

Developing Effective Relationships with Key Constituencies

Purpose 1

The Master of Science Degree in Education

AUDREY COHEN SCHOOL
FOR
HUMAN SERVICES AND EDUCATION

SPRING 2009

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DEVELOPING EFFECTIVE RELATIONSHIPS WITH KEY CONSTITUENCIES

Purpose 1

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POLICIES

Attendance:

- Students are required and expected to attend **all** scheduled classes.
- If a student has a legitimate reason for being absent or late, he/she should notify his/her faculty member and deal directly with that person.
- Students who accumulate 3 (three) absences are jeopardizing their good standing and are in danger of failing.
- Students who accumulate excessive absences or lateness may be recommended for withdrawal.
- Any student who has missed the first 2 (two) sessions per course in a term will not be allowed to begin classes without written permission from the Director
- **Students are responsible to turn in all assignments on time.**

Grading System

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

Incomplete Grades

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

Students have until the completion date set by the instructor but no later than the end of the seventh week (with the instructor’s permission) of the following semester to complete coursework for incomplete grades, unless it is the student’s last semester, which requires a shorter completion time period. The instructor has up to the end of the 10th week of the semester to change the “I” grade. After this time, an incomplete grade automatically becomes an “F.” A formal extension – “EI” for an Extended Incomplete – is required to carry an incomplete beyond this time period. The faculty member, student and appropriate Dean must complete the EI Form that is available in the Office of the Registrar. The student either completes the required coursework for a grade or, receives an “F.” **Failures must be repeated.**

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

Plagiarism

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

Add/Drop

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

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

Constructive Action Documents:

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

Please be advised regarding the following:

- No food or drink is allowed in the classrooms.
- No children are allowed in the classrooms.
- Walkmans, cell phones, beepers, or any form of audio equipment should be turned off in the classroom at all times.
- Laptop computers should only be used for related academic class work in the classrooms.

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.

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 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</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>other drugs and that fosters the health and learning of all students, and the development of a sense of community the home, school, and community on student's readiness to learn- and skill in applying that understanding to create a safe 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</p>			

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
	variations... learning processes, motivation, communication and classroom management language acquisition and literacy development.			
(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 1-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments .	2
(E) Assessment The candidates	<u>Pedagogical Core:</u> Formal and informal methods of assessing student learning	Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and	(4) Assessment for Instruction: Candidates <u>know, understand, and use formal and informal assessment strategies to</u>	2

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
demonstrate the ability to monitor, evaluate, analyze and interpret 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.	ensure the continuous intellectual, social, and physical development of the learner.	plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	
Skills (A) Planning Instruction The candidates are able to plan instruction based on knowledge of the subject matter and curriculum goals.		Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	(3a) Integrating and applying knowledge for instruction: Candidates <u>plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</u>	2,3
(B) Instructional Strategies/Technologies The candidates use a range of instructional strategies and technologies to promote student learning, critical		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, and 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

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

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
on assessments.	and analysis to plan or modify instruction, and skill in using various resources to enhance learning. Assessment, diagnosis and evaluation of students with disabilities. Use of assisting and instructional technology in the teaching of and learning by students with disabilities.			
(F) Collaboration and Relationships The candidates demonstrate the ability to establish positive relationships with key constituencies (peers, colleagues, parents and students).	<u>Pedagogical Core</u> History, philosophy and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning-and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts.	Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	(5c) Collaboration with Families: Candidates know the importance of <u>establishing and maintaining a positive collaborative relationship with families</u> to promote the academic, social and emotional growth of children. (5d) Collaboration with Colleagues and the Community: Candidates <u>foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.</u>	1
(G) Reflection and		Principle #9: The teacher is a reflective	(5b) Reflection and Evaluation:	2,3

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

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
learn at high levels and they persist in helping all students achieve success.				

Assessment System

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

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

The assessment system at MCNY has the following characteristics:

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

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 1, Purpose 2, and Purpose 3 Constructive Action Assessments. These assessments are modeled after the Teacher Work Sample adapted from the Renaissance Partnership for Improving Teacher Quality to monitor candidates' instructional practice and to collect data on student learning in grades 1-6 during 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 Constructive Action 1 Assessment
 - Passing grades on the Mathematics and Reading methods courses
 - Child Abuse assessment *
 - Criminal Background check *
 - Passing score on LAST
- * You will be given directions on how to complete the distance learning Child Abuse training how to fingerprint by the NYDOE.

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:

- Successful Student Teaching 1 (minimum 32 days) evaluation by faculty supervisor and cooperating teacher
- Satisfactory completion of the Constructive Action 2 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:

- Successful Student Teaching 2 (minimum 32 days) evaluation by faculty supervisor and cooperating teacher
- Satisfactory completion of the Constructive Action 3 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 NY required tests: LAST, ATS/W, CST Multi-Subject
- Complete the application in the NYS TEACH system

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

Internal assessment data, such as evaluations of field experiences and student teaching 1 and 2 comes from multiple sources: the college 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 Mathematics and Reading Methods (I) Criminal Background Check (I) Child Abuse Rubric (I) Field Experience Assessment (I) Constructive Action 1 Assessment (I) 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) Student Teaching 1 Evaluation (I) Constructive Action 2 Assessment (I) Project SAVE Seminar Passing Score ATS/W (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) Student Teaching 2 Evaluation (I) Constructive Action 3 Assessment (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)

OVERVIEW OF PURPOSE I

Developing Effective Relationships with Key Constituencies

Program

The curriculum of the Master of Science Degree in Education program is built around three semester long Purposes: 1) Developing Effective Relationships with Key Constituencies; 2) Teaching Effectively; and 3) Meeting the Unique Needs of All Learners. The program focuses on how to develop, maintain and enhance a positive learning environment. Teaching to state standards and meeting the needs of diverse learners are emphasized. Through intensive field experiences and student-teaching, you will apply effective teaching practices in urban classrooms. At the conclusion of the program each candidate for graduation will submit a professional portfolio for faculty and peer review. Assessment of the portfolio will be based on the essential abilities required for successful teaching candidates as specified in this handbook.

The Master of Science Degree in Education program is registered and authorized by the Board of Regents to certify graduates in Childhood Education 1-6. However, students should be aware that the New York State Education Department (NYSED) requires teacher certification applicants to provide evidence of passing the *Liberal Arts and Sciences Test (LAST)*, the *Elementary Assessment of Teaching Skills-Written (ATS-W)* and the *Content Specialty Test (CST) – Multi-Subject (002)*. Therefore, it will be the responsibility of each student to make arrangements to take and pass the LAST exam during your first semester, take and pass ATS-W during the second semester, and take CST during your third semester. Information concerning test dates and registration procedures can be found at the New York State Teacher Certification Examination website www.nystce.nesinc.com. You will need to complete required workshops on Child Abuse Prevention during the first semester, and complete the seminar on School Violence, and Drug Abuse (Project SAVE) during your second semester.

Purpose 1

In the *Purpose Seminar of Developing Effective Relationships with Key Constituencies* you are introduced to Purpose-Centered Education—the philosophy of teaching and learning that informs all of your coursework at MCNY. The seminar explores the development of both the primary relationships with elementary school students, and secondary professional relationships with professionals, parents, and other members of the community. In the purpose course, you also will begin developing material for your exit portfolio.

A key element of the first semester is your participation in a field experience, consisting of eight hours a week for the entire semester. Field experience placements will be arranged by faculty teaching the Purpose Dimension Seminar. It will be your responsibility to document both the amount and apportionment of all time in the field.

You will undertake a field-based constructive action that you will develop and document over the course of the semester. All field experiences are linked to the Purpose and Constructive Action requirement of Purpose 1, including field experiences related to reading and math course objectives. They give you the opportunity to observe and participate in informal small group teaching situations in a variety of school settings and grade levels. Both your participation in the field and your constructive action will be assessed.

Values and Ethics: Philosophy of Education examines key contributions to the history of educational philosophy. Brief selections from thinkers and practitioners provide you with an opportunity to consider the role of the teacher and the purpose of education from the standpoint of a democratic society. You apply these ideas to your classroom and field experiences throughout the semester.

Self and Others: Child Development and Learning course, explains the process of child development from birth to the end of elementary school. You are also introduced to ideas and practices that help you explore how and why students learn and why they may not. This knowledge will assist you to adapt instruction to meet the needs of individual children.

Systems: Social Issues and Trends In Urban Education explores the political, historical, economic, and social contexts that impact urban education in the U.S. today. Educational policies such as desegregation, affirmative action, bilingual education, and school reform are discussed.

The *Skills: Teaching and Learning Mathematics in Grades 1-3* course includes an examination of curriculum, goals, methods, and materials for teaching mathematics to elementary school children. The course includes demonstrations, discussion, review of elementary-level mathematics texts and materials and practice of teaching methods. You will learn how to work with children's ideas in a mathematical setting and how to create, practice and assess lessons and units of study in mathematics for children in grades one through six.

In your *Communications Skills: Reading Instruction for Primary Grades* introduces you to teaching language-related processes with special emphasis on developmental reading. Emphasis is placed on the practices of reading instruction: basic reading strategies, methods of instruction, diagnostic teaching, and classroom organization for reading and assessment of reading programs for improvement of instruction. Special consideration is given to the examination of literature appropriate for diverse cultural groups, individual learning styles and special needs.

PURPOSE SEMINAR:
Introduction to Purpose-Centered Education
and
CONSTRUCTIVE ACTION:
Observation and Participation in School and Community Settings

Dr. Jinx Roosevelt
Room 1231
Phone: (212) 343-1234 Ext. 2422
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Overview

In the first semester's Purpose Seminar you are introduced to MCNY's Purpose-Centered Education model. You practice a key concept of Purpose-Centered Education—empowerment—as you develop the teaching skills and the professional relationships that will enable you to help children become effective learners and responsible persons. To achieve the first semester's purpose, you will develop both *primary* relationships (i.e. relationships with elementary school students in the classroom that you are placed in) and *secondary* relationships (i.e. relationships with teachers, parents, administrators, support services, and the wider community).

In the course of the semester you will also be introduced to other elements of Purpose-Centered Education, including the learning community/cohort model, the role of fieldwork, the function of theory-practice integration, the Constructive Action, and the Constructive Action document. Through observation, reflection, lectures, discussions, readings, role play, films, collaborative projects, classroom experiences, and writing exercises, you will learn the communication skills necessary to establish positive, appropriate professional relationships with key constituencies in the school and community so that optimal learning environments can be created and maintained for all children.

To achieve the goals of these courses, in addition to your academic work you will be required to participate in a school environment for eight hours each week for the entire semester. You will begin your practice of teaching methods by conducting an observed mini-lesson at the midterm and at the end of the course. Evidence of your ability to develop effective relationships with key constituencies will be demonstrated both through your activities in the school and through your completion of the Constructive Action document.

The Constructive Action document (see outline below) has a three-fold purpose. First, it aims to give structure to your implementation of the semester's purpose, which is to develop effective relationships with key constituencies. Second, the CA document aims to provide a format for introductory lesson planning and reflection. Finally, the CA document will serve as an assessment instrument to record your growth as a teacher. Technology is integrated into the course through the use of the lap top computer, accessing our web-based syllabus, conducting

research on the web, and applying technology to assignments such as the Constructive Action document.

Objectives

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

1. *Review, discuss, and practice Purpose-Centered Education.*
2. *Observe, record, and reflect upon the actions of the key constituencies of the school that you are placed in.*
3. *Plan, research, implement, and evaluate a Constructive Action that develops your ability to conduct two observed mini-lessons during the semester;*
4. *Strengthen your communication skills through classroom discussions, presentations, interviews, research, and the careful drafting and revision of each section of the CA document.*
5. *Effectively assist cooperating teachers in the classrooms to which you are assigned.*
6. *Integrate theory and practice within the assignments from the Purpose Seminar and across the Dimension classes.*

Assessment

Purpose Seminar: Introduction to Purpose Centered Education

Class attendance and participation	20%
Weekly assignments	40%
Final Constructive Action Document	40%

Observation in School and Community Settings

(Note: 120 hours of attendance are required)

Faculty member's evaluation of mini-lessons	60%
Cooperating teacher's evaluation	40%

Required Readings

Bromfield, M., Deane, H. Burnett, E. (2003). *From surviving to thriving: A guide for beginning teachers*. Brookline Books.

Faber, A. & Mazlish, E. (2003). *How to Talk so Kids Can Learn at Home and in School*. New York: Scribner.

Moore, K.D. (2007). *Classroom Teaching Skills*. Sixth Edition. Boston: McGraw Hill Higher Education.

Perrone, V. (1991). *A letter to teachers: Reflections on schooling and the art of teaching*. San Francisco: Jossey-Bass Publishers.

Note: Readings assigned or recommended in the other Dimension classes will be discussed in term of relevance to the Constructive Action.

Recommended Web Sites

Child Trends Data Bank. This site is a rich and reliable research and public policy resource. Online at: www.childtrendsdatbank.org

Connect For Kids newsletter of the Benton Foundation.) Conducts major surveys of critical issues related to child health, education and welfare. Online at: http://www.connectforkids.org/Benton_topics1544.

Economic Policy Institute. (EPI) <http://www.epinet.org/> An important and reliable research site. A sample "Education" link appears below.
<http://www.epinet.org/subjectpages/edu.cfm?CFID=2813086&CFTOKEN=90848996>

Infoshare: One of your most important resources. www.infoshare.org

Inside Schools: <http://www.insideschools.org/> A parent-oriented view of any public school in New York City, a program of [Advocates for Children of New York](#). Use this site, in addition to the official NYC Dept. of Ed. site below.

New York City Department of Education: The home page of the Department contains a rich, well-organized set of links to information and resources on the schools, parents and community. <http://schools.nyc.gov>

[See the annotated Web Site Bibliography handout for a full listing of assessment links.]

Recommended Readings

Bell, B, Gaventa, J. and Peters, J (Eds.) (1990) *We make the road by walking: Conversations on education and social change/Myles Horton and Paulo Freire*. Philadelphia: Temple University Press

Bigelow, B., Harvey, B. Karp, S. and Miller, L. (2001). *Rethinking our classrooms: Teaching for equity and justice*. Milwaukee: Rethinking Schools, Ltd.
www.rethinkingschools.org

Borich, G. (1999). *Observation skills for effective teachers*. Third Edition. Upper Saddle River, NJ.

- Bullock, A. and Hawk, P. (2001). *Developing a teaching portfolio*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Bullough, R. and Gitlin, A. *Becoming a student of teaching: Methodologies for exploring self and school context*. New York: Garland Publishing, Inc.
- Calkins, L. (2000) *The Art of Teaching Reading*. New York: Allyn & Bacon.
- Charney, R. (2002). *Teaching children to care: Classroom management for ethical and academic growth, K-8*. Revised Edition. Greenfield, MA: Northeast Foundation for Children. www.responsiveclassroom.org
- Cochran-Smith, M. and Lytle, S. (1993). *Inside/Outside: Teacher research and knowledge*. New York: Teachers College Press. [See Chapter 6 on teachers' journals.]
- Cohen, D., Stern, V. and Balaban, N. (1997). *Observing and recording the behavior of young children*. Fourth Edition. New York: Teachers College Press.
- Curtis, D. and Carter, M. (2000). *The art of awareness: How Observation can transform your teaching*. St. Paul, MN: Red Leaf Press.
- Duckworth, E. (1987) "*The having of wonderful ideas*" and *Other essays on teaching and learning*. New York: Teachers College Press.
- Frank, C. (1999). *Ethnographic eyes: A teacher's guide to classroom observation*. Portsmouth, NH: Heinemann.
- Kane, P.R. (1996). *My first year as a teacher*. New York: Signet.
- Kelly, W. (2003). *Rookie teaching for dummies*. New York: Wiley.
- McKay, M., Davis, M., Fanning, P. (1995). *Messages: The communications skills book*. California: New Harbinger Publications.
- Meier, D. (1995) *The Power of their ideas: Lessons for America from a small school in Harlem*. Boston: Beacon Press.
- Robinson, A and Stark, D. (2002). *Advocates in action. Making a difference for young children*. Washington, D.C.: National Association for the Education of Young Children.
- Raimes, A. (2002). *Keys for writers: A brief handbook*. Boston: Houghton Mifflin Co.
- Tertell, E. Klein, S. and Jewett, J. (1998). *When teachers reflect: Journeys toward effective, inclusive practice*. Washington, D.C.: National Association for the Education of Young Children.

Wong, K., and Wong, R. (2001). *The First days of school: How to be an effective teacher*. New York: Harry K. Wong Publications.

Teachers on Teaching/Memories and Autobiographies:

Ashton-Warner, S. (1985). *Teacher*. New York: Simon & Schuster.

Kidder, T. (1990) *Among schoolchildren*. New York: Harper Collins.

Kohl, H. (1990) *36 Children*. New York: Plume.

Class Sessions

Unit 1:

THE TEACHING AND LEARNING CONTEXTS

1. Introduction to the course: purposes, themes, and requirements.

Overview of Purpose-Centered Education (PCE).

Discussion of student roles in the classroom and the school.

Review of required texts and academic requirements; reading and writing tips.

Overview of the Constructive Action (CA) document outline.

Acquiring lap-top computers and access to the web-based course syllabus.

Uses of the computer for note taking, research, communication among colleagues and instructors.

Guidelines for drafting Part I A of the CA document.

In-class drafting of the Introduction to the CA document (“Statement of Purpose”).

2. On developing effective relationships with key constituencies.

Discussion of assigned readings.

Discussion of field experiences.

Guidelines for drafting Parts I B and C of the CA document.

Assignment due:

1) Part I A, of the CA document (“The Classroom as a Teaching and Learning Environment”) due.

2) (Within the next two weeks, complete and revise the Introduction Parts A and B of the CA document.)

3) Read Moore, Chapter 1, “The Teaching Process,” pp. 2-13.

4) Read Bromfield *et al.*, Chapter 1, “Introduction,” and Chapter 3, “Getting to Know Your Students.”

5) Read Perrone, Preface and Chapter 3, “Engaging the Students.”

3. Contexts for teaching and learning.

Discussion of field experiences and assigned readings.
Strategies for observing, recording, and reflecting.
Sharing of observations of the classroom and school.
Interviewing skills: role-play practice interviewing.
Guidelines for drafting Part I D of the CA document.

Assignment due:

- 1) Part I B and C of the CA document (“The School as a Teaching and Learning Environment,” and “The Community as a Teaching and Learning Environment”) are due.
- 2) Read Moore, Chapter 1, “The Teaching Process,” pp. 14-17 and pp. 21-23.
- 3) Read Bromfield *et al.*, Chapter 2, “Learning about Your School” and Chapter 5, “Learning about your School Community.”
- 4) Read Perrone. Chapter 4, “The Community.”

Unit 2:

INTRODUCTION TO LESSON PLANNING AND IMPLEMENTATION

4. Formulating educational goals and instructional objectives

Discussion of field experiences and assigned readings.
In-class work on goals and objectives.
Guidelines for drafting Part II A of the CA document.

Assignment due:

- 1) Part I D of the CA document (“Instructional Implications”) is due.
- 2) Read Moore, Chapter 4, “Writing Objectives,” pp. 76-86.

5. Planning for evaluation and the “mini-lesson” model.

Discussion of field experiences and assigned readings.
In-class work on basic principles of assessment.
An introduction to Lucy Calkins’ mini-lesson and workshop model.
Guidelines for drafting Part III A of the CA document.

Assignment due:

- 1) Part II A (“Goals and objectives for the mid-term mini-lesson lesson”) is due.
- 2) Read Moore, Chapter 12, “Planning for Evaluation,” pp. 299-315.
- 3) Read Perrone. Chapter 6, “Evaluating and Grading Student Performance” and Chapter 7, “Matters of Accountability.”

6. Designing instruction.

Discussion of field experiences and assigned readings.
More in-class work on the mini-lesson / workshop model.
In-class work on lesson planning.
Guidelines for drafting Part IV A of the CA document.

Assignment due:

- 1) Part III A of the Constructive Action document (“Assessment plan for the mid-term mini-lesson”) is due.
- 2) Read Moore, Chapter 6, “Designing Instruction,” but skim pp. 124-143; read carefully pp. 144-157.

7. Student conferences with the instructors to review plans for observed mini-lesson.

Discussion of field experiences and assigned readings.

Guidelines for drafting Part V A of the CA document.

Assignment due:

- 1) Part IV A of the Constructive Action document (“Lesson plan design for the mid-term mini-lesson”) is due.

(OBSERVATION/EVALUATION OF MID-TERM MINI-LESSON)**8. Screening of the 1988 Ramon Menendez film, *Stand and Deliver*.**

Discussion of field experience and assigned reading.

Assignment due:

- 1) Part V A of the Constructive Action document (“Reflections on the mid-term mini-lesson”) is due.
- 2) Also at this time complete the Introduction, Part B of the CA document.
- 3) Read Moore, Chapter 10, “Establishing a Supportive Environment.”

Unit 3:***BUILDING COMMUNICATION SKILLS*****9. Communication in the classroom.**

Discussion of field experiences and assigned readings.

In-class work on communication skills.

Assignment due:

- 1) Part II B of the Constructive Action document (“Goals and objectives for the final mini-lesson”) is due.
- 2) Read Moore, Chapter 7, “Communication.”

10. A Possible Class TripAssignment due:

- 1) Part III B of the Constructive Action document (“Assessment plan for the final mini-lesson”) is due.
due.
- 2) (Within the next two weeks complete and revise the Introduction, Part C of the CA document.)

- 3) Read Faber and Mazlish, Chapter 1, “How to Deal with Feelings that Interfere with Learning,” Chapter 2, “Seven Skills that Invite Kids to Cooperate,” and Chapter 4, “Solving Problems Together.” Skim Chapter 3, “The Pitfalls of Punishment.”
- 4) Read Bromfield et al., Chapter 6, “Working with Colleagues.”
- 5) Read Perrone. Chapter 1, “Toward Large Purposes” and Chapter 5, “Valuing Differences.”

11. Communication in the classroom, con’t.

Discussion of field experiences and assigned readings.

Group work on integrating Dimension course work into CA document.

Assignment due:

- 1) Part IV B of the Constructive Action document (“Lesson plan design for the final mini-lesson”) is due.
- 2) Read free-choice chapter in Faber and Mazlish.
- 3) Read Perrone. Chapter 9, “Refining the Craft of Teaching” and Chapter 10, “The Next Generation of Teachers.”

(OBSERVATION/EVALUATION OF FINAL MINI-LESSON)

12. Toward Professional Development.

Discussion of field experiences and assigned readings.

An introduction to SmartBoard and/or visual aids for classroom use.

Guidelines for drafting Part V C of the CA document

Assignment due:

- 1) Part V B of the Constructive Action document (“Reflection on the final mini-lesson”) is due.
- 2) Bromfield et al., Chapter 8, “the Burnout Problem, How to Avoid It” and Chapter 9, “Finding Professional Communities and Networks.”

13. Coming Down the Home Stretch.

Discussion of field experiences and assigned readings.

Guidelines for finalizing the CA document, including the title page, abstract, table of contents, complete and copy-edited text, references page, and appendices.

Practice drafting abstracts.

The CA document and portfolio development.

Assignment due:

- 1) Part V C of the Constructive Action document (“Summary of your growth as a teacher-in-training”) is due.
- 2) Perrone. Chapter 12, “Strengthening Our Commitment to Schools.”

14. Student reading from final “Reflection” sections of CA documents.

Assignment due: Completed and carefully revised CA documents are due. Submissions must take the form of

- 1) 2 paper copies (one of which is printed out on 3-hole binder paper) and

2) 1 electronic copy on a CD. The student should make a second CD for his/her future use.

15. CA documents will be returned.

Student PowerPoint presentations of an aspect of the Constructive Action process.

THE CONSTRUCTIVE ACTION DOCUMENT

Outline

Introduction: Statement of Purpose

- A. (Due Session #1.) As a beginning teacher, identify your own educational values by analyzing your past educational experience. (Suggested page length: 1-2 pages.)
- B. (Due Session #2.) Paraphrase the semester's Purpose as it appears in the Purpose I Handbook of the MCNY Masters of Science Degree in Education. (Suggested length: 1 page.)
- C. (Due Session #12.) Relate John Dewey's "My Pedagogic Creed" to the Purpose-centered educational program offered at MCNY. (Note: this part of the CA document should be inserted after you have read Dewey in your Values course.) (Suggested length: 2 pages.)

I. Contextual Factors: The Teaching-Learning Environment

[ACEI Standard 5.2: "Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, and physical growth of children."]

- A. (Due Session #2.) The Classroom as a Teaching and Learning Environment. Using your class observations as a starting point, describe the classroom and the children to which you have been assigned this semester. The focus of your discussion should be on those factors listed below that may affect the teaching-learning process, including both supports and challenges. Where appropriate, relate findings to knowledge gained from your Dimension classes.
Suggested length: 3-4 pages.

The Classroom

- room size and set-up
- class size
- number of adults in the room
- daily routine
- classroom rules
- teacher's management techniques
- groupings – fixed or flexible?
- availability of technology equipment
- availability of other resources

The Children

- grade level/age of children
- male/female ratio
- ethnic mix
- culture and/or language
- skill levels

- special needs
- families' resources and constraints
- parental involvement

B. (Due Session #3.) The School as a Teaching and Learning Environment Using a range of research methods (observations, interviews, and on-line research), describe the school to which you have been assigned. The focus of your discussion should be on those factors that may affect the teaching-learning process, including both supports and challenges. Where appropriate, relate findings to knowledge gained from your Dimension classes. (Note: Much of the following information can be found in the school's Annual School Report that appears online at <http://schools.nyc.gov>.)

Always site sources according to standard APA format. Again, try to relate your findings to knowledge gained from your Dimension classes.

(Suggested length: 2-3 pages.)

- The school's mission statement
- The school-wide profile including,
 - total enrollment by grade;
 - average class size;
 - proportions of ethnic groups and/or recent immigrants;
 - proportion of children who are eligible for free lunch;
 - frequency of police department incidents.
- The school staff and program characteristics in terms of
 - number of staff and administrators (grouped by department/and or title)
 - ethnicity, age, gender, degrees;
 - number of certified vs. non-certified teachers;
 - existence of special programs and alliances with outside agencies;
 - other unique features of the school program.
- The school's ranking on New York State and city-wide tests (E.g. English-Language Arts, Mathematics, and Science)
- Programs for parents, including reference to a parent handbook, if applicable.

C. (Due Session #3.) The Community as a Teaching and Learning Environment. Using a range of research methods (observations, neighborhood walks, interviews, and on-line research), describe the community in which your school is located. The focus of your discussion should be on those factors that may affect the teaching-learning process, including both supports and challenges. Where appropriate, relate findings to knowledge gained from your Dimension classes.

(Some of the following information can be found at www.infoshare.org.) Again, always site sources according to standard APA format.

(Suggested length: 2-3 pages.)

- Community Profile in terms of
 - geography,
 - history;
 - population [age, ethnic, income, and gender distribution];
 - major industries or employers, housing, interest groups.
- Community Resources in terms of
 - stability of the community

- educational and recreational facilities;
- medical and health facilities;
- police, sanitation, and other services;
- political organizations and representatives;
- human service agencies, community action programs, and self-help groups.
- community support for education

D. (Due Session #4.) Instructional Implications. In a 1-2 page summary of the above information, discuss how the characteristics of the classroom, school, and community might have implications for instructional planning and assessment.

II – Identifying Learning Goals and Objectives

[ACEI STANDARD 3.1: “Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.”]

Your Constructive Actions this semester will take the form of two observed mini-lessons based on the Lucy Calkins workshop model. As preparation for the planning of each of those lessons (required in Part IV below), here you must list and provide a rationale for the goals and objectives for each mini-lesson that will be observed.

A – (Due Session #5.) Goals and objectives for the mid-term mini-lesson lesson to be delivered in Week 7 or 8.

1 – Using discussions with your cooperating teacher and Kenneth D. Moore’s description of general educational goals on p. 78 as starting points, state an overall (general) educational goal for the midterm mini-lesson. Begin your overall goal statement with the words, “My overall goal for my learners is that they . . .”

2 – Using discussions with your cooperating teacher and Moore’s description of instructional and informational objectives on pp. 80-85 as starting points, list 1-3 instructional objectives for your planned midterm min-lesson. Each stated objective should contain the phrase “the learner will . . .” and should include both **what** the student will learn and **how** the student will learn it.

Then in a separate paragraph, discuss how the instructional objective(s) that you have planned for your observed mini-lesson relate to the theories of learning and child development that you have been introduced to in your other courses here at MCNY. Why is this particular lesson appropriate for your learners at this particular stage of their cognitive development? Make specific references to theorists and assigned texts.

3 – Based on your general knowledge of your own communication skills, list both an overall goal and a specific objective for yourself during your delivery of the midterm mini-lesson.

B – (Due Session #9.) Goals and objectives for the final mini-lesson

1 – Using discussions with your cooperating teacher and Kenneth D. Moore’s description of general educational goals on p. 78 as starting points, state an overall (general) educational goal for the midterm mini-lesson. Begin your overall goal statement with the words, “My overall goal for my learners is that they . . .”

2 – Using discussions with your cooperating teacher and Moore’s description of instructional and informational objectives on pp. 80-85 as starting points, list 1-3 instructional objectives for your planned midterm min-lesson. Each stated objective should contain the phrase “the learner will . . .” and should include both *what* the student will learn and *how* the student will learn it.

Then in a separate paragraph, discuss how the instructional objective(s) that you have planned for your observed mini-lesson relate to the theories of learning and child development that you have been introduced to in your other courses here at MCNY. Why is this particular lesson appropriate for your learners at this particular stage of their cognitive development? Make specific references to theorists and assigned texts.

3 – With explicit reference to classroom work on communication skills and to your experience thus far in the classroom, list both an overall communication goal and a specific communication objective for yourself during your delivery of the final mini-lesson.

III – Assessment Plans

[ACEI Standard 4: “Candidates know, understand, and use formal and informal assessment strategies to plan, execute, and strengthen instruction that will promote continuous, intellectual, social, emotional, and physical development of each elementary student.”]

A – (Due Session #6.)_Assessment plan for the mid-term mini-lesson:

1 – With explicit reference to assessment terminology introduced by Moore, describe how you will measure the degree to which your learners have met learning objectives that you have formulated for them.

2 – Describe how you will measure the degree to which you have met the communication objectives you have formulated for yourself.

B – (Due Session #10.)_Assessment plan for the final mini-lesson:

1 - With explicit reference to assessment terminology introduced by Moore, describe how you will measure the degree to which your learners have met learning objectives that you have formulated for them.

2 – Describe how you will measure the degree to which you have met the communication objectives you have formulated for yourself.

IV - Designs for Instruction

[ACEI Standard 3.4: “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.”]

[ACEI Standard 3.5: “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.”]

A – (Due Session #7.)_Lesson plan design for the mid-term mini-lesson. Follow the format assigned in class.

- Name
- Title of the lesson, Grade level, Date
- Materials/Equipment Needed
- Learners’ Prior Knowledge/Pre-assessment
- Objectives. (Use instructional objectives listed in Part II A above).
- Procedure based on TC Mini-lesson/ model:
 - Connection
 - Teaching point and demonstration / modeling
 - Active engagement by students
 - Link to further activity or workshop
 - Share
- Assessment of students’ learning that results from the lesson. (Use the assessment plan listed in Part III A 1 above).

B – (Due Session #11.)_Lesson plan design for the final mini-lesson:

- Name
- Title of the lesson, Grade level, Date
- Materials/Equipment Needed
- Learners’ Prior Knowledge/Pre-assessment
- Objectives. (Use instructional objectives listed in Part II B above).
- Procedure based on TC Mini-lesson/ model:
 - Connection
 - Teaching point and demonstration / modeling
 - Active engagement by students
 - Link to further activity or workshop
 - Share
- Assessment of students’ learning that results from the lesson. (Use assessment plan listed in Part III B 1 above).

V – Reflection and Response

[ACEI Standard 5.2: “Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professionals in the learning community and actively seek out opportunities to grow professionally.”]

A – (Due Session #8.)_Reflections on the mid-term mini-lesson

Write a 1-page narrative of your perceptions during the mini-lesson and a 3-page analysis of the event. With references to texts assigned in the Purpose seminar and

in your Dimension classes, your analysis should include an interpretation of student learning; insights on effective instruction and assessment; the alignment among your objectives, your instruction, and your assessment; and implications for future teaching.

B – (Due Session #12.)_Reflection on the final mini-lesson

Write a 2-page narrative of your perceptions during the mini-lesson and a 3-page analysis of the event. With references to your mid-term evaluation and to texts assigned in the Purpose seminar and in your Dimension classes, your analysis should include an interpretation of student learning; insights on effective instruction and assessment; the alignment among your objectives, your instruction, and your assessment; and implications for future teaching and professional development.

C – (Due Session #13.)_With references to specific events in the classroom, write a one-page summary of your growth as a teacher this semester.

**Rubric for the Evaluation of the MS.Ed. Purpose 1
Constructive Action Document**

Teacher Candidate’s Name _____

Date of Submission _____

Introduction: Statement of Purpose

Rating →	1 Not yet acceptable proficiency	2 Approaching proficiency	3 Proficient	4 Exceeding proficiency	Score
Introduction					
Part A	Teacher candidate does not identify his/her own educational values by analyzing his/her past educational experience.	Teacher candidate either identifies his/her educational values <i>or</i> narrates past educational experience but does not connect values to past experiences.	Teacher candidate makes <i>satisfactory</i> connections between both positive and negative educational experiences and his/her present educational values as a Teacher candidate-in-training.	Teacher candidate makes <i>clear and insightful</i> connections between both positive and negative educational experiences and his/her present educational values as a Teacher candidate-in-training.	
Part B	Teacher candidate does not demonstrate an understanding of the Purpose-Centered Educational model at MCNY.	Teacher candidate demonstrates only a sketchy or partial understanding of Purpose-Centered Education at MCNY.	Teacher candidate demonstrates a <i>satisfactory</i> understanding of Purpose-Centered Education at MCNY.	Teacher candidate demonstrates a <i>comprehensive</i> understanding of Purpose-Centered Education at MCNY.	
Part C	Teacher candidate fails to relate John Dewey’s “My Pedagogic Creed” to the educational program offered at MCNY.	Teacher candidate makes only brief or simplistic connections between Dewey’s pedagogical principles and those of MCNY.	Teacher candidate demonstrates an <i>adequate</i> connection between Dewey’s pedagogy and the Purpose-Centered Educational model at MCNY.	Teacher candidate demonstrates a <i>complex and multi-faceted</i> connection between Dewey’s pedagogy and the Purpose-Centered Educational model at MCNY.	

Part I. Contextual Factors: The Teaching-Learning Environment [ACEI Standard 5.2: “Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, and physical growth of children.”]

Rating →	1 Not yet acceptable proficiency	2 Approaching proficiency	3 Proficient	4 Exceeding proficiency
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A. Knowledge of the classroom as a teaching and learning environment	Teacher candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the classroom.	Teacher candidate displays <i>some</i> knowledge of the characteristics of the classroom that may affect learning.	Teacher candidate displays a <i>satisfactory</i> understanding of the characteristics of classroom that may affect learning.	Teacher displays a <i>comprehensive</i> understanding of the characteristics of the classroom that may affect learning.
B. Knowledge of the school as a teaching and learning environment	Teacher candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the classroom.	Teacher candidate displays <i>some</i> knowledge of the characteristics of the school that may affect learning.	Teacher candidate displays a <i>satisfactory</i> understanding of the characteristics of school that may affect learning.	Teacher displays a <i>comprehensive</i> understanding of the characteristics of the school that may affect learning.
C. Knowledge of the community as a teaching and learning environment	Teacher candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the classroom.	Teacher candidate displays <i>some</i> knowledge of the characteristics of the community that may affect learning.	Teacher candidate displays a <i>satisfactory</i> understanding of the characteristics of community that may affect learning.	Teacher displays a <i>comprehensive</i> understanding of the characteristics of the community that may affect learning.
D. Implications for Instructional Planning and Assessment	Teacher candidate does not provide implications for instruction and assessment based on the characteristics of the classroom, school, and community OR provides inappropriate implications.	Teacher candidate provides <i>some</i> general implications for instruction and assessment based on the characteristics of the classroom, school, and community.	Teacher candidate provides <i>satisfactory</i> implications for instruction and assessment based on the characteristics of the classroom, school, and community.	Teacher candidate provides implications for instruction and assessment based on student individual differences and on the characteristics of the classroom, school, and community.

Part II – Identifying Learning Goals and Objectives [ACEI STANDARD 3.1: “Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.”]

Rating →	1 Not yet acceptable proficiency	2 Approaching proficiency	3 Proficient	4 Exceeding proficiency	Score
A. Clarity, comprehensiveness and appropriateness of instructional objectives for midterm mini-	Instructional objectives are not stated clearly, lack both the <i>what</i> and the <i>how</i> of the planned	<i>Some</i> of the instructional objectives are clearly stated as learning outcomes, include either the <i>what</i> or the <i>how</i> of	<i>Most</i> of the instructional objectives are clearly stated as learning outcomes and include the desired	<i>All</i> of the instructional objectives are clearly stated as learning outcomes and include the	

lesson.	instruction, and are inappropriate for the development, pre-requisite knowledge, skills, and experiences of the children.	the planned instruction, and/or are appropriate for the development, pre-requisite knowledge, skills, and experiences of the children.	performance, product, conditions, and criteria of the planned instruction; and all of the instructional objectives are appropriate for the development, pre-requisite knowledge, skills, and experiences of the children.	desired performance, product, conditions, and criteria of the planned instruction; also all of the instructional objectives are appropriate for the development, pre-requisite knowledge, skills, and experiences of the children.	
B. Clarity, comprehensiveness and appropriateness of instructional objectives for <u>final</u> mini-lesson.	Instructional objectives are not stated clearly, lack both the <i>what</i> and the <i>how</i> of the planned instruction, and are inappropriate for the development, pre-requisite knowledge, skills, and experiences of the children.	<i>Some</i> of the instructional objectives are clearly stated as learning outcomes, include either the <i>what</i> or the <i>how</i> of the planned instruction, and/or are appropriate for the development, pre-requisite knowledge, skills, and experiences of the children.	<i>Most</i> of the instructional objectives are clearly stated as learning outcomes and include the desired performance, product, conditions, and criteria of the planned instruction; and all of the instructional objectives are appropriate for the development, pre-requisite knowledge, skills, and experiences of the children.	<i>All</i> of the instructional objectives are clearly stated as learning outcomes and include the desired performance, product, conditions, and criteria of the planned instruction; also all of the instructional objectives are appropriate for the development, pre-requisite knowledge, skills, and experiences of the children.	

Part III – Assessment Plans: [ACEI Standard 4: “Candidates know, understand, and use formal and informal assessment strategies to plan, execute, and strengthen instruction that will promote continuous, intellectual, social, emotional, and physical development of each elementary student.”]

Rating →	1 Not yet acceptable proficiency	2 Approaching proficiency	3 Proficient	4 Exceeding proficiency
A. Clarity and appropriateness of assessment plans for the <u>midterm</u> mini-lesson	Content and methods of assessment lack congruence with instructional	Some of the instructional objectives are <i>partially</i> assessed through the assessment plan, but they are not clear or	Each of the instructional objectives is <i>satisfactorily</i> assessed through the assessment plan; assessments are satisfactorily congruent with the instructional objectives and with the needs of learners.	Instructional objectives are <i>comprehensively</i> assessed through the assessment plan; assessment criteria are clear and are <i>explicitly</i> linked to instructional

	objectives and contain no clear criteria for measuring student performance relative to the instructional objectives.	are not explicitly linked to the instructional objectives.		objectives.
B. Clarity and appropriateness of assessment plans for the <u>final</u> mini-lesson	Content and methods of assessment lack congruence with instructional objectives and contain no clear criteria for measuring student performance relative to the instructional objectives.	Some of the instructional objectives are <i>partially</i> assessed through the assessment plan, but they are not clear or are not explicitly linked to the instructional objectives.	Each of the instructional objectives is <i>satisfactorily</i> assessed through the assessment plan; assessments are satisfactorily congruent with the instructional objectives and with the needs of learners.	Instructional objectives Are <i>comprehensively</i> assessed through the assessment plan; assessment criteria are clear and are <i>explicitly</i> linked to instructional objectives.

Part IV – Designs for Instruction (i.e. Lesson Planning: [ACEI Standard 3.4: “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.”] [ACEI Standard 3.5: “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.”] [ACEI Standard 2.1: “. . . [Candidates] know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills.”])

Rating →	1 Not yet acceptable proficiency	2 Approaching proficiency	3 Proficient	4 Exceeding proficiency
A – Proficiency of the Procedure planned for the <u>midterm</u> mini-lesson: 1) Connection and 2) Teaching Point/Demonstration	Either an explicit connection of the lesson to prior learning or a teaching point and demonstration (or both) are completely omitted from the plan.	A connection to prior learning is included but not clearly presented on the lesson plan, or the teaching point <i>or</i> demonstration are not fully articulated.	Both the connection of the lesson to prior learning and the teaching point and demonstration are clearly articulated and described on the lesson plan.	The connection of the lesson to prior learning is clear, knowledgeable, and presented in a way that is likely to promote learning, and the teaching point and its demonstration are planned with pedagogical imagination.

3) Active Engagement, 4) Link, and 5) Share	Either active engagement or the link phases of the TC Workshop model are completely omitted from the lesson plan.	Either the active engagement phase is planned but only minimally thought through, or a classroom activity linking the new knowledge or skill to ongoing classroom work is evident but only sketchily laid out.	Active engagement is planned carefully and in a way consistent with instructional objectives, a classroom activity linking the new knowledge or skill to ongoing classroom work is evident in the lesson plan and fully laid out, and a sharing of student learning is included in the lesson plan.	Active engagement is planned carefully, consistently, and with a sense of what might go wrong; a classroom activity linking the new knowledge or skill to ongoing classroom work relates closely to instructional objectives and assessments, and a sharing of student learning is included in the lesson plan in a way that promotes further learning.
B – Proficiency of the Procedure planned for the <u>final</u> mini-lesson: 1) Connection and 2) Teaching Point/Demonstration	Either an explicit connection of the lesson to prior learning or a teaching point and demonstration (or both) are completely omitted from the plan.	A connection to prior learning is included but not clearly presented on the lesson plan, or the teaching point <i>or</i> demonstration are not fully articulated.	Both the connection of the lesson to prior learning and the teaching point and demonstration are clearly articulated and described on the lesson plan.	The connection of the lesson to prior learning is clear, knowledgeable, and presented in a way that is likely to promote learning, and the teaching point and its demonstration are planned with pedagogical imagination.
3) Active Engagement, 4) Link, and 5) Share	Either active engagement or the link phases of the TC Workshop model are completely omitted from the lesson plan.	Either the active engagement phase is planned but only minimally thought through, or a classroom activity linking the new knowledge or skill to ongoing classroom work is evident but only sketchily laid out.	Active engagement is planned carefully and in a way consistent with instructional objectives, a classroom activity linking the new knowledge or skill to ongoing classroom work is evident in the lesson plan and fully laid out, and a sharing of student learning is included in the lesson plan.	Active engagement is planned carefully, consistently, and with a sense of what might go wrong; a classroom activity linking/the new knowledge or skill to ongoing classroom work relates closely to instructional objectives and assessments, and a sharing of student learning is included in the lesson plan in a way that promotes further learning.

Part V – Reflection and Response: [ACEI Standard 5.2: “Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning: they continually evaluate the effects of their professionals in the learning community and actively seek out opportunities to grow professionally.”]

Rating →	1 Not yet acceptable proficiency	2 Approaching proficiency	3 Proficient	4 Exceeding proficiency
A- Reflection on the mid-term mini-lesson	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 <i>extensive</i> reasons (based on theory or research) for their success or lack thereof.
B – Reflection on the final mini-lesson	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 <i>extensive</i> reasons (based on theory or research) for their success or lack thereof.
C – Summary of candidate’s growth as a teacher	Provides no ideas or specific evidence for own growth as a teacher.	Provides only sketchy summary of professional growth.	Provides summary of professional growth with reference to specific events in the classroom.	Provides summary of Professional growth with reference to specific events in the classroom and with clear objectives for further learning.

Evaluation of student writing [ACEI Standard 2.1: “Candidates demonstrate a high level of competence in use of English language arts . . .”]

Rating →	1 Not yet acceptable proficiency	2 Approaching proficiency	3 Proficient	4 Exceeding proficiency	Score
Documentation of sources.	The writer fails to acknowledge the use of outside sources.	The writer acknowledges the use of outside sources but does not follow APA format accurately.	The writer uses outside sources responsibly and follows APA format accurately.	The writer uses outside sources responsibly and insightfully and follows APA format accurately.	
Introduction					
Part I					
Part II					
Part III					

Part V					
Overall writing quality	Writing contains so many errors in usage, grammar, and/or punctuation that the text is difficult to read.	The text is generally readable but contains numerous errors in usage, grammar, or punctuation.	The writing flows clearly and smoothly and follows the conventions of standard written English.	The writing not only flows clearly and smoothly and follows the conventions of standard written English, but it also gives the reader a sense of writing as a work of art.	
Introduction					
Part I					
Part II					
Part III					
Part V					

Score Box:

Note: All 4s on the 28-item Purpose 1 rubric (18 for content, 10 for form) would total 112 points; all 3s would total 84 points; all 2s would total 56 points, and all 1s would total 28 points. Thus grade equivalents are as follows:				Total Score
112 - 102.7 = A	93.3 - 84.1 = B +	65.3 - 56.1 = C +	37.3-28.1=D+	Letter Grade Equivalent
102.6 - 93.4 = A-	84 -74.7 = B	56 - 46.7 = C		
	74.6 - 65.4 = B -	46.6 - 34.4=C-		

VALUES AND ETHICS

Philosophy of Education

Dr. Jinx Roosevelt
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Overview

The purpose of this course is to introduce you to the historical and philosophical ideas that have provided the foundations for modern educational practice. Using short selections from great philosophers and educators as a starting point, you will be encouraged to reflect upon the nature of knowledge, the responsibilities of a teacher, and the educational needs of a democratic society. Close critical reading of each selected text will provide the opportunity for historical learning, comparison with other thinkers, and application to your own teaching and learning experiences.

Objectives

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

- 1. Articulate your own educational values in speech and writing.*
- 2. Analyze the educational values of others, including the great educators of the past.*
- 3. Identify values conflicts and ethical dissonance both in theory and in practice.*
- 4. Explore in depth the contemporary relevance of a selected text in the history of educational thought.*

Assessment

You are required to attend all classes, complete all assignments, and participate actively in class discussions. The achievement of the course's objectives will also be assessed through weekly reaction papers, a midterm paper, and a final paper involving supplementary reading and research. The writing assignments will encourage you to reflect on your own teaching and learning and to relate the readings covered in the course to your experiences in the field.

In the calculation of final grades:

Attendance and class participation	30%
Weekly writing assignments	40%
Midterm and final exams	30%.

Required Readings

Gerald L. Gutek. (2001). *Historical and Philosophical Foundations of Education: Selected Readings*. Upper Saddle River, NJ: Merrill/Prentiss Hall.

Grace Roosevelt. (2004) *Custom Course Packet, Values and Ethics Dimension* (Norcross, GA: XanEdu Publishing).

Recommended Readings

Cremin, L. A. (1957). *The Republic and the School: Horace Mann and the Education of Free Men*. (New York: Teachers College Press).

Delpit, L. (1995). *Other People's Children: Cultural Conflict in the Classroom*. New York: The New York Press.

Dewey, J. (1959). *Dewey on Education: Selections*. Martin S. Dworkin, ed. (New York: Teachers College Press).

Freire, P. (1999). *Pedagogy of the Oppressed*. (New York: Continuum).

Gutmann, A. (1987). *Democratic Education* (Princeton: Princeton University press).

Hirsch, E.D. (1988). *Cultural Literacy: What Every American Needs to Know* (New York: Vintage).

Montessori, M. (1965). *Dr. Montessori's Own Handbook: A Short Guide to Her Ideas and Materials* (New York: Schocken Books).

Neill, A.S. (1977). *Summerhill: A Radical Approach to Child Rearing* (New York: Pocket Books).

Plato (1990). *Meno*. Trans. G.M. Grube. (Indianapolis: Hackett).

Plato (1968) *The Republic*. Trans. Allan Bloom. (New York: Basic Books).

Postman, N. (1996). *The End of Education: Redefining the Value of Schools* (New York: Knopf).

Rousseau, J.-J. (1978). *Emile or On Education*. (New York: Basic Books) or on line at <http://www.ilt.columbia.edu/pedagogies/rousseau/>.

Class Sessions

1. Introduction to the course: purposes, themes, and requirements.

2. Plato and the Origins of Philosophy in the West: Language and Learning.

Assignment due: Read selections from the writings of Plato in Gerald Gutek, *Historical and Philosophical Foundations of Education: Selected Readings*, pp. 1-8 and the selection from Plato in the Custom Course Packet.

Write and submit a 2-3 page reaction paper on Plato.

3. Plato's Student, Aristotle.

Assignment due: Read selections from the writings of Aristotle in Gutek, pp. 9-18, and selections from John Locke, *An Essay Concerning Human Understanding* in the Custom Course Packet.

Write and submit a 2-3 page reaction paper on Aristotle and/or Locke.

4. Origins of Humanism

Assignment due: Read selections from the writings of Aquinas and Erasmus in Gutek, pp. 24-40.

Write and submit a 2-3 page reaction paper comparing Aquinas and Erasmus.

5. Rousseau and the Foundations of Constructivism

Assignment due: Read selections from the writings of Rousseau in Gutek, pp. 58-66. Read also selections from the Abridgement of *Emile* in the Custom Course Packet and on line at www.ilt.columbia.edu/pedagogies/rousseau/

Write and submit a 2-3 page reaction paper on Rousseau.

6. Rousseau, con't.

Assignment due: Continue reading on-line *Emile*;

Read also Brooks and Brooks, *In Search of Understanding: The Case for Constructivist Classrooms*. Develop a critique of either Rousseau or Brooks and Brooks that you can include in your Constructive Action document.

7. An Enlightenment Teacher at Work

In-class screening of François Truffaut's *The Wild Child*, based on the true story of the education of a feral child in France in 1800.

Assignment due: Midterm reflection paper.

8. Education and Democracy: The Early Republic

Assignment due: Read selections from Jefferson and Mann in Gutek, pp. 81-90 and 103-113.

Write and submit a 2-3 page reaction paper on Jefferson and Mann.
Also submit a proposal for the final research paper assignment.

9. The Challenge of Emancipation: Booker T. Washington and W.E.B. DuBois.

Assignment due: Read selections from Washington and Dubois in the Custom Course Packet and from DuBois in Gutek, pp. 198-210.

Write and submit a 2-3 page reaction paper on Washington and DuBois.

10. Educational Aims in an Industrial Society: Two Views.

Assignment due: Read selections from Addams and Montessori in Gutek, pp. 160-167 and 178-187.

Write and submit a 2-3 page reaction paper on Addams and Montessori.

11. Dewey and the Foundations of Progressive Education

Assignment due: Read Dewey's *My Pedagogic Creed* in the Custom Course Packet
Write and submit a 2-3 page reaction paper on Dewey.

12. Dewey, con't.

Assignment due: Read selections from Dewey in Gutek, pp. 168-177.

13. Education for Liberation: Two Twentieth-Century Views

Assignment due: Read selections from Mao Tse Tung in Gutek, pp. 211-221 and from Paolo Freire, *Pedagogy of the Oppressed* in the Custom Course Packet.

14. Group work and Individual Conferences.

Assignment due: A final research paper that explores the contemporary relevance of a selected text in the history of educational thought.

15. Research Paper Reports

SELF AND OTHERS

Child Development and Learning

Dr. Eleni Tournaki
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Overview

The most important responsibilities of a schoolteacher are to support, guide and monitor the academic learning of individual children. The purpose of this course is to provide information and experience that may serve as a foundation for you in fulfilling these responsibilities.

It will therefore have two components. First it will provide a broad overview of the process of child development from birth to the end of elementary school. This overview should help you in forming initial expectations in regard to your students' level of maturity (that you will of course modify as you come to know them.) Second it will provide you with a set of concepts and procedures for describing and analyzing how your students learn and sometimes why they are failing to learn. On the basis of these descriptions and analyses, you will be able to develop and implement educational plans that will meet the needs of each individual student.

This course will emphasize the importance of understanding each student as a learner and as a person. Doing this is not easy. Before entering a professional program in education, most of us begin with presuppositions about children and learning that our training forces us to question and often rethink. This course is intended to help you move from the layperson's view of how children learn to that of the educational professional.

Objectives

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

- 1. Apply knowledge of developmental stages and processes in helping the individual child to achieve his or her potential as a learner.*
- 2. Apply knowledge of learning processes to instruction and the promotion of student learning.*
- 3. Develop classroom management skills that reflect an understanding of how factors in the home, school and community can affect student learning*
- 4. Become aware of language and literacy development, in both native and non-native English speakers, so that you can use this knowledge in all content areas to promote listening, speaking, reading and writing.*

Assessment

Attendance and Class Participation	10%
Self Observation Assignment	10%
Child Observation Assignment	35%
Final Examination	45%

Self-Observation Assignment (due week 3)

Do children and adults think and learn in the same way? The purpose of this assignment is to give you experience in observing your own thinking to see if it might help you better understand your students. In Week 2, you will receive a handout that contains a problem for you to solve. Solve the problem and at the same time notice the problem solving methods that you use. You should hand in both your solution and your self-observation on Week 3.

Child Observation Assignment (due week 11)

In the first week(s) of your field placement, choose a child to observe in the process of learning.

In the interest of confidentiality, use pseudonyms when referring to the child, the cooperating teacher and other school personnel. Since this is a classroom based assignment, do not interview the child or his or her parents. **Under the direction of your cooperating teacher**, you may work with the child on a one to one or in a small group basis to assist him or her in a variety of learning tasks. However, you should also work with other students. It is appropriate to discuss the assignment with your cooperating teacher and you may ask for their insights or suggestions. Above all this is a learning experience for you and the assignment should not be a burden on the cooperating teacher.

During the first week(s) of the semester, observe this child in the process of learning. Prepare a five to seven double-spaced page report based on your observations. Your report should include the following sections:

1. Background information: include student's age, grade, school history, teachers' comments etc. (Use only documentation that is available in the classroom and after you get permission of the cooperating teacher).
2. Classroom observation: Report the student's strengths and weaknesses, both academically and behaviorally. Indicate how the student interacts with the teacher, other professionals, and his/her classmates. Identify any specific behaviors that interfere with the student's academic or social/emotional development. Describe at least two incidents that illustrate how this child learns. Include references to language arts and math or science.
3. Interventions utilized: Indicate the interventions that were used during your observation. For example: small group instruction, one to one instruction, token economy system, behavior contract, etc. Indicate which interventions were successful and which were failures.
4. Recommendations: Compile a statement of the student's overall performance based on your findings. Reflect on which type of remediation and resources might add to the resolution of some of the problems mentioned in the case study. Using the theories of learning and child development that you have studied in the *Child Development and Learning* course and in

your mathematics and language arts methods courses what would you recommend to make the educational setting more conducive to the student individual needs?

Portfolio

One of your program requirements is that you will create a portfolio as a record of your accomplishments and as material available to show prospective employers. From this course, you should include your **Child Observation Report** in your portfolio. If you choose, you may also include your **Self Observation Report**.

Required Readings

Cole, M., Cole, S. & Lightfoot, S. (2005). *The development of children* (5th edition). New York: Worth Publishers.

Additional Readings will be distributed during the course.

Class Sessions

1. Overview of the Course and Historical Introduction

Reading: Chapter 1

The field of Child Development deals primarily with the process of how children change. We will discuss its roots in Enlightenment philosophy, its early history in Europe, and its subsequent proliferation in America.

2. Do Children and Adults learn and solve problems the same way?

Reading: Chapter 6 of *Mind Magic* – on reserve in the library.

As teachers, can we empathically understand our students learning by trying to see the world through their eyes? We examine the similarities and differences between children and adults as learners and try exercises to improve our skill as observers of our own learning processes.

3. Piaget

Submit self observation assignment

Reading: Chapters 4-5

Jean Piaget (1897-1980) is generally regarded as the most original and important (and most difficult) investigator of children's thinking and learning. This session offers a taste of what Piaget was all about and some suggestions about how his work can be helpful to future teachers.

4. Infancy 1: The Biological and Cognitive Foundations of Learning

Reading: Chapters 4-5

Babies cannot follow (or even understand) instructions – nevertheless they are brilliantly successful as learners. We examine how babies learn and what they teach us about learning without language. We will review Classical and Operant Conditioning.

5. Infancy 2: The Effects of Early Experience

Reading: Chapters 6-7

This session focuses on one of the best and most well supported theories in psychology, John Bowlby's theory of primary attachment during the first year of life. We consider its practical implications for personality development in infancy and beyond as well as its theoretical role in undermining both behaviorist and psychoanalytic earlier explanations of infant development.

6. Language Acquisition

Reading: Chapter 8

This session introduces the seminal work of Noam Chomsky and the field of Child Language that emerged as a response to it. Topics include: speech sounds, early vocabulary, the meanings of utterances, how children acquire the grammar of their native language, social uses of language and early bilingualism.

7. Preschoolers

Reading: Chapter 9, pp. 319-332

We look at both cognitive and personality development during the pre-school years. In considering cognitive development we pay closest attention to the many kinds of symbolic thinking that first emerge at this stage. In personality development, we examine the roots of children's sense of right and wrong, and associated feelings of guilt and autonomy.

8. IQ and Intelligence, Testing and Measurement

Reading: Chapter 13, pp. 505-516

In spite of criticism and controversy, schools continue to use IQ tests extensively. We consider their history and the theories that have been used to support them, the recent controversies, and their appropriate use today.

9. Learning Disabilities and Individual Differences

Reading: Chapter 13, 516-525

Approximately a fifth of all children in our society at some point are labeled as “learning disabled.” We look at the history of this diagnosis, evidence in regard to the causes of learning problems, major treatment options, and likely prognosis. We consider as well influential ideas about learning style and other individual differences.

10. The Effect of Schooling on Development

Reading: Chapter 13, pp. 483-505

In reality, how much influence can teachers have on developing minds? According to L.S. Vygotsky, this influence is enormous. We consider highlights of Vygotsky’s work, the findings of subsequent research and contemporary views of the effect of schooling. Emphasis will be given in teaching reading and math.

11. Sex Differences and Moral Reasoning

Reading: pp 629-636

Do boys and girls think and learn different? We examine this question in the first part of this session. In the second part, we review theories and research into moral reasoning.

12. Social Development

Reading: Chapter 14, pp. 531-570

We compare sociological and psychological approaches to studying social development. Topics include: aggression, bullying, discipline, empathy and social cognition.

13. The Context of Learning—the Family and the Community

Reading: Chapter 11

The social psychologist Urie Bronfenbrenner argues that we need to look at children’s behavior in the context of various hierarchically organized systems. We look at his ecological psychology and the influence of the specific systems that he considers.

14. Academic Learning and Cognitive Development

Reading: Chapter 12

This session deals with how children learn in the classroom, how thinking develops during elementary school years and concepts of classroom management.

15. Final Examination

SYSTEMS

Social Issues and Trends in Urban Education

Dr. Steven Cresap

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scresap@mcny.edu

Overview

What are the major social issues and trends in urban education in the United States today? How are these related to the system's goals and outcomes? How have cultural, political, social, and economic factors shaped schooling in our society over time? In this course we focus on this set of questions as we explore key changes and continuities in our educational system. You learn about the structure and function of the Department of Education in New York City today and about the impact of No Child Left Behind on the educational experience of children. We examine the democratic ideals of the system, such as equality, literacy, workforce preparation, community and parental involvement and assess the extent to which social class, gender, race, and ethnicity have impacted educational opportunity in the United States. We also look at the role, rights and responsibilities of the teacher and at the importance of professional ethics.

An additional goal of the course is to introduce you to the structure of public education as it is related to the semester's purpose---Developing Effective Relationships with Key Constituencies. By looking closely at the contentious development of the New York City public school system, you learn how to appreciate and assess competing visions of education put forth by varied reform initiatives, constituencies, and communities. The ideological assumptions that inform the debates—especially those concerned with the role of law, school choice, the curriculum, testing, standards and school financing--and the effects of these disputes on the work of teachers in the classroom are emphasized. Finally, you learn how to formulate, evidence, sharpen, and articulate your own vision about the future of urban public education in the United States and develop/select Systems' assignments for your portfolio.

Objectives

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

1. *Describe major trends and changes in urban education in the United States.*
2. *Understand the role, rights and responsibilities of the teacher.*
3. *Specify how social class, gender, race, and ethnicity have impacted educational opportunities in the United States.*
4. *Assess competing visions of public education.*

5. *Understand NCLB and its impact on NYC's schools.*

6. *Demonstrate critical skills, including oral and written communication skills, critical- and historical-thinking abilities, evidentiary & technological skills, essay writing proficiency, and research skills.*

Assessment

Your final grade will be based on the following. Note the assignments that may be included in your portfolio.

1. 2 Essays. Essay 1 is due week 3 and essay 2 is due week 9. 20 %

You write 2 three-page long essays. Guidelines will be distributed and discussed in class week 1. Be sure to double-space, use Times Roman 12 font, 1-inch margins, and conform to the APA citation style.

A copy of each of your essays needs to be handed in as assigned. Given the intent of this assignment, late essays cannot be accepted. If you are absent, be sure to email the essay to your professor by the due date. Essay assignments may be integrated into your portfolio.

2. Participation 20%

You are required to complete the assigned reading each week and participate fully in class discussion. You need to be present and punctual to participate. It is the quality of participation that is most important. If you are absent, you remain responsible for all the material covered. There are no excused absences.

3. A Seminar Presentation 20%

Depending on the size of our class, small groups will conduct teaching demonstrations on the readings. Each small group will be assigned multiple chapters that correspond to the class' reading schedule (see weeks 8, 9 or 10 below). Each group will conduct outside research to augment its understanding of the material in order to teach the material to the class. The method of teaching is up to each group. Group members will assess each participant's contribution using a rubric distributed in class week 1. Class members and the professor will provide both written and oral feedback. Written notes and a bibliography (APA reference and citation listings) need to be handed-in when you conduct your teaching demonstration.

4. Mid-Term Assignment 20%

A take home mid-term assignment is due week 6; it will distributed in class week 4.

5. A Final Exam (written/comboination essay(s) and short answer/in class) 20%.
Strategies for portfolio development as related to this assignment will be discussed in class.

6. Additional Policies

- A. Be sure to keep a copy of all work you submit.
- B. I want to remind you that plagiarism is the act of presenting someone else's work as if it is your own. See the Student Handbook for details. Kindly familiarize yourself with the college's policy on plagiarism and adhere to the guidelines. I will enforce the policy.
- C. All work is due on the date indicated on the schedule.
- D. The course will be conducted as seminar. You are expected to attend all sessions and be punctual. All members of the seminar will be expected to prepare thoroughly and to participate actively

Required Readings

A. Books

Parkay, F. W. & Hardcastle Stanford B. (2004). *Becoming a teacher* (6th ed.). Boston: Allyn and Bacon).

Spring, J. (2005). *Conflict of Interests: The Politics of American Education*, 5th edition. Boston: McGraw-Hill.

B. Articles, Pamphlets

Olson, L., "N.Y. C. District's Management Theory: More Power to Schools", *Education Week*, November 28, 2007.

The following will be available at our Blackboard course site/

New York City Department of Education (2003). Children First updates

<http://schools.nyc.gov/Offices/ChildrenFirst/default.htm>

C. Websites

Brown v. Board of Education, 347 U.S. 483 (1954) (USSC+), the SUPREME COURT OF THE UNITED STATES available at <http://www.nationalcenter.org/brown.html>.

American Memory Map Collection, the Library of Congress
<http://lcweb2.loc.gov/ammem/gmdhtml/gmdhome.html>.

History of American Education Web Project. <http://www.nd.edu/~rbarger/www7/>.

Milton Friedman (1955) School Voucher Proposal "The Role of Government in Education," by Milton Friedman. From *Economics and the Public Interest*, ed. Robert A. Solo, Trustees of Rutgers College in New Jersey.
<http://www.schoolchoices.org/roo/fried1.htm>

National Center for Educational Statistics <http://www.nces.ed.gov/>

New York City, Department of Education, <http://www.nycenet.edu/default.aspx>

Children First <http://schools.nyc.gov/Offices/ChildrenFirst/>

New York State Parent Teachers Association, <http://www.nypta.com/>

New York State Code of Ethics for Educators
<http://www.highered.nysed.gov/tcert/resteachers/codeofethics.htm>

New York State School Finance Reform: An Online Archive Hosted by the Gottesman Libraries at Teachers College

<http://finance.tc-library.org/>

<http://finance.tc-library.org/Content.asp?uid=8356> School Aid Budget Process

Public Law 107-110, 107th Congress, Jan.8, 2002 {H.R. 1} "No child left behind act of 2001" <http://www.ed.gov/policy/elsec/leg/esea02/107-110.pdf>

The Achiever (includes updates on NCLB)

<http://www.ed.gov/news/newsletters/achiever/index.html?src=ln>

Status of NYS NCLB Accountability Plans

<http://www.ed.gov/admins/lead/account/letters/index.html>

"Thoughts Upon the Mode of Education Proper in a Republic," by Dr. Benjamin Rush, From *A Plan for the Establishment of Public Schools and the Diffusion of Knowledge in Pennsylvania; to Which Are Added, Thoughts upon the Mode of Education Proper in a Republic*. Addressed to the Legislature and Citizens of the State. (Philadelphia: Thomas Dobson, 1786).
<http://www.schoolchoices.org/roo/fried1.htm>

PBS companion site to the Series of the History of Public Education in the US.
http://www.pbs.org/kcet/publicschool/roots_in_history/index.html

United Federation of Teachers <http://www.uft.org/>

University of the State of New York, New York State Department of Education,
<http://www.nysed.gov/>

U.S. Department of Education, Policy Home Page,
<http://www.ed.gov/policy/landing.jhtml?src=ln>

D. Museums/Exhibits A list of museums and exhibits for the completion of the museum assignment that is due by week 13 will be distributed in class week 2.

Recommended Readings

Baker, Scott. "Testing equality: the national teacher examination and the NAACP's legal campaign to equalize teachers' salaries in the south, 1936-63." *History of Education Quarterly* 35 (Spring 1995): 49-64.

Beals, Melba Patilla (1994). *Warriors don't cry: As searing memoir of the battle to integrate little rock's central high* (New York: Pocket Books).

Blount, Jackie (1998). *Destined to rule the schools: women and the superintendency, 1873-1995*. Albany: SUNY Press.

Cremin, Lawrence A. (1988). *American education: the metropolitan experience, 1876-1980*. New York: Harper and Row.

----- (1970) *American education: the colonial experience, 1607-1783*. New York: Harper and Row.

----- (1961). *The transformation of the school: progressivism in American education, 1876-1957*. New York: Vintage Books.

Darder, A., Torres, R. D. & Gutierrez, H. (1997). *Latinos and education*. New York: Routledge.

Darling-Hammond, Linda & Bransford, John, eds.(2005). *Preparing teachers for a changing world: what teachers should learn and be able to do*. (San Francisco: Jossey-Bass).

deMarrais, K.B. & LeCompte, M.D. (1998). *The way schools work: a sociological analysis of education*, 3rd Ed. New York: Longman.

Feinberg, W. & Soltis, J.F. (1998). *School and society, 3rd ed*. New York: Teachers College Press.

Franklin, John Hope. "Jim Crow goes to school: the genesis of legal segregation in southern schools." *South Atlantic Quarterly* 58 (Spring 1959): 225-35.

Graham, Hugh Davis. "The Storm Over Grove City College: Civil Rights Regulation, Higher Education, and the Reagan Administration." *History of Education Quarterly* 38 (Winter 1998): 407-29.

Hopkins, Ronnie (1997). *Educating black males: critical lessons in schooling, community, and power*. Albany: State University of New York Press.

- Cohen, A. & Jordan J. (1996). "Metropolitan college of New York 's system of education: purpose-centered education" In Sam Stringfield, et.al. al., eds., *Bold plans for school restructuring: the new American schools design*. Mahwah: Lawrence Erlbaum Associates.
- Kozol, J. (1991). *Savage inequalities: children in America's schools*. New York: Crown Publishers.
- Lijphart, A. (1997). "Unequal participation: democracy's unresolved dilemma." American Political Science Review, 91:1, March 1997, 1-14.
- McCarthy C. and W. Crichlow, Eds. (1993). *Race identity and representation in education*. New York: Routledge.
- Olsen, Lynn, " Varied laws raise a question: what is a charter school?" *Education Week* (September 30, 1994) :14
- Margo, Robert A. (1990). *Race and schooling in the south, 1880-1950: an economic history*. Chicago: University of Chicago Press.
- McAfee, Ward M. (1998). *Religion, race, and reconstruction: the public school in the politics of the 1870s*. Albany: State University of New York Press, 1998.
- Moss, Richard J. (1984). *Noah Webster*. Boston: Twayne.
- Perlmann, Joel, Silvana R. Siddali, and Keith Whitescarver. "Literacy, schooling, and teaching among New England women, 1730-1820." *History of Education Quarterly* 37 (Summer 1997):117-39.
- Diane Ravitch (2000). *Left back: a century of battles over school reform* (New York: Simon & Schuster).
- Rousmaniere, Kate (1997). *City Teachers: Teaching and School Reform in Historical Perspective*. New York: Teachers College Press.
- Shor, Ira (1986). *Culture wars: school and society in the conservative restoration, 1969-1984*. Boston: Routledge & Kegan Paul, 1986.
- Spring, Joel (1976). *The sorting machine: national educational policy since 1945*. New York: David McKay.
- Spring, J. (2000). *Deculturalization and the struggle for equality: a brief history of the education of dominated cultures in the United States*, 3rd ed. New York: McGraw Hill.
- Szasz, Margaret Connell (1988). *Indian education in the American colonies*. Albuquerque: University of New Mexico Press.

- Osgood, Robert L. "Undermining the common school ideal: intermediate Schools and ungraded classes in Boston, 1838-1900." *History of Education Quarterly* 37 (Winter 1997): 375-98.
- Tyack, David B. "Bureaucracy and the common school: the example of Portland, Oregon, 1851-1913." *American Quarterly* 19 (1967): 475-90.
- Tyack, David B. (1974) *The one best system: a history of American urban education*. Cambridge, Mass.: Harvard University Press.
- Tyack, David, Thomas James, and Aaron Benavot (1986). *Law and the shaping of public education, 1785-1954*. Madison: University of Wisconsin Press.
- Webber, T. (1978). *Deep like the rivers: education in the slave quarter community 1831- 1865*. New York:W.W. Norton and Company, Inc.
- Winterer, Caroline. "Avoiding a 'hothouse system of education': nineteenth-century early childhood education from the infant schools to the kindergartens." *History of Education Quarterly* 32 (Fall 1992): 289-314.
- Jonathan Zimmerman (2002). *Whose America? Culture wars in the public schools*. (Cambridge: Harvard University Press,).

Class Sessions

Session	Content	Assignments Due
Week 1	<p>INTRODUCTION TO COURSE REQUIREMENTS, CONTENT AND POLICES</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Requirements, language, objectives, abilities, Systems' assignments and your Portfolio and methodology. • <input type="checkbox"/> Essay guidelines distributed in class. • <input type="checkbox"/> Overview of the purpose and function of public education in the United States. • <input type="checkbox"/> Relationship to field experience and constructive action. • <input type="checkbox"/> Visit to http://www.nces.ed.gov/ • <input type="checkbox"/> Library database research; using ERIC on-line. http://www.mcny.edu/library/library1.php • <input type="checkbox"/> Essay assignments handout distributed and discussed. • <input type="checkbox"/> Introductions to Educational Policy Today. <ul style="list-style-type: none"> • <input type="checkbox"/> No Child Left Behind. • <input type="checkbox"/> Children First. 	<p>In-class work to be handed in during session.</p> <p>Web-exercises in-class assignments</p> <p>(1) http://www.nces.ed.gov/</p> <p>(2) http://www.mcny.edu/library/library1.php</p> <p>Read Parkay & Hardcastle Stanford, pp 456-486</p>
Week 2	<p>NCLB, CHILDREN FIRST, EDUCATIONAL POLICY AND POLITICS</p> <ul style="list-style-type: none"> • <input type="checkbox"/> NCLB: Socio-political context • <input type="checkbox"/> Children First, New York City and the reorganization of public schools • <input type="checkbox"/> Opportunities and challenges 	<p>Read (1) Spring, pp. 1-31. (2) Parkay & Hardcastle Stanford, pp.434-447</p> <p>Explore (2) http://www.ed.gov/policy/elsec/leg/esea02/107-110.pdf</p> <p>(3) http://www.ed.gov/admins/lead/account/letters/index.html</p> <p>(4) http://schools.nyc.gov/Offices/ChildrenFirst/</p>
Week 3	<p>THE TEACHER: PROFESSIONALISM, RIGHTS AND RESPONSIBILITIES OF TEACHERS, STUDENTS AND PARENTS</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Why do you need professional ethics? • <input type="checkbox"/> How to respond to ethical dilemmas • <input type="checkbox"/> The legal rights and responsibilities of the teacher • <input type="checkbox"/> The legal rights and responsibilities of children and parents. 	<p>Read (1) Parkay & Hardcastle Stanford, pp. 2-33, 200-238.</p> <p>Explore (2) United Federation of Teachers http://www.uft.org/</p> <p>3) New York State Code of Ethics for Educators http://www.highered.nysed.gov/tcert/resteachers/codeofethics.htm#statement</p> <p>4) FIRST ESSAY DUE</p>
Week 4	<p>DOLLARS AND DREAMS: SCHOOL FINANCING</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Control • <input type="checkbox"/> Finance • <input type="checkbox"/> Equity challenges • <input type="checkbox"/> TAKE HOME MID-TERM ASSIGNMENT DISTRIBUTED 	<p>Read (1) Spring, pp. 32-93. (2) Parkay & Hardcastle Stanford, pp. 164-193.</p> <p>Explore (2) http://finance.tc-library.org/ with emphasis on http://finance.tc-library.org/Content.asp?uid=8356</p>
Week 5-6	<p>HOW HISTORY SHAPES THE SCHOOLS</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Continuities and discontinuities over time • <input type="checkbox"/> The colonial period • <input type="checkbox"/> The revolutionary period • <input type="checkbox"/> The Common School 	<p>Read (1) Parkay & Hardcastle Stanford, pp. 80-116.</p> <p>Explore (2) http://www.pbs.org/kcet/publicschool/roots_in_history/index.html</p>

- Horace Mann, the McGuffey Reader
- Immigration and compulsory education
- The experience of African Americans
- The Kindergarten Movement
- The emergence of the professional teacher
- The Progressive area—John Dewey, Maria Montessori
- The Postwar era
- Thinking about place, space and the visual and impacts on education
<http://lcweb2.loc.gov/ammem/gmdhtml/gmdhome.html>

(3)
<http://www.nd.edu/~rbarger/www7/common.html>

4) MID-TERM ASSIGNMENT DUE WEEK 6

Week 7 HOW WE LIVE: EVERYDAY LIFE SHAPES TEACHING AND LEARNING--FIELD TRIP TO TENEMENT MUSEUM

- Historical thinking and representations.
- Experience
- Visual thinking
- The idea of place and learning

Read
Parkay & Hardcastle Stanford, pp. 368-404.

Explore
(1)<http://www.tenement.org/> and

(2) http://www.pbs.org/kcet/publicschool/roots_in_history/index.html go to Photo Gallery, Immigration.

WEEK 8 EDUCATION ISSUES FOR THE TWENTY-FIRST CENTURY

- **Small group A teaching demonstration**

Read
Parkay & Hardcastle Stanford, 544-575.

WEEK 9 THE NEW YORK PUBLIC SCHOOLS

- Brief history and accountability
- **Small group B teaching demonstration**

Read
(1) http://en.wikipedia.org/wiki/New_York_City_Board_of_Education#History.
(2) **Article on Library Reserve:** *More Power to Schools*, Education Week, November 28, 2007.

(2) SECOND ESSAY DUE

WEEK 10 THE NEW YORK SCHOOLS: A CASE STUDY Continued

- The role of law in the controversies over equality.
- Is 201.
- The Bundy Report. Ocean Hill-Bronxville
- **Small group C teaching demonstration**

Read
(1) **On Library Reserve, *IS 201: An End to a Beginning***, From *The Great School Wars: A History of the New York City Public Schools*, by Diane Ravitch, pp 292-311.
(2) <http://chronicle.com/free/v54/133/33b00701.htm>. *Ocean Hill-Bronxville 40 Years Later: the Lessons of the New York City Strike*, from *The Chronicle Review*, by Richard Kahlenberg.

Explore
(1)<http://www.nationalcenter.org/brown.html>
(2) <http://www.schoolchoices.org/roo/fried1.htm>.
(3) <http://www.schoolchoices.org/roo/rush.htm>

Week 11-12 EDUCATION AND POLICY RECONSIDERED

- Other major trends in the 20th century.
- Social realities today
- Gender and schooling.
- Schools and the community—community-based partnerships
- Difficulties in developing relationships with key constituencies
- Systems and your portfolio revisited.

Read
(1) Spring PP. 94 – 185
(2) Parkay & Hardcastle Stanford, pp. 122-157.

Explore
(1) <http://www.nycenet.edu/default.aspx>
(2) <http://www.nypta.com/>

Week 13 **TEACHING DIVERSE LEARNERS IN URBAN SCHOOLS TODAY**

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Read

Parkay & Hardcastle Stanford, pp. 248-282.

Week 14 **TEACHING DIVERSE LEARNERS IN URBAN SCHOOLS TODAY CONTINUED**

- The present and the future
- Review for final
- Development of Study guide

Read

(1) Parkay & Hardcastle Stanford, pp. 332-363.

(2) Spring pp. 186-222

Explore

(3) <http://www.ed.gov/news/newsletters/achiever/index.html?src=ln>

Week 15 **Final Exam**

Prepare for in class final exam.

Read

Parkay & Hardcastle Stanford, pp. 498-530.

SKILLS - TECHNICAL

Teaching and Learning Mathematics in Grades 1-3

Overview

The purpose of this course is to develop curriculum, goals, methods, and materials for teaching mathematics to elementary school children with a focus on grades one through three. In addition to the development of pedagogical skills, there will be an emphasis on the development of your mathematical skills. In this course, you will use the same methods you will be using in your classrooms to make mathematics meaningful. Teachers need firm mathematical foundations in order to encourage their students to take risks in mathematics.

The mathematical concepts that will be developed in this course are number sense, place value, addition, subtraction, multiplication, and division. (Literature related to these concepts will be presented in class.) These concepts form the core of the curricula in the lower grades. Other areas that are taught in grades one to three, such as fractions, geometry, measurement, probability, data analysis, and algebra will be explored in greater depth in the next course, Teaching and Learning Mathematics in Grades 1-3.

This course will help you to develop an understanding of the constructivist approach toward mathematics education. You will become familiar with national and state standards and will use them to plan and assess lessons. The social context for teaching mathematics will include a discussion of equity, diversity, and the inclusion of children with special needs.

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

Objectives

By the end of this course you will:

1. understand the *math reform* that has occurred in recent years, the role of *constructivism*, and the importance of *meaning making*
2. be familiar with *national and state standards* and be able to use them in lesson planning
3. know *how children (and adults) learn mathematics*
4. be able to *plan appropriate mathematics lessons* for students in grades one to three in the areas of *problem solving, number sense, place value, addition, subtraction, multiplication, division, fractions, geometry, measurement, statistics and probability.*
5. know how to use *technology* to teach mathematics

6. know how to *assess* students' progress in mathematics
7. know how to meet the *diverse needs* of students when teaching mathematics

Assessment

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

(10%) Attendance.

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

Work missed due to absence or lateness must be made up by to the next class attended.

(10%) Class participation: Participation in the workshop structure of the course is essential to successful completion of the course.

(18%) Reading Responses: You will be required to write a brief response to your weekly readings. They should include your reflections on the readings. **Reading responses entries are due each week. Any response that is more than 1 week late will not be accepted.**

Projects:

(42%) Presentation of a lesson: You will design, and present in class a lesson or series of activities for children of a specified age. You will integrate the “big ideas,” models, constructivist teaching principles and strategies that were practiced in the course.

(20%) Final

Required Readings

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

Fosnot, C. and Dolk, M. (2001). *Young Mathematicians at Work: Constructing Early Number Sense, Addition and Subtraction* Portsmouth, N.H.: Heinemann Press.

Fosnot, C. and Dolk, M. (2001). *Young Mathematicians at Work: Constructing Multiplication and Division*. Portsmouth, N.H.: Heinemann Press.

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

***You will need these texts for Part 2 of this course.**

Recommended Readings

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

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

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

Elementary Mathematics Programs

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

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

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

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

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

Class Sessions

1. *Introductions and Overview of Goals*
 - Introduce ourselves.
 - Venn Diagram Activity: Getting to Know You

- Provide an overview of the themes of the course, the assignments, and the required texts.
- Discuss perceptions of math education.
- Assessment of math skills

Standards

- A look at the state standards: <http://www.emsc.nysed.gov/3-8/mscreport.doc>
- Introduce the professional organization: National Council for the Teachers of Mathematics (NCTM) <http://www.nctm.org/>
- Bookmark and review the National Council for Teachers of Mathematics (NCTM) standards: <http://standards.nctm.org/>
- Bookmark and review the technology standards established by International Society for Technology in Education (ISTE) through the National Educational Technology Standards (NETS) for Teachers. http://cnets.iste.org/ncate/n_fac-stands.html

Read Aloud: Math Curse by Jon Scieszka and Lane Smith, illustrator.

2. *How Do Children Learn Mathematics?*

“We are usually convinced more easily by reasons we have found ourselves than by those which have occurred to others.” Fosnot & Dolk. (2001). *Number*. Pg. 115.

- Teaching and learning as development—for the child and the teacher. Strategies, big ideas, and models in a teaching/learning framework.
- Introduction to manipulatives
- Lesson: Place Value with a focus on the progression from concrete to iconic to abstract.

Overview of Mathematics Programs

- Everyday Mathematics
 - TERC: *Investigations in Number, Data, and Space (K-5): Overview*. <http://investigations.terc.edu/curr/currOverview.cfm>
- See Sample packs from *Everyday Math* and *TERC* Grade level texts (In the MCNY Library).

Reading Response 1:

Fosnot & Dolk (Number book) Chapter 1. “Mathematics” or “Mathematizing,” Van de Walle Chapter 3

3. *Problem Solving: Creating a classroom culture*

- How to use problem solving effectively in the classroom
 - Turning classrooms into mathematical communities.
 - Managing the classroom for problem solving
 - Making problems personal
 - Questions that maximize the effectiveness of problem solving
- Lesson: The Handshake Problem
Read Aloud: *Spaghetti and Meatballs for All* (Burns, 1997)

Reading Response 2:

Fosnot & Dolk (Number book) Chapter 2. The Learning Landscape
 Van de Walle Chapters 2, 4
 Handout from Burns, M. (2000). *About Teaching Mathematics*
 Managing the Classroom for Problem Solving

4. *Lesson Planning (continued from week 3)*
- Preparing the beginning, middle, and end of a lesson
 - Mini lessons
 - Investigations
 - Menus/Centers
 - Differentiation
 - Homework

Reading Response 3: Van de Walle Chapter 5 Lesson planning*Assessment*

- Purposes of assessment
- Performance based evaluation
- Portfolios
- Rubrics
- Observation
- Journals
- Self-assessment
- Tests
- Using assessment properly
- Grades

Reading Response 3: Van de Walle Chapter 6 Assessment

Fosnot & Dolk (Multiplication) Chapter 8 Assessment
 Fosnot & Dolk (Number book) Chapter 9 Assessment (There is a lot of overlap in the 2
 Fosnot & Dolk chapters. Look at both for specific examples but most of the reading is
 the same.)

5. *Technology*
 Providing context

Reading Response 4: Van de Walle chap. 8

6. *Developing Number Sense*
- What is number sense?
 - Emerging strategies: Counting.
 - Sorting activities
 - Discuss the final project
 - View Fosnot & Dolk number sense interviews

Reading Response 5: Van de Walle Chapter 9

Fosnot & Dolk (Number book) Chapter 3. Number Sense on the Horizon

7. *Place Value*

- Invention of place value.
- Base-ten blocks and activities

Reading Response 6:

Fosnot & Dolk (Number book) Chapter 4 Place Value on the Horizon.
Van de Walle. Chapter 12. Whole Number Place-Value Development

Read Aloud: *The King's Commissioners* (Friedman, 1994)
WORKSHOP: Working with the number line. Gr.2 (CD-ROM)

8. and 9. *The Operations (Part 1): Addition and Subtraction*

- Models
- Strategies
- The number line
- Learning the facts
- Games: Race to a Flat, Counters in a Cup, Domino War, Salute
- Algorithms

Reading Response 7:

Fosnot and Dolk. (Number) Chapters 5, 6, 7, and 8

Reading Response 8: (due week 10)

Van de Walle. Chapters 10 (pp.143-151) and 11 (pp.165-177) 13 (pp.222-228)

WORKSHOP: Addition and Subtraction Mini lessons. Grades Pre-K – 3. (CD-ROM).

10. *The Operations (Part 2): Multiplication and Division for primary grades*

- Models
- Strategies
- The number line
- Learning the facts
- Games: Tic Tac Multiplication, Circles and Stars
- Algorithms

Read Aloud: *Amanda Bean's Amazing Dream* (Neuschwander, 1998.)
The Doorbell Rang (Hutchins)
Remainder of One
Two of Everything

Readings Response 9:

Fosnot and Dolk. (Multiplication) Chapters 3, 4, 5, 6, and 7

Van de Walle. Chapters 10 (pp.152-162) and 11 (pp.177-186)

11. and 12.

Fractions, Geometry, Measurement, Statistics and Probability for Grades 1-3

13. and 14. Student Presentations

Design a mathematics lesson for children in a selected grade (1-3) that incorporates standards, knowledge, and practice of child development and mathematical concepts and skills.

15. Final

The final will have a pedagogy section (essay) and a skills section.

SKILLS - TECHNICAL

COMMUNICATIONS

Reading Instruction for Primary Grades

Dr. Lynne Dolle
ldolle@mcny.edu

Overview

This course focuses on teaching language-related processes with special emphasis on developmental reading. Emphasis will be on the practices of reading instruction: basic strategies, methods of instruction, diagnostic teaching, classroom organization for reading and assessment of reading programs for improvement of instruction. You will survey and examine books appropriate for the primary grades and develop appreciative and critical responses to children's literature. Literature appropriate for diverse cultural groups, individual learning styles and special needs learning underscore criteria for selection. Exploration of the writing process and the integration of reading and writing instruction will be emphasized.

Objectives

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

1. *Understand the stages of reading development in young children.*
2. *Study methodological approaches to fostering literacy in young children*
3. *Learn about the characteristics of various instructional approaches in the teaching of reading through the integration of speaking, reading, and writing.*
4. *Develop skills for creating and effectively managing a classroom literacy program.*
5. *Learn how to set instructional goals through the ongoing process of assessment from multiple sources of relevant information.*

Assessment

Class attendance and participation	10%
Weekly Chapter Learning Log and Response	20/%
Class Presentations	20%

Final Exam	20%
Final Paper	30%

Required Reading

Calkins, L. (2000) *The Art of Teaching Reading*. New York: Allyn & Bacon.

Gunning, T. (2004) *Creating Literacy Instruction for All Children Grades Pre-K to 4*
New York: Allyn & Bacon

Reading Teacher articles, provided by Professor

Class Sessions

1. Introductions

- Discuss Objectives, Assessment, and Required Readings for the course.
- Hand Outs related to course
- K/W/L Activity

2. The Nature of Reading

- Role of Cognitive Development
- Developing Language
- Whole vs. Part Learning
- What are my personal beliefs about reading and writing instruction?
- Class Presentations: topics and dates

Read: Gunning, Chapter 1, Calkins, Chapter 1
Learning Log #1 due

3. Emergent/Early Literacy- Part 1

- Understanding Emergent Literacy
- Building Emergent Early Literacy
- Monitoring Emergent Early Literacy

Read: Gunning, Chapter 3, pps 84-110, 148-157 & Calkins, Chapter 13
Learning Log # 2 due

4. Emergent Early Literacy-Part 2

- Deepening Understanding

Read: Gunning, chap, 3, pps 110-148
Learning Log # 3 due

5. Assessment

- The Nature of Assessment
- Various Methods of Assessment
- Using Assessment to Inform Instruction

Read: Gunning, Chapter 2, Calkins, Chapter 8
Learning Log #4 due

6. Word Recognition and Phonics

- Rational and Approaches to Teaching Phonics
- Teaching High Frequency Words
- Building Fluency

Read: Gunning, Chapter 4, pp. 159-229 & Calkins, Chapter 11
Learning Log # 5 due

7. Word Attack/building word knowledge

Read: Gunning-Chapter 4, pp. 230-245 & chapter 5
Learning Log # 6 due

8. Reading and Writing Connection

- Developmental Stages of Writing
- The Writing Process
- Writing Workshop
- Assessing and Improving Writing

Read: Gunning, Chapter 10 & Calkins, Chapter 18, 24
Learning Log # 7 due
(4 Presentations)

9. Comprehension

- Understanding Reading Comprehension
- Nature of the Text
- Frameworks for fostering Comprehension

Read: Gunning, Chapter 6 & Calkins, Chapter 15
Learning Log # 8 due
(4 Presentations)

10. Comprehension Part 2

- Content Area Texts
- Children's Literature as non fiction reading

Read: Gunning, Chapter 7, pp. 343-372, & Chapter 8, & Calkins, Chapters 16-17 & Learning Log # 9 is due
(4 Presentations)

11. Content Area Reading and Writing

- Goals of Content Area Literacy Instruction
- Instructional Techniques
- Building Vocabulary in the Content Areas
- Study Techniques

Read: Gunning, Chapter 7, pp. 372-385 & Calkins, Chapter 9
Learning Log # 10
(4 Presentations)

12. Approaches to Teaching Reading (Part 1)

- Basal Approach
- Literature Based Approach

Read: Gunning, Chapter 9, 415-426, 427-447 & Calkins, Chapter 3 & 4
Learning Log # 11 due
(5 Presentations)

13. Approaches to Teaching Reading & Diversity and Special Needs

- Individualized Reading/Reading workshop
- Language Experience Approach
- Guided Reading/Learning Centers
- Balanced Reading
- Teaching to the Needs of All Students in the Class
- Inclusion
- Intervention Programs

Read: Gunning, Chapter 9, 427-447, Calkins, Chapter 13. 14

Read: Gunning, Chapter 12, 524-526, & Chapter 9

Learning Log # 12 due

Magazine Article due (Reading Teacher or Educational Leadership)

Summarize and critique (reflect) an article relevant to your teaching. (1-2 written pages)

14. Constructing and Managing a Classroom Literacy Program

- Setting Goals
- Selecting Materials
- Classroom Management
- Integrating Technology

Research Paper Due (After discussing your topic with your teacher, relate your research to your personal philosophy about teaching literacy. You may want to review the references in the back of your texts including educational journals. 2-3 pps)

Read: Gunning, Chapter 12&, Chapters 4-6. 10, 16

15. Final Exam

Topics covered for the final exam:

- Reading Workshop including Strategies
- Role of the school in Emergent/Early Literacy
- A Reading and Writing Program for Today's Students
- A Highly Effective Teacher
- Methods of Assessment
- Rational and Approaches to teaching Phonics
- Writing Workshop including Instruction
- Writing Process
- Comprehension Strategies
- Children's Literature
- Guided Reading and DRA
- Approaches to teaching reading
- Teaching to the needs of all students in the classroom
- Classroom Management
- Revisit your personal beliefs about teaching reading

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. (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 connected to 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 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 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*

Academic Calendar

Spring Semester 2009

Monday, January 05, 2009	First day of classes
Monday, January 19, 2009	Martin Luther King Birthday (College closed)
Monday, February 16, 2009	President's Day (College closed)
Tuesday, February 17, 2009	College follows Monday schedule
Tuesday, February 24, 2009	Last day for student submit work from Fall 2008 incomplete
Tuesday, March 17, 2009	Last day for instructor to submit grade change for Fall 2008 incomplete
Tuesday, March 17, 2009	Last day to withdraw for Spring 2009 semester
Tuesday, April 21, 2009	Last day of classes

Summer Semester 2009

Thursday, April 30, 2009	First day of classes
Monday, May 25, 2009	Memorial Day (College closed)
Thursday, May 28, 2009	College follows Monday schedule
Saturday, June 13, 2009	Commencement
Wednesday, June 17, 2009	Last day for student submit work from Spring 2009 incomplete
Friday, July 03, 2009	Independence Day (College closed)
Wednesday, July 08, 2009	Last day for instructor to submit grade change for Spring 2009 incomplete
Wednesday, July 08, 2009	Last day to withdraw for Summer 2009 Semester
Saturday, August 15, 2009	Last day of classes

Fall Semester 2009

Tuesday, October 21, 2008	Last day for students to submit work for Summer 2008 Incomplete
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

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

Note: All dates are subject to change.