversity Project Presentations I

15: Final Arts Diversity Project Presentations II

THE DIVERSITY PROJECT

Our classrooms are a microcosm of the world we live in. Each of our classes has myriad complex lives, rich stories and life realities. Your final project is the exploration and presentation of the world of a cultural group that is under-represented, stereotyped or marginalized within our classrooms- either

academically (not studied at all, or surface skimmed) or within the student body itself (perhaps an immigrant group within the student body whose potential contributions and different knowledge/world view is being ignored).

The project has 4 components:

- 1) A 10 minute presentation
- 2) A 5-6 page research paper
- 3) An arts-integrated lesson
- 4) A collage

1) Your 10-minute presentation will consist of:

- A 'hook' or warm up activity connected to your content and/or art form
- Content presentation based on your research
- A review of the arts integrated lesson plan you have created inspired by the historical, cultural and contextual research into your cultural group*
- Exhibition of your Collage*

2) Your 5-6 page research and reflection paper will have the following elements:

You will research the world of your cultural group and demonstrate an understanding of the history, contributions and significance of this group. In addition, find out as much as you can about the current *world* and lives of people in your cultural group. Also explain why you felt it was important to research this group for this project. Please include the elements below.

-
- **History:** What is the history of your group?
 - **Geography:** Where have they been located historically? Where are they located around the world today?
 - **NYC Connection:** Do members of this group live in New York? Where are their community centers? Describe in pictures or words their community environment.
 - **Contributions:** What outstanding (historical, artistic and/or modern) contribution has this cultural group made to the world?
 - **Culture:** What language(s) does this group speak? What is their traditional cuisine like? What sort of arts is traditionally practiced? Have the cultural aspects of language/food/arts changed over time/place – how?
 - **Traditions:** Select and describe two customs or cultural traditions for your group. What is the origin/basis of these traditions? How are they carried out? How have they changed over time/place?
 - **Perception:** How is this group represented in the media or perceived by New Yorkers or Americans at large?
 - **Challenges:** What challenges does your group face today?

- **Children:** What challenges do children of this group face? If these children are represented in your classroom, how do these challenges affect your classroom community and educational objectives?
- **Pride:** Find one of these in New York City for your cultural group: Identify a museum, theatre, parade, music ensemble, etc. that celebrates and/or educates about your group. Are their “heroes” that are members of this culture that students should learn about? Who and why?
- **Reflection:** What have you learned about this group? What has this group taught you? What will *you* need to consider in your teaching practice to address the needs and challenges of members of this group if they are part of your classroom community?
- **Bibliography:** Using APA style format, include the resources you have used to do your research – please include at least 2 books.

3) The arts-integrated lesson: Use the lesson template for this course to create an arts integrated lesson for the grade of your choice about the cultural group you have researched. (See rubric below).

4) The Collage: This is an 8 ½ x 11 collage reflecting what you have learned about the cultural group you have researched.

You will be graded on:

- The overall qualities of your project: The success of your project will be dependent on your knowledge of content, the quality and thoroughness of your research, the appropriateness of the arts integration and your demeanor during the presentation. Your work should respect and pay tribute to a wonderful culture.
- Your oral Presentation: Energy, demeanor, organization, timeliness, ingenuity, creativity, the “hook”, a manifested delight for subject area, love of what you’re teaching, deliberateness, engaged-ness, risk, risk, and risk. (Remember- there is an element of performance to teaching in an engaging manner!)
- The paper: Grammar, structure, syntax, spelling, organization, and CORRECT CITATIONS/BIBLIOGRAPHY.
- The lesson: Can this lesson actually be done? Was the lesson well thought out? Is it age appropriate? Were the overall goals realistic?
- Your evolution: Have you presented your best work? Have you clearly demonstrated the intentions of your unit of study? How have you demonstrated your growth in this presentation? Have you demonstrated an improvement in the oral and written work presented here today?

STUDENT:**ACEI STANDARDS COMPONENTS AND ACCEPTABLE COMPLIANCE DESCRIPTION
RUBRIC: DIVERSITY PROJECT**

Standard: 2.5 The Arts Candidates know and understand the content of the arts as communication, inquiry, and insight among elementary students	1 PROFICIENCY BELOW EXPECTATION	2 APPROACHING PROFICIENCY	3 PROFICIENT	4 EXCEEDING PROFICIENCY	Level achieved
Candidates know <i>functions and achievements</i> and applications of art forms as primary media for communication, inquiry, and insight among elementary students	Evidence shows that candidates lack basic understanding of distinctions and connections in the arts	Evidence shows that candidates have a basic understanding of distinctions and connections in the arts	Evidence shows that candidates understand distinctions and connections between arts study and arts experiences and understand it is the foundation for more advanced work	Evidence shows that candidates relate knowledge and skills in the art forms within and across disciplines and make connections with other disciplines	
Candidates use the arts as primary media for communication, inquiry, and insight among elementary students	Evidence shows that candidates do not use the arts to encourage communication, inquiry and insight among elementary students	Evidence shows that candidates' ability to use the arts to encourage communication, inquiry and insight among elementary students is approaching proficiency	Evidence shows that candidates encourage the K-6 students in the study of, participation, and appreciation of arts, acquainting students with exemplary arts from a variety of cultures and historical periods	Evidence shows that candidates work alone and with arts specialists to enable K-6 students to use the arts as primary media for communication, inquiry and insight; providing a class environment where the K-6 students study,	

				participate, and appreciate exemplary arts from a variety of cultures and historical periods	
Standard 3.1: Instruction Integrating and applying knowledge for instruction	1 PROFICIENCY BELOW EXPECTATION	2 APPROACHING PROFICIENCY	3 PROFICIENT	4 EXCEEDING PROFICIENCY	
Candidates plan instruction based on knowledge of students, learning theory, subject matter, curricular goals and community	Evidence shows that candidates awareness of learning theory, K-6 subject matter content, curriculum development and student development is below expectation	Evidence shows that candidates are approaching awareness of learning theory, K-6 subject matter content, curriculum development and student development	Evidence shows that candidates integrate knowledge of learning theory, K-6 subject matter content, curriculum development, and knowledge of students to plan instruction Candidates plan for active involvement so students are engaged in learning the subject matter content	Evidence shows that candidates integrate and apply knowledge of students, knowledge of learning theory, K-6 Subject matter content and curriculum development; use a variety of instructional approaches and collaborate with specialists to promote learning in subject matter content	
Candidates know and understand the connections among concepts, procedures, and applications from content areas	Evidence shows that candidates' ability to recognize and make connections among concepts, procedures, applications across the arts and academic content as well as	Evidence shows that candidates show a limited awareness to recognize and make connections among concepts, procedures, applications across the arts and academic content	Evidence shows that candidates recognize and make connections among concepts, procedures and applications across content	Evidence shows that candidates ability to apply connections among concepts, procedures and applications across arts and content areas in K-6 classroom teaching is	

	demonstrated scholarly habits of mind, falls below expectation	as well as demonstrated scholarly habits of mind	areas; candidates show through personal actions and teaching, scholarly habits of mind	exemplary; Candidate demonstrates scholarly habits of mind in their teaching	
Standard 3.2 Instruction Adaptation to Diverse Students	1 PROFICIENCY BELOW EXPECTATION	2 APPROACHING PROFICIENCY	3 PROFICIENT	4 EXCEEDING PROFICIENCY	
Candidates understand how elementary school students differ in their development and approaches to learning	Candidates' have an inadequate understanding of how children differ in their development and how this is influenced by special needs, culture and family environment	Candidates are still developing their understanding of how children differ in their development and how this is influenced by special needs, culture and family environment	Candidates know and understand how children differ in their development and how this is influenced by special needs, culture and family environment	Candidates' knowledge and understanding of how children differ in their development and how this is influenced by special needs, culture and family environment exceeds expectations	
Candidates create instructional opportunities that are adapted to diverse students	Evidence shows that candidates are unable to successfully design instruction appropriate for K-6 students' levels of development, learning styles and needs	Evidence shows that candidates are working toward being able to successfully design instruction appropriate for K-6 students' levels of development, learning styles and needs	Evidence shows that candidates successfully design instruction appropriate for K-6 students' levels of development, learning styles and needs	Evidence shows that candidates are exemplary in their ability to successfully design instruction appropriate for K-6 students' levels of development, learning styles and needs	

Total:

Proficiency below Expectation = 0 to 11 Proficient = 17 to 20

Approaching Proficiency = 12 to 16 Exceeding Proficiency = 21 to 24

SYSTEMS

Science Methods and Curriculum in the Elementary School

Professor Samantha Doctor

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Overview

This course will cover all aspects of teaching elementary science, exploring a range of topics in life, earth and physical sciences. You will conduct a variety of inquiry activities and investigations into the sciences, working in cooperative learning groups, and developing classroom applications. Each activity will be accompanied by lesson plans, related resources and worksheets. You will gain an understanding of what to teach in science and how to teach it, developing successful strategies for a diverse student body, in a variety of school settings.

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

Objectives

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


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

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

Attendance and participation	10%
Journals	30%
Week 5 Quiz (Ch. 1, 2, 4)	10%
Week 9 Quiz (Ch. 3, 5, 6, 7)	10%
Week 13 Quiz (Ch. 8, 10, 11)	10%
Science unit document and presentation	30%

Comment [LW1]: 3 instead of 2 tests on the text will encourage reading the text all semester, instead of just at "test time."


Assignments:

Investigation Journals (7): The well-composed Investigation Journal includes the following components: (A) Clear and detailed descriptions of classroom investigations, recording what happens with the material and your manipulations of it; (B) Descriptions of how the group members are interacting with the material and with each other; (C) Reflections, separated from the descriptions, are made about your own learning in science content and methodology related to the investigation, the group work during the investigation, and applications to the elementary classroom. (2-4 pages). These investigations are an integral part of the course. If you miss any investigation, you will need to arrange to conduct that investigation on your own, and complete the related journal. 

Reading Journals (8): The goal of the Reading Journal is to briefly summarize selected portions of the text, and reflect on the science content, process and classroom applications. Some of these journals are directly linked to the Science unit.

Comment [LW2]: Added this journal to require reading and responding to the text throughout the semester, as also done in the Seminar course.

Quizzes. The three take-home quizzes will be based on classroom investigations, class discussions, and the required readings.

Science unit: The unit, based on a topic of your choice, is introduced with a narrative and developed into a series of four science inquiry lessons. One or two of the lessons will be presented to a group of children. You will model the content and strategies in the unit on the inquiry approaches practiced throughout the semester. Drafts will be submitted according to the schedule in the syllabus, describing unit plans and resources. 

Attendance. If you are absent for any reason, contact the instructor about the make-up assignment for class investigations and discussions. See the Student Handbook for further details on absences.

Course Text

Martin, R., Sexton, C., Franklin, T. (2009). *Teaching science for all children: An inquiry approach*. (5th Ed.) Boston, MA: Allyn and Bacon.

Web Links

Reference to these links should appear in your unit, lesson plans, journals and exams.

Students are expected to regularly bring their laptop computers to class, for technology is integrated into science education at every level.

Blackboard website: Students are expected to log on to the Blackboard website regularly to get access to the syllabus, bibliography, links to other sites, and most handouts:

http://coursesites.blackboard.com/webapps/portal/frameset.jsp?tab_id= 129_1

Martin text “Companion Website” http://wps.ablongman.com/ab_martin_teachingsci_4

Note: Use this link, instead of the one listed in the text.

National Science Teachers’ Association (NSTA): www.nsta.org

NSTA Standards: www.nsta.org/standards

New York State Science Standards: www.emsc.nysed.gov

NYC Science Scope and Sequence chart: Use this link to the Region 9 site for resources in other curriculum areas, in addition to science. On science home page, click on Elementary: K-8 Scope and Sequence. <http://www.r9training.com/r9train/dept/science.htm>

NY State Fourth Grade Science Test:

<http://www.nysedregents.org/testing/sciei/science4.html>

Benchmarks 2000—Project 2061. (Science, Math & Technology initiative from the American Association for the Advancement of Science (AAAS):

<http://www.project2061.org/default.htm>

Carolina Biological Supply. Source for butterfly larva, mealworms, equipment, etc.:

<https://www2.carolina.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?storeId=10151&catalogId=10101&langId=-1>

Class Sessions

Each class session will include a discussion of science teaching, content and strategies. Students will participate in a number of hands-on investigations, modeling best practices in science teaching.

1. Science Education Defined

- Course outline, bibliography and requirements
- How teachers and children define science
- Science attitudes
- Curriculum changes in elementary science

Investigation: Bubbles. Martin text, pgs. 54-56;

Read: Martin text (2009) Chapter 1. *What is the Nature of Science?*

Note: We will use our laptops during most class sessions.

2. What is Science?

- Child and adult images of scientists and science itself.
- Scientific method
- Scope and Sequence Chart for Elementary Science (See link above.)

- Practice the “Three Minute Sketch” technique for quick drawings of classroom activities.

Science project: Discuss possible science unit topics and opportunity for presenting science lessons in class with cooperating teacher, peers and instructor. Survey the needs of the class and the available resources, such as the Scott Foresman texts in the Curriculum Library, science texts in your classroom, and the Martin text, Part II, for topics. Discuss topic with science teacher in building.

Investigation: Sinking and floating; Clay boats, Martin Pgs. 138-140. Write out definitions for Mass vs. Weight, volume, density, buoyancy and water displacement.

Reading Journal 1. Martin Chapter 1, What Is the Nature of Science? Ask a small group of children to draw and explain what a scientist does/looks like. Summarize the children’s drawings and explanations. Briefly describe your own idea of a scientist does, before and after reading Martin text. Reflect on differing interpretations from children, adults and text. (2 single-spaced pages.)

Comment [LW3]: Questions direct student back to text, then to own experience for answers

Read Handout: “Balloons and Other Things That Sometimes Float” In: Robertson, W.C. (2005). *Stop faking it: Air, water, & weather*. Arlington, VA: National Science Teachers Association.

Comment [LW4]: New requirements. All designed to strengthen science content

Investigation Journal 1: Bubbles investigation. Describe and reflect on your own learning in science content and process, group work and applications to the elementary classroom. Include a definition of *molecular adhesion* and how it is related to the investigation. Describe how glycerin affects the soap bubbles. Attach a photocopy of your rough notes taken during the investigation. Submit all journals online on the due date. Submit paper copies of rough notes taken during college classroom investigations, and digital photos or photocopies of children’s work.

3. Children as Science Learners

- The development of children’s understanding of natural phenomena.
- A constructivist approach to learning and teaching.
- Inquiry, experiential learning, and investigations of the natural and the constructed world.

Reading Journal 2--Science Project: Describe science unit topic, rationale for selection and arrangements with cooperating teacher for presenting a series of two-three science lessons to class. Discuss how you will incorporate constructivist principles into your unit, referring to prior course work on constructive teaching and the Martin text. (See traditional vs. constructivist comparison, pg. 62.)

Comment [LW5]: Incorporated previous “science Project” assignment into Reading Journal format, requiring text-to-self integration.

Collaborative Online Investigation: Water Use Survey. Designed by Center for Innovation in Engineering and Science Education (CIESE), Stevens Institute of Technology, NJ. **Preview website before class** and review handout on CIESE Collaborative Project: Water Use. <http://www.ciese.org/collabprojs.html>

Read Martin, Chapter 2, *How Do Children Learn Science?, Part II* Inquiry Lessons, pg. 345, and Water Cycles, pg. 334-335. Use Companion Website listed above to preview content, including concept map, power point, and quiz.

Read Handout: Small, T. (2006) “On Observation,” *Science and Children*. January 2006. Pg. 45-46. List and be prepared to discuss rationale and strategies for teaching observation skills in own or future classroom.

Investigation Journal 2: Sinking and Floating: Clay boats investigation. Define terms: Mass, weight, volume, density, buoyancy and water displacement, relating terms to materials used in the investigation. (In addition, see general requirements, Investigation Journal 1 above.)

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

- Inquiry lessons and concept mapping. (See concept map for Chapter 4 in Martin Companion Website link above.)
- The scope and sequence of the NYC DOE science curriculum, K-5.
- Review National Science Education Standards (Table 4.2, p. 127 ff.)
- Discuss Field Trip arrangements for next week.

Investigation: Red Worms & Composting.

Read: Session 4--Red Worms Packet.

Reading Journal 3: (A) Create a concept map that includes some or all of the topics in your unit with at least three levels of super/subordinate concepts. (B) Write part of a lesson plan based on your unit, using at least the first two of the steps in four-e lesson plan: 1. Exploration. 2. Explanation. (pgs. 12-139.) (C) Write a short paragraph on how your unit fits the NYC DOE Scope and Sequence.

Read: Martin Chapter 4, *How Do you plan for the Inquiry-Based Classroom?* “A Bugs Life” and lesson plan on life cycle of mealworms. (367-369.) See Chapter 4 concept map on text Companion Website. (See link above.) View CD Rom, Chapter 4.

Also read the following handouts:

- Session 4 “Extensions” Insect Hunt Packet
- Login to NSTA SciGuides-- Life Cycles and Inherited Traits and Organisms: http://sciguides.nsta.org/guides/guide_detail.aspx At the login page, use the following “Email”: l.veybright@verison.net and the Password: george
- “Willie the Hamster.” Pg. 124-125 in *National Science Education Standards*.
- *NYC Scope and Sequence for Elementary Science—Working Draft*. (Use web link above.)

Investigation Journal 3: Observe a science or non-fiction literacy lesson taught by the science teacher or classroom teacher. Describe and reflect on setting, lesson aim, and record activities and dialogue to capture some of the teacher’s and children’s questions and responses. Compare questions to Bloom’s taxonomy (Ch. 6, pg. 174.) and lesson activities to inquiry model criteria. (Ch. 4.)

Take-Home Quiz 1: Questions from Martin Chapters 1, 2 & 4. Investigations: Bubbles, Sink and Float, Water Use Survey, Red Worms. Class notes on discussions. Submit quiz to instructor via email before class. Late submissions not accepted.

5. Science in the City—Walking trip to Hudson River pier

- Viewing the city as a naturalist.

- Cracks in the sidewalk: Observing and recording natural phenomena in urban environments.
- Planning safe and effective field trips.
- **Submit and discuss Quiz 1.**

Investigation: Walking trip to the Christopher Street Pier. Meet on Pier at 6:30 p.m. (West Street & Christopher Street.) Take # 1 train uptown to Christopher Street. Bring trip questions sheet, notebook and pencil.

Investigation Journal 4. Red Worms investigation.

Include a drawing of the red worm, with body parts labeled and defined.

Describe the role of the red worm in the ecology of the forest floor. Describe briefly several classroom applications. Reflect on science content and processes within the investigation.

Read and be prepared to discuss:

- Martin: Litter in Our Waterways. Pgs. 384-386
- Water Quality Reference Guide. Introduction, Chapters 1, 2 and assigned parts of Chapter 3 and related appendices. (Handout) New York City Soil and Water Conservation District. (NYCSWCD).
- Review website for NYCSWCD before the trip:
http://www.nycswcd.net/environmental_ed.cfm
- David Sobel, "Beyond Ecophobia: Reclaiming the Heart in Nature Education." The Orion Society (Handout). (Sobel warns of building an environmental curriculum, based on fears of catastrophe.)

6. Science Learning Assessment

- Limits and purposes of assessment—formal and informal assessment models.
 - Rubrics and assessment
 - Assessing higher-order thinking skills.
 - Planning for assessment in classroom and in the Science Project.
 - Assessing process and content skills.
 - Self-assessment of science course work and journals.
 - Science Unit: Discuss lessons on topics chosen and cite lesson used from Martin
- Investigation: Simple Circuits**, Martin, Pgs. 198-200. Be able to define terms: Series and parallel circuits, switch, insulator, and short circuit.

Read Martin Chapter 7, *How Do You Develop and Use Authentic Assessment?*

- Read handouts on electricity.
- Preview CD-ROM for Chapter 7.

Reading Journal 4--Science project: List three assessment strategies from lesson plans, including description of assessment task, rationale for selection, and a rubric for each assessment. Describe how Basic Processes and/or Integrated Processes (Table 7.4, pages 217-218) have been incorporated into lesson plans.

Investigation Journal 5. Class Trip: Describe and reflect on own learning, group work and elementary classroom applications for class trips in general, and for water quality survey and tree study, in particular. Include rough notes and sketches taken during the investigation.

7. Ch. 6: Inquiry for Scientific Literacy

Questioning and Inquiry (Meet in Curriculum Materials Center, MCNY Library.)

- Describe what questions to ask and why.
- Connecting teacher's questions and children's answers. (See Journal 3.)
- Questioning for all students, and listening to students questions.

Bring Journal 3 for class discussion on questioning strategies.

Investigation: Review Curriculum Materials: Scott Foresman texts and Delta Science kits. Choose topic in Scott Foresman Text that is also covered in Martin, Part II, and compare lesson plans used in the two texts.

Read Martin Chapter 6, Questioning and Inquiry and CD-ROM for Chapter 6.

Reading Journal 5—Science Unit: Submit sample questions from 3-4 lessons, providing a rationale for selection within unit. Include some "reflective questions" (pg. 203). Compare your questions to other teacher's questions recorded in Journal 3.

Investigation Journal 6: Simple circuits. Describe and reflect on own learning, group work and elementary classroom applications. Define relevant terms. Include rough notes and drawings created during the investigation.

8. Addressing the Needs of Diverse Learners

- Science for all children.
- Science for exceptional children.
- Inclusion in the science classroom and in own Science Unit Project.
- Classroom management strategies for special needs students.

Read Martin Chapter 3, Inquiry for All Children. Be prepared to discuss accommodations that could be made for children in your class, based on text and past experience.

Investigation: Body Measurement: Are you a square? (Math/Science integration and accommodations for all children.)

Take-home Quiz 2: (Due July 2) Martin Chapters 3, 5, 6 and 7. Investigations: Red worms, simple circuits, and body measurement.

9. Resources and Equipment for the Science Classroom (Meet in Curriculum Materials Center, MCNY Library.)

- Selecting and using textbooks and trade books, based on best practices.
- Using science kits and materials effectively and safely.
- Constructing a basic science materials list.
- Displaying children's work and setting up learning centers
- **Submit and discuss Quiz 2.**

Reading Journal 6: Science project draft: objectives, rationale, assessment references, and two lessons due. List resources used in lesson plan from Martin, Part II, Scott Foresman series or other teacher's guides in Curriculum Materials Center, and websites. Cite safety considerations included, where applicable.

Investigation: Plants, Pgs. 347-355. Be able to define terms: photosynthesis, hydroponic farming, and describe common plant nutrients.

Read Martin Chapter 10, Safety; Chapter 11: Resources section and pgs. 347-358. Be prepared to discuss how you have incorporated safe practices and have integrated various resources within your unit plan.

10. Integrating Science into other Curriculum Areas

- Approaches to integration: Across the Standards and Driving Questions.
- Alternative approaches for special needs students.
- Integration of other disciplines into the Science Unit.

Reading Journal 7—Science unit. Describe how you have integrated other curriculum areas into specific lessons. Provide rationale from text and own experience for such integration. Describe how you have used either the *Across the Standards* or *Driving Question* approach.

Read Martin, Chapter 8, *How Do Plan for and Integrate Science with Other Disciplines?* Be prepared to discuss the research support for integration, as well as your own experience with integration.

Investigation Journal 7: Plants investigation. (See previous investigation journals for the format.)

11. Integrating Technology in the Science Curriculum

- Using technology in the science classroom—how and why.
- Practical and purposeful applications of technology.

Investigation: Apples. See SciGuide: Properties of Objects and Materials: http://sciguides.nsta.org/guides/guide_detail.aspx

Read: Martin, Chapter 8, *How Do you Integrate technology That Enriches Science Learning?* and Pg. 376 ff.: Owl Pellets Lesson plan. Be prepared to discuss how you have integrated technology into your unit plan, and how you have used technology during the course.

See NSTA Owl Pellets Web Seminar from Picture Perfect Science text:

<http://institute.nsta.org/dallas05/pps/Pps2.ppt#6>

12. Looking at Standards in the Science Curriculum

- Comparing the National Standards for Science with the New York State Standards, New York City Science Standards, the Benchmarks 2000 and the Essential Learning Outcomes.
- Read and discuss the NY State Fourth Grade Science Test. (See Webography above.)
- Aligning standards with textbooks and programs.

- Course summary and assessment.

Review Martin. Chapter 4 on planning, Chapter 7 on Assessment, and The National Science Education Standards, A1-A4.

Describe how you have used the National Standards for Science and/or the NY State standards in your unit.

Reading Journal 8—Science Lesson taught: Describe and reflect on science unit lesson(s) presented to a group of children. Discuss and provide samples of children's work.

Take-Home Quiz 3: Martin Chapters 8, 10, and 11. Investigations: Plants and Apples.

13. Science Course Review and Assessment

- Review readings, investigations, journals and unit assignments, all within the inquiry model. Describe how you plan to integrate inquiry methodology into your practice in the classroom.
- **Submit and discuss Quiz 3.**

14. Classroom Presentations of Projects/Lessons in Science. Part I

- Presentation and discussion of final science projects/units.
Use "Presentation Guidelines." Practice presentation with peers prior to session.
- **Final Science Project due, via email and paper copy.**

15. Presentations II.

SKILLS

Inclusion: Teaching Strategies and Classroom Management

Dr. Roberta Newton

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Overview

This course meets the criteria for ACEI Standards: 3.2 Adaptation to diverse students--Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students; and 4. Assessment for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. It also meets INTASC standards that specify what all teachers need to know and be able to do for special needs students.

This course provides an overview of the federal mandates and New York State regulations related to the education of students with disabilities. Changing attitudes and philosophies toward disability and inclusion will be evaluated in the context of service delivery models and their implications for the attitudes and skills that the regular education teacher must develop.

Definitions of the categories of exceptionality and characteristics of persons with high incidence and low incidence disabilities are introduced. Consideration is given to leaning styles and the ways in which culture, race, gender and social background impact learning in the classroom setting. Instructional strategies and curriculum modifications and service delivery models are studied. Strategies and adaptations are implemented and evaluated through the Constructive Action Project implemented in Purpose Three.

Objectives:

In this course you are expected to:

1. *State the major provisions of current federal and state mandates with respect Special Education;*
2. *Examine your personal beliefs about teaching children with special needs in regular classroom settings;*
3. *Show how changing philosophies resulted in changed policies and practices;*
4. *Discuss pre-referral data collection and interventions via Child Study or Intervention Teams;*
5. *Identify and analyze the multiple influences which may affect all learners, including those with disabilities (e.g. , self-esteem and motivation, gender, ethnic/cultural, socioeconomic and linguistic background), and relate these to the referral, assessment and special education processes;*

6. *State defining and general characteristics, etiologies, and education implications associated with high incidence and low incidence disabilities including the gifted and talented and students with Section 504 adaptations.*
7. *Evaluate and choose instructional strategies and curriculum modifications for students with various abilities, learning needs and styles.*

Required Readings

Mastropieri, M., Scruggs, T. (2007). *The Inclusive Classroom: Strategies for Effective Instruction*. Prentice Hall

Suggested Readings

Ganske, Kathy (2000). *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction*. The Guilford Press

Blachman, Benita A., Ball, Eileen W., & Tangel, Darlene M. (2000). *Road to the Code: A Phonological Awareness Program for Children*. Brookes Publishing

Sally, Shaywitz (2000). *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level*.

Assessment

Attendance	5%
Chapter Presentation	25%
Participation	20%
Final Exam	25%
Research Summaries of Four Articles	25%

Attendance

Students are expected to attend all sessions of the course and complete all assigned work. Whenever unusual circumstances make regular attendance impossible, the student should consult with the instructor to make special arrangements.

Chapter Presentation

- Students will work in small groups, each of which will be assigned a chapter in *The Inclusive Classroom: Strategies for Effective Instruction*
- The group will collaborate on developing a PowerPoint presentation on the chapter's content and will design an assessment tool (adapted for inclusion) to be given to students as a means of evaluating the effectiveness of their presentation.
- Students will have 45 minutes to do their presentation and to explain how they adapted their assessment tool

Participation

Attendance, class participation, BlackBoard discussion, constructive input, reflections, and involvement in group work are a crucial part of this course.

Research Summaries of Four Articles

With the use of technological library resources, student will investigate and summarize FOUR recent diverse multicultural research articles related to the education of students with disabilities from one or more of the following research journals:

Journal of Learning Disability
 Journal of Emotional and Behavioral Disorders
 Learning Disability Quarterly
 Journal of Special Education
 Journal of Clinical Child & Adolescent Psychology

Articles are to be from the year 2002 to the present. Diverse Learning Research selected will be appropriate to the following ISSUES in your Constructive Action Project:

- Characteristics: physical, emotional, cognitive, linguistic
- Adaptations
- Assessment
- ELLs

Each summary is to be a half single-spaced 1-2 pages using Roman 12 font.

Late Papers: Lose one full grade per week of lateness (Example, an A grade paper becomes a B)

Class Sessions

1. Understanding and Connecting with Students Who have Special Needs; the Nature of Disability

- The history and current trends for students with disabilities;
- Confronting our attitudes/preconceived notions;
- Awareness activities;
- The Least-Restrictive Environment
- Legal Foundations: Federal and State Mandates;
- Attitudes related to “No Child Left Behind”;

Read: Chapter 1 Introduction to Inclusive Teaching

2. Assessing Student Learning Needs

- Adapting Tests for Students with Special Needs;
- Curriculum –Based Measurement
- Performance Assessment
- Portfolio Assessment
- Language and Reading Assessment Instruments
- Mathematics Assessments

- Behavioral Assessments

Read: Chapter 12 Assessment

3 Teaching Students with Higher-Incidence Disabilities

- Speech or Language Impairments
- Learning Disabilities
- Watch and discuss FAT City
- Instructional Adaptations (INTASC Standards)

Read: Chapter 3 Teaching Students with Higher-Incidence Disabilities

4. Teaching Students with Higher-Incidence Disabilities

- Learning Disabilities (condit)
- Case Studies: for Dyslexia; Learning Disabilities: Executive Function Disorders
- Mental Retardation
- Emotional Disturbance

Read: Chapter 3 Teaching Students with Higher-Incidence Disabilities

5. Teaching Students with Other Special Learning Needs

- ADHD
- Gifted, creative, and talented
- Cultural and lingual diversity
- Students at risk

Read: Chapter 5 Teaching Students with Other Special Learning Needs

Mid-term: Chapters 1, 12, 3, and 5

6. Adaptive Teaching in Reading

- Adaptive approaches to Reading- basal textbooks, whole language, reading recovery, direct instruction and code-emphasis approaches.
- Adaptations for promoting word identification, including phonemic awareness, phonics, structural analysis and basic sight words.
- Adaptations and technological advances to promote reading fluency including reading fluency, repeated readings, curriculum-based measurement
- Strategies for Reading Comprehension in Inclusive Settings.

Read: Chapter 13 Literacy

7. Adaptive Teaching in Reading

- Adaptations and technological advances to promote reading fluency including reading fluency, repeated readings, curriculum-based measurement
- Strategies for Reading Comprehension in Inclusive Settings.

Read: Chapter 13 Literacy

8. Adaptive Teaching in Math

- Strategies for Teaching Math in Inclusive Settings
- Addition and Subtraction Concepts
- Number Lines
- Addition and subtraction Computation
- Remembering Addition and Subtraction Facts
- Place Value and Regrouping
- Multiplication and Division Concepts
- Teaching Multiplication Facts
- Error Analysis for Diagnosis
- Functional Math

Read: Chapter 14 Mathematics

9. Adaptive Teaching in Math

- Multiplication and Division Concepts
- Teaching Multiplication Facts
- Error Analysis for Diagnosis
- Functional Math

Read: Chapter 14 Mathematics

10. Adaptive Teaching in Science and Social Studies

- Adapting Textbook Materials to Accommodate Diverse Learners
- Adapting Activities-Oriented Approaches in Science and Social Studies
- Adapting and Implementing Inquiry Learning in Science and Social Studies

Read: Chapter 15 Science and Social Studies

11. Improving Attention and Memory

- Strategies for Improving Attention
- Basic Skills Problems
- Extreme Attention Deficits
- Strategies for Improving Memory
- Mnemonic Techniques

12. Teaching Students with Lower-Incidence Disabilities

- Visual impairments
- Hearing impairments
- Physical disabilities and other health impairments
- Autism

Read: Chapter 4 Teaching Students with Lower-Incidence Disabilities

- 13. Preparing and Simulating the Pre-referral and Referral process leading to IEP meeting for one of the case study students.**
- 14. Teaching Simulations of Disability; Learning Styles; Cultural Diversity.**
- 15. Final Exam**

COMMUNICATIONS

Diagnostic and Enrichment Techniques in Reading

Professor Mary Simone
msimone@mcny.edu

Overview

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

Objectives

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

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

Assessment

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

Required Readings

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

Recommended Readings

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

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

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

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

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

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

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

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

McKenna, M. (2002). *Help for Struggling Readers: Strategies for Grades 3-8*. New York, New York: The Guilford Press

McKenna, M. and Stahl, S. (2003). *Assessment For Reading Instruction*. New York, New York: The Guilford Press

Tompkins, G. (2003). *50 Literacy Strategies: Step By Step*. Upper Saddle River, New Jersey: Prentice Hall

Walker, B. *Diagnostic Teaching of Reading: Techniques for Instruction and Assessment*. Upper Saddle River, New Jersey: Prentice Hall

Weaver, C. (2002). *Reading Process and Practice From Socio-Psycholinguistics to Whole Language*. Portsmouth, NH: Heinemann

Class Sessions

- 1. Foundations of Reading Instruction**
 - Types of reading programs
 - Roles of reading teachers
 - Milestones in the history of remedial and clinical reading instruction
 - Models of the reading process

- 2. Causes and Correlates of Individual Differences in Reading Ability: Part I & Part II**
 - Physiological factors
 - Hereditary factors
 - Emotional factors
 - Educational factors
 - Cognitive factors
 - Language factors

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

- 3. Assessment for Identification of Reading Problems**
 - General issues related to assessment
 - Issues related to formal assessment
 - Steps in assessment for identification

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

- 4. Assessment for Verifying General Reading Levels**
 - Informal reading inventories
 - Issues related to informal assessment
 - Cloze tests
 - Computer-administered tests

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

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

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

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

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

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

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

7. Using the Running Record and DIBELS in the classroom

Assignment Due: TBD

8. Important Principles of Reading Instruction

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

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

9. Word Recognition & Word Identification

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

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

10. Knowledge of Word Meanings

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

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

11. Comprehension of Narrative & Expository Text

- Comprehension processes
- Narratives
- Expository text
- Comprehension instruction

- Meta-cognitive strategies

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

12. Learners with Special Needs

- General characteristics
- Instructional strategies and suggestions

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

13. Presentations

Assignment Due: Lesson Plans & Make and Take Activities

14. Presentations

15. Final Exam

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>	<p>4 3 2 1</p>
<p>D. Communication (ACEI 3.5) Candidate uses effective verbal, non-verbal strategies, medias and technologies to promote student learning. Comments: _____ _____</p>	<p>4 3 2 1</p>
<p>E. Assessment (ACEI 4) Candidate uses formal and informal assessment to monitor student learning and to modify instruction based on assessments. Comments: _____ _____</p>	<p>4 3 2 1</p>
<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>	<p>4 3 2 1</p>
<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>	<p>4 3 2 1</p>
<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>	<p>4 3 2 1</p>
<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>	<p>4 3 2 1</p>
<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