

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

©Metropolitan College of New York
431 Canal Street, New York, NY 10013

All rights reserved. No part of this publication may be reproduced without prior permission by
Metropolitan College of NY.

DEVELOPING EFFECTIVE RELATIONSHIPS WITH KEY CONSTITUENCIES

Purpose 1

	PAGE
POLICIES	3
DEFINITIONS	5
THE PURPOSE-CENTERED EDUCATOR PROFICIENCIES	7
ASSESSMENT SYSTEM	18
THE PURPOSE DIMENSION® <i>Developing Effective Relationships with Key Constituencies</i>	22
THE VALUES & ETHICS DIMENSION® <i>Philosophy of Education</i>	46
THE SELF & OTHERS DIMENSION® <i>Child Development</i>	50
THE SYSTEMS DIMENSION® <i>Social Issues and Trends in Urban Education</i>	55
THE SKILLS DIMENSION® <i>Teaching and Learning Mathematics</i>	65
THE COMMUNICATIONS DIMENSION® <i>Reading Instruction for Primary Grades</i>	72
LESSON PLAN OUTLINE	77
ACADEMIC CALENDAR	78

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
jroosevelt@mcny.edu

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
----------	-------------------------------------------	---------------------------------	-----------------	-------------------------------

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.

<p>3) Active Engagement, 4) Link, and 5) Share</p>	<p>Either active engagement or the link phases of the TC Workshop model are completely omitted from the lesson plan.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>B – Proficiency of the Procedure planned for the <u>final</u> mini-lesson: 1) Connection and 2) Teaching Point/Demonstration</p>	<p>Either an explicit connection of the lesson to prior learning or a teaching point and demonstration (or both) are completely omitted from the plan.</p>	<p>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.</p>	<p>Both the connection of the lesson to prior learning and the teaching point and demonstration are clearly articulated and described on the lesson plan.</p>	<p>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.</p>
<p>3) Active Engagement, 4) Link, and 5) Share</p>	<p>Either active engagement or the link phases of the TC Workshop model are completely omitted from the lesson plan.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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 102.6 - 93.4 = A-	93.3 - 84.1 = B + 84 - 74.7 = B 74.6 - 65.4 = B -	65.3 - 56.1 = C + 56 - 46.7 = C 46.6 - 34.4=C-	37.3-28.1=D+	Letter Grade Equivalent

VALUES AND ETHICS

Philosophy of Education

Dr. Jinx Roosevelt
jroosevelt@mcny.edu

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
etournaki@mcny.edu

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

Ext 2409

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**

-

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.

Teaching Effectively

Purpose 2

The Master of Science Degree in Education

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

SPRING 2009

**©Metropolitan College of New York
431 Canal Street, New York, NY 10013**

**All rights reserved. No part of this publication may be reproduced without prior permission by
Metropolitan College of NY.**

TEACHING EFFECTIVELY

Purpose 2

	PAGE
POLICIES	3
DEFINITIONS	5
THE PURPOSE-CENTERED EDUCATOR PROFICIENCIES	7
ASSESSMENT SYSTEM	15
THE PURPOSE DIMENSION® <i>Teaching Effectively</i>	19
THE VALUES & ETHICS DIMENSION® <i>Classroom Management for Academic and Social Growth</i>	35
THE SELF & OTHERS DIMENSION® <i>Curriculum Development and Assessment</i>	41
THE SYSTEMS DIMENSION® <i>Teaching Social Studies in the Elementary School</i>	47
THE SKILLS DIMENSION® <i>Teaching and Learning Mathematics in Grades 4-6</i>	55
THE COMMUNICATIONS DIMENSION® <i>Reading Instruction for Upper Grades</i>	61
LESSON PLAN OUTLINE	67
ACADEMIC CALENDAR	68

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.

Any information in this handbook is subject to change.

The Purpose-Centered Educator Proficiencies

The Mission of the Institution

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

The Vision of the Unit

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

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

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

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

The Mission of the Unit

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

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

PROFICIENCIES

Knowledge:

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

Skills:

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

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

Dispositions/Values:

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

Candidates' Proficiencies Aligned with State and National Standards

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

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

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

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

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

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

Assessment System

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

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

The assessment system at MCNY has the following characteristics:

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

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

Admission to the Program (Purpose 1):

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

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

Admission to Purpose 2 (Student Teaching 1):

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

- Satisfactory evaluation on the Field Experience (minimum 120 hours)
- Satisfactory completion of the 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 and 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
- Minimum 3.0 GPA
- Project SAVE Seminar
- Passing scores on ATS/W

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 for 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.

The Purpose 1, Purpose 2, and Purpose 3 Constructive Action Assessments rubrics will be scored by trained faculty to insure consistency in the evaluation of the products. A minimum of two faculty members will evaluate each assessment with a third faculty member called upon to review the scoring if there are major discrepancies on the outcome.

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 also 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)

TEACHING EFFECTIVELY

Overview of the Purpose

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

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

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

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

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

Purpose Seminar: Analysis of Teaching Behavior

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

Constructive Action: Teaching Practicum Grades 1-3

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

individual students, groups of students, or a whole class of students. These skills are practiced under the direct supervision of a certified teacher which has the official responsibility for the students.

Values and Ethics: Classroom Management for Academic and Social Growth

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

Self and Others: Curriculum Development and Assessment

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

Systems: Teaching Social Studies in the Elementary School

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

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

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

Communication Skills: Reading Instruction for Upper Grades

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

PURPOSE 2 SEMINAR
Analysis of Teaching Behavior Grades 1-3
Practicum and Constructive Action Document
Practicum Grades 1-3
Spring 2009
Dr. Lornen Weybright
lweybright@mcny.edu

Overview

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

Objectives

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

1. *Participate in a structured, college-supervised practicum learning experience (25 days within grades 1-3) in which you apply successfully the strategies and skills presented through the teacher education program.*
2. *Document the children's developmental and learning needs and integrate those needs with the scope, goals and teaching methods that you plan to use in the classroom, all in the context of the school's mandates and standards.*
3. *Prepare organized plans for individual lessons across the semester with objectives and strategies that meet the needs of the children in a primary grade classroom.*
4. *Monitor and reflect on your progress in the practicum, adjusting your performance, and blending theory and practice in the classroom setting.*
5. *Construct and implement a Constructive Action project that is integrated into your practicum.*
6. *Document and analyze the effectiveness of your Constructive Action and formulate long-range plans for other learning opportunities for students.*

Assessment

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

Purpose Seminar: Analysis of Teaching Behavior

Attendance and Class Participation	10%
Constructive Action Document including drafts relating to CA, lesson Plans, and related Journals	90%

Teaching Practicum: Grades 1-3

Practicum Attendance: 32 full school days	(Required)
Participation during Practicum*	20 %
Formal Observations (3) by Faculty Practicum Advisor	70 %
CA Presentation	10 %

*Assessment Measures:

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

Required Text

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

Websites and Databases

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

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

Reading Online. An on-line journal of K-12 practice and research published by the IRA—one of the best references for reading: <http://www.readingonline.org/>

Association of Childhood Education International: This is the professional organization for elementary teachers. Consider joining as a student member to receive their excellent journal. <http://www.acei.org>

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

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

The National Council for Social Studies. The Council provides lessons plans and research to integrate the social studies into the curriculum.

<http://www.ncss.org/classroom/>

New York State Learning Standards. <http://usny.nysed.gov/teachers/nyslearningstandards.html>

New York City Department of Education: Literacy Performance Standards:

<http://schools.nyc.gov/Offices/TeachLearn/OfficeCurriculumProfessionalDevelopment/DepartmentofLiteracy/NYCInstructionalPublications/default.htm>

Links to a range of literacy resources:

<http://schools.nyc.gov/Offices/TeachLearn/OfficeCurriculumProfessionalDevelopment/DepartmentofLiteracy/Links/default.html>

Standards: The standards that are integrated into all of your curriculum plans should be drawn from New York State Department of Education Curriculum Standards, New York City Department of Education guidelines, and standards in curriculum areas, technology, and special needs. Always cite source whenever listing standards in lesson plans. (See Websites above, and Seminar Bibliography handout.)

Class Sessions

1. **Beginnings**

Discuss goals and requirements for the Practicum, Constructive Action Document.

Observing and Analyzing Our Teaching

Activity in Goethals (p. 11)

Readings: Goethals Introduction & Chap. 1; Appendix A & B on cooperative groups. Appendix D: Getting Organized. Make notes on “text-to-self,” linking Goethals to own observations. Be prepared to discuss these connections in seminar.

2. **Planning Instruction**

Community building and teacher demeanor, Questions (p. 20)

How to give directions effectively Goethals (p.21)

The MCNY lesson plan format

Writing lesson plans

Writing objectives (p.25-28)

Questions to think about during planning (p. 42-43)

Readings: Goethals Chap. 2 & 3. Appendix D & E.

3. **Assessing Student Learning and Communicating Learning Results (5/12)**

Choosing appropriate assessment tools

Using assessment tools appropriately

Communicating learning results

Preparing for student teaching

Readings: Goethals Chap. 11

4. Teaching All Children

Readings: Goethals Chap. 4 & 12: Accommodating diversity in the classroom.

Be prepared to discuss accommodations for diversity in current classroom setting—actual and/or proposed, with page references to Goethals.

5. Varying Instructional Strategies

Readings: Goethals Chap. 8

The Art of Asking Questions

Readings: Goethals Chap. 7

6. Implementing Lesson Planning and Assessment in the Classroom 1

Bring a lesson plan, accompanying student work, and log to class. We will work together to analyze student work.

7. Implementing Lesson Planning and Assessment in the Classroom 2 *

Bring a lesson plan, accompanying student work, and log to class. We will work together to analyze student work.

8. Implementing Lesson Planning and Assessment in the Classroom 3 *

Bring a lesson plan, accompanying student work, and log to class. We will work together to analyze student work.

9. Initiating and Maintaining the Learning Climate

Readings: Goethals Chapters 9 & 10.

Be prepared to discuss classroom management practices in current classroom, with recommended modifications, based on Goethals and own experiences.

10. Reflecting On and Evaluating Teaching

Readings: Goethals. Chap. 13. Focus on questions on p. 186. If you write up your answers to these questions, it will be a good start on your Evaluation section of your CA.

11. Integrating Technology into Teaching and Learning *

Readings: Goethals Chapter 5; Appendix C. Read ISTE Standards only

Draft of entire CA due.

12. CA: Draft of Evaluation due.

During this class you will have the opportunity to discuss your evaluation section with your classmates and professor. You will use this feedback to revise the evaluation section. It may be handed in during week 10 for written feedback.

13. Reflections on Practicum.

Assessment of practicum experience.

14. CA: Presentations I

15. CA: Presentations II

Due: Final copy of CA on CD (labeled) and the paper copy**Constructive Action (CA) Document Outline**

Purpose 2: Teaching Effectively

Document and CD Description:

CD ROM: Submit a CD ROM of the final draft of your CA, combining all sections/documents into a single document, including title page and all front and end matter. Attach a label on the CD, written or typed: Specific Title of study, Name, Purpose 2-3, Date.

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

Format: Use the headings in this outline for all CA assignments.

Front Matter:

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

Table of Contents: (Page ii) Set the Table of Contents in three columns: Chapter Number (I, II, etc.), Topic and Page. Do not assign page numbers until the final draft.

List of Appendices: (Page ii) Set the Appendices in three columns: Appendix Letter (A-X), Title, and Page number. Appendix page numbers may be hand-written and numbered within each Appendix “A 1-5,” “B 1-3,” etc.

Abstract: (Page iii) Summarize your CA in two paragraphs. The first paragraph summarizes the setting and representative lesson topics or goals. A second paragraph summarizes the accomplishments of the students and your own strategies towards meeting those goals. (IV*) [* Roman Numerals in parentheses refer to Rubrics for Purpose 2 CA Outline.]

I. Contextual Factors: (Page 1) Use knowledge about the learning-teaching context in the school, classroom, students and family characteristics and strengths to plan and implement instruction. Investigate the cultural and socio-economic characteristics of your school community. Support all conclusions with URL links, course texts and classroom examples. (I)

A. School-wide Characteristics and Programs: Describe characteristics of the school and specific programs that are related to your classroom. School-wide characteristics may include: Proportions of ethnic groups and recent immigrants, proportions of students who are eligible for free lunch, and average classroom size. Primary grade curriculum includes: Literacy, math, social studies, science, the arts and technology. Describe the primary grade testing programs and schedule. Also identify parent programs and implementation, especially related to your class. Describe other school-wide programs, including alliances with outside agencies. (I. 1)

B. Classroom Environment: Describe how the classroom environment supports or constrains learning and teaching, including: Room arrangement and display of students’ work. Describe a typical daily schedule and list times and subjects for all weekly preparation periods. Describe the classroom routines and management techniques and assess how well the students follow these routines. Describe the use of available curriculum resources and technology. (I. 1)

C. Students and Families: Objectively describe the children and family's cultural heritage and strengths, and how these differences may affect learning and teaching, including: Ratio of boys/girls, diversity of ethnic and cultural heritages, native languages including languages spoken at home, family resources and constraints, and the level parent involvement. (I. 1)

D. Student Characteristics as a Group: Describe similarities and differences, strengths and areas for growth in the group as a whole. Include: General levels of academic development in literacy, language and math, as determined by various assessments. Identify individual students, using pseudonyms, with special needs, with or without Individualized Educational Plans (IEP). Describe the English Language Learners (ELL), citing native language and level of spoken and written English. Formal and informal assessments include: Observation journals, student work samples, running records, reading conference notes, reading levels tied to trade books, reading logs, check lists, and standardized reading and math achievement tests. (I. 2)

E. Study-group Students' Skills and Prior Learning. Characteristics: Select three or four students for your study group. Describe their progress in detail during each lesson and across the semester. Describe the individuals by name (pseudonyms), ethnicity, social skills, varied approaches to learning, and individual interests. In conversations with the cooperating teacher, establish the reading levels for each student in the study group. (Jose = E, Juan = F, etc.) Document their initial levels of achievement with examples drawn from the various assessment tools. Complete these assessments early in the semester. (I. 2, 3; II.)

F. Integrating and Applying Knowledge for Instruction: Summarize your observations and research on the contextual factors of the family, school, classroom and students. Describe how these factors may have implications for student learning, your own learning, planning and instruction. Document your conclusions with examples from the classroom and outside references and texts from the Seminar and other courses.

You will be able to draw on these conclusions throughout your CA. References to the data and conclusions in this section should appear in your lesson plans, implementation logs and reflections.

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

[See Lesson Plan Outline in the this Handbook]

III. Evaluation of Lessons/Implementation Logs: Describe the implementation of each lesson in detail, summarizing your presentation and student responses and conversations in small and large group settings. Describe, in addition, any unusual or unexpected events. Follow the headings below for each implementation log, inserting a heading with your name, lesson title, and date for each successive lesson, 1-10. Separate, as always, descriptions from reflections. Avoid judgments, but do make hypotheses and conclusions, supported by examples. The strengths of your conclusions and the rationale for your own development as a teacher rests on the level of detail in these descriptions of events, and the depth of your reflections. (IV. 1-4)

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

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

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

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

2. How were the accomplishments documented? Describe the progress of each student in the study-group towards the objective(s), and how each assessment tool was used. As you examine the work samples, for example, you may list all the accomplishments observed from selected student's individual or small-group work. Include your own observation notes and critiques from the cooperating teacher and the college supervisor. (II. 8, III, IV)

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

E. Documentation: Insert here the student work samples used for the analysis above. (III. 2, 3, 4, IV. 3)

IV. Summary Reflection and Self-Evaluation: Summarize the 4-6 lessons taught in one subject or one common skill and on the accomplishments of the study-group of students. Summaries from the other lessons and students may be added as appropriate to strengthen your conclusions. Reflect on the overall impact of these lessons, documenting the connections made, and patterns observed in your teaching and student learning. A summary of this section appears in the Abstract above. (IV)

A. Assessment of Effective Teaching: (2-3 pages)

1. Reflections on Candidate's Growth. Describe several areas of growth during your student teaching experience. What have you learned about effective lesson planning, teaching and/or assessment? What are you better at, or what can you do now that you couldn't do before? (IV. 1)

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

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

B. Summary and Analysis of Student Learning: Describe the progress observed in the study-group of students across the 4-6 lessons around one subject or topic, providing individual and group summaries. Start with the levels of achievement observed at the beginning of your semester in the classroom, and end with a summary of progress that each student has made in specific areas of interest. (IV. 3)

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

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

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

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

Candidate: _____ **Faculty:** _____
 _____ **Date:** _____

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

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

* Adapted from Rubrics for ACEI/NCATE Elementary Standards (2006) and the Teacher Candidate Work Sample (TWS) of the Renaissance Partnership for Improving Teacher candidate Quality (June 2002).

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

(The ratings for each lesson plan will be scored separately, then the average scores across all ten lessons will be entered into each category.)

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

Planning (Continued)		-Activities do not appear to build on each other. -Time is not defined for each activity or is not realistic.	each other. -Transitions are partially effective. -Time is defined for each portion and is mostly realistic.	teacher or curriculum centered. -Transitions are effective. -Timing is consistently realistic.	
7. Closure (ACEI 3.3, 3.4)	No closure listed.	Lesson lacks logical or effective closure.	-Includes logical and effective closure. -Includes final check for understanding.	-Includes links back to lesson rationale and objectives. -Includes a link to future learning.	
8. Assessment (ACEI 4)	No assessment.	Assessment plan is poorly defined with limited connections to lesson objectives.	Assessment plan requires students to apply knowledge or demonstrate understanding of objective.	Assessment is ongoing and provides clear evidence that students achieved or did not achieve lesson objectives.	
9. (Purpose 2 & 3) Cultural diversity integrated into lesson (ACEI 3.2)	Culturally diverse needs of students are not addressed and there is no explanation.	Culturally diverse needs of students are minimally addressed or are inappropriately addressed.	Describes how culturally diverse needs of students are met.	Describes how culturally diverse needs of students are met in creative and sensitive ways.	
10. (Purpose 3) Differentiation for students with exceptional learning needs (ACEI 3.2)	Students' exceptional learning needs are not addressed.	Students' exceptional learning needs are minimally or inappropriately addressed.	Describes how students' exceptional learning needs are met, including language, physical abilities, and academic levels.	Describes in detail how students' exceptional learning needs are met, including language, physical abilities, and academic levels.	
11. (Optional) Connections across Curriculum (ACEI 2.8)	N/A	No connections across curriculum are made or only inappropriate connections are made.	Connections are made to one or more curriculum area.	Connections to other curriculum area(s) are insightful or original.	
12. Lesson Plan Language, Grammar, Punctuation, Spelling	Incomprehensible lesson plan.	-Detail is lacking; another teacher would have difficulty implementing lesson. -Portions are missing, poorly written or unclear. -Several grammatical and mechanical errors.	-Sufficient detail so another teacher could implement lesson. -All portions are completed and clearly written. -A few grammatical and mechanical errors.	-Language is particularly descriptive. -All portions are complete, thoroughly developed and clearly written. -No grammatical or mechanical errors.	
13. Citations of Sources of Ideas (optional)	Sources not cited	Sources are not cited with enough detail.	All sources are cited so another teacher could locate sources.	Sources cited using publication format (APA, for example).	

III. Evaluation of Lessons: *Evaluations will be based on all ten implementation logs, accompanied by student work referenced in each log.*

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

4. Documentation (ACEI 4.0)	Student work is not included.	Student work is partially included.	Student work is included but not labeled properly or elements are missing (e.g. rubrics.)	Student work is labeled properly and all elements are included.

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

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

<p>4. Professional Growth, Reflection and Evaluation (ACEI 5.1)</p>	<p>Provides no professional learning goals, or cites goals that are not related to lessons taught.</p>	<p>Presents professional learning goals that are not strongly related to evidence from his/her own lessons</p>	<p>Presents one or two professional learning goals for redesigning objectives, instruction and/or assessment. Describes how and/or why these changes would improve teaching and learning. Clearly cites connections between proposed changes and evidence from work samples and/or other research.</p>	<p>Presents three or more well-developed professional learning goals for redesigning objectives, instruction and assessments. Describes how and why these changes would improve teaching and learning. Clearly cites connections between proposed changes and evidence from work samples and/or other research.</p>
----------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

VALUES AND ETHICS

Classroom Management for Academic and Social Growth

Professor Hazel Hunt

hhunt@mcny.edu

Overview

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

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

Objectives

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

Required Reading

Weinstein, C. S., & Mignano, A. J. (2003). *Elementary classroom management: Lessons from research and practice* (3rd edition). NY: McGraw-Hill.

Additional readings assigned during class

Assessment

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

Course Assignments

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

Attendance: (5%)

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

Participation: (5%)

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

Three Reflection Papers: (5% each)

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

Motivational Lesson Plan Presentation: (15%)

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

Classroom Management Plan: (30%)

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

Final Exam: (30%)

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

Class Sessions**1. Introductions + Course Overview**

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

For Next Class: Read Chapters 1 and 2
Read Weiner article

2. Designing the Physical Environment

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

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

3. Establishing Norms for Behavior

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

For Next Class: Read Chapter 3
Reflection Paper #2 on Classroom Norms

4. Creating Safer, More Caring Communities

- Discuss what does it mean to care?
- Does culture influence the definition of caring?
- Discuss the caring/control dichotomy
- Brainstorm ways teachers can show they care
- Participate in sample community building activities that help to develop a safe, caring community
- Practice effective communication skills
- Prevention of Child Abduction (Education Law 803-a), Safety Education (Education Law 806), Fire and Arson Prevention (Education Law 808)

For Next Class: Read Chapter 6

Submit lesson plans child abduction and safety education

5. What is Learning and What is Good Teaching?

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

For Next Class: Read Chapter 7

Submit lesson plans on fire and arson prevention

6. Enhancing Student Motivation

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

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

7. Motivational Lesson Presentations**8. Motivational Lesson Presentations**

For Next Class: Read Chapter 8

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

- Seatwork – How much, when and why?
- Challenges for students and teachers

- Implications for practice
- Discuss differences between recitations and discussions
- Strategies for using both recitation and discussion effectively

For Next Class: Read Chapters 9 and 10

10. Strategies for Effective Group Work

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

For Next Class: Read Chapter 11

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

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

For Next Class: Read Chapter 13

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

Note: You are required to sign the seminar attendance sheet

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

For Next Class: Read Chapter 12

Read Brown and Obidah's two articles

13. Helping Students with Special Needs

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

For Next Class: Read Chapter 5

Hand in Classroom Management Plan

14. Working with Families + Making the Most of Classroom Time

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

For Next Class: Study for Final Exam

15. Final Exam

Bringing it all together

SELF AND OTHERS

Curriculum Development and Assessment

Professor Mary Simone
msimone@mcny.edu

Overview

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

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

Objectives

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

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

6. *Begin to develop fluency in the gathering of materials for curriculum design including print texts, literature, web resources, functional and informational materials.*
7. *Become conversant with some of the issues and concerns surrounding curriculum design and assessment in the NYC and NY State public schools.*
8. *Prepare or select assessment instruments that you use during student teaching*
9. *Create, use and assess your own curriculum unit that is grade and age appropriate, with differentiated instruction for your Purpose 2 Constructive Action.*

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

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

Reading Responses**30%**

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

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

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

Thematic Unit**30%**

You will create a thematic unit using literature which will have measurable, meaningful assessment for each lesson plan. The project will be grade specific and will address the areas listed in the standards. Each lesson must have an assessment that reflects the objective(s) of the lesson and meets NYS Standards.

You will decide on the theme of the unit by the 5th session and turn in an outline of the number of lessons, anticipated handouts, literature links, and the print or web resources which you will use in developing the unit. Beginning the 7th session, you are required to submit portions of the unit. There will be deadline assignments for the Overview, First Lesson, etc. to be submitted, so that you can develop a unit that can serve as the centerpiece of your first year of teaching. I will give out specific formats to follow for the unit. Units must have a bibliography of no fewer than 5 print resources and 5 web resources.

Please use this project to create a unit on a grade and age appropriate topic which you would like to teach and is taught on the grade level and for the student population you will serve. Beyond

satisfying the requirement for this course, this project will provide you with a ready to use unit that you can do as part of your first teaching assignment.

If possible, try to collect model age and grade appropriate student samples for your unit. Keep a file of pertinent news and online materials that relate to the unit. Visit a bookstore and check out the children's section for children's literature which complements the unit.

Ask your cooperating teacher for suggestions about materials or approaches, if possible. You may also wish to make a bibliography of books in the classroom libraries which connect to your topic.

Create at least one assessment for your unit and tell which of the assessment types we have discussed in class, it reflects. If appropriate, include a cultural arts excursion or experience to go with your unit and materials to prepare the students for that experience.

Be sure to provide options to fully engage special needs, gifted and ELL learners in your unit study.

Enjoy this first curriculum authoring experience.

Required Readings:

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

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

NYS Learning Standards- Grade Specific

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

Recommended Readings

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

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

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

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

Websites

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

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

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

www.uft.org (United Federation of Teachers)

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

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

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

Curriculum Development and Assessment
EDU 520 SEL
Class Sessions

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

Reading:

Reinhartz Ch.5, Anderson Ch. 1

Assignment:

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

2. Setting the Stage for the Curriculum Development Process

Reading:

Reinhartz Ch.6, Anderson Ch.2

Assignment:

Reinhartz p.147, exercise 5

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

*Evaluate the assessment that was introduced in today's class using the cognitive/knowledge framework introduced in Anderson Chapter2.

*Write a brief reflective paragraph about your educational philosophy. Do you find it falling in one category or does your philosophy take from more than one of the four?

3. Curriculum Planning and Reflection

Reading:

Reinhartz Ch.7, Anderson Ch.3

Assignment:

*Reinhartz p.166, exercise 3.

*Begin collecting and analyzing assessment examples.

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

4. Curriculum Implementation

Reading:

Reinhartz Ch. 8, Anderson Ch.4

Assignment:

*Reinhartz p. 192, exercise 3.

*Write up a one-page description of the unit, grade, special need/ELL/Gifted and talented learners you hope to develop. Include any concerns or questions you have about developing it.

*Continue to collect and analyze assessment examples.

5. Curriculum Assessment

Reading:

Anderson Ch. 4

Assignment:

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

*Develop a writing rubric for your unit.

6. Planning and Assessment

Reading:

Reinhartz Ch. 10, Anderson Ch.5

Assignment:

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

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

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

7. Curriculum for the Language Arts and Interpreting Assessment

Reading:

Reinhartz Ch. 11

Assignment:

*Reinhartz Exercises 2 and 3.

*Write one lesson from your unit using the steps from the lesson planner worksheet.

8. The Math Curriculum

Reading:

Reinhartz Ch. 12

Assignment:

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

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

9. The Social Studies Curriculum-

Reading: Reinhartz Ch. 13 Anderson Ch. 6

Assignment:

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

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

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

10. The Science Curriculum-

Reading: Reinhartz Ch. 14

Assignment:

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

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

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

11. Health Education; Instruction on Alcohol, Tobacco and Drug Abuse; Physical Education and Fine Arts Program -July 23

Reading: Reinhartz Ch. 9, Anderson Ch. 7

Assignment:

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

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

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

12. Technology in the Classroom-

Reading: Anderson Ch. 8

Assignment:

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

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

13. Individualizing Assessment-

14. Presentations-

15. Presentations-

SYSTEMS

Teaching Social Studies in the Elementary School

Dr. Leonard Golubchick

lgolubchick@mcny.edu

Overview

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

Objectives

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

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

Assessment

Your final exam grade will be based on the following:

Attendance	10%
Participation	10%
Midterm Exam	20%
Final Exam	30%
Final Report/Presentation	30%

This includes the submission of the final report on a project-based learning activity. The final report should include the following:

- 1.) Abstract
- 2.) Section on related literature
- 3.) How is the thematic unit connected to:
 - a.) Principles of Learning
 - b.) Essential Understandings
 - c.) Social Studies Core Curriculum
 - d.) Social Studies Standards
- 4.) Develop a curriculum map fro the thematic unit as well as a graphic organizer
- 5.) How is this thematic unit going to enhance students' understanding of the economic, social and political issues of the time period?
- 6.) Develop a rubric to utilize in assessing your oral presentation.

Required Readings

Savage, T. & Armstrong, D. (2004) *Effective Teaching in Elementary Social Studies*. Upper Saddle River, N.J.: Prentice Hall.

Recommended Readings

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

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

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

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

Websites

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

New York State Learning Standards for Social Studies

No Child Left Behind
<http://www.nochildleftbehind.gov>

Class Sessions

1. What is the Role of Social Studies in the Elementary School?

- Defining features of social studies
- How do students learn history?
- What impact does geography have on events?
- Overview of the elementary school social studies curriculum

Read: Savage & Armstrong, Chapters 1

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

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

Read: Savage & Armstrong, Chapter 2

3. Helping Students Interpret History

- Resources for teaching history
- How do historical records enhance learning and skill development?
- How do teachers bring historical research into the classroom?

Read: Savage & Armstrong, Chapter 3

4. Incorporating Content from the Social Science Disciplines

- The connection of political science, economics, sociology, anthropology, psychology
- Relating classroom activities to the social sciences

Read: Savage & Armstrong, Chapters 4 and 5

5. Teaching Social Studies through an Interdisciplinary Curriculum Approach

- Rationale for multidisciplinary social studies instruction
- Thematic focus
- Mapping and integrating subjects
- Creating and uncovering connections

Read: Savage & Armstrong, Chapters 6

6. Selecting Approaches to Teaching Social Studies

- Identifying variables in choosing a teaching approach
- Developing high-quality teacher questions
- The expository-discovery continuum

Read: Savage & Armstrong, Chapter 7

7. Developing Higher-Level Critical Thinking Skills

- Developing social studies inquiry skills
- Helping students construct concepts
- Fostering creative thinking and problem solving

Read: Savage & Armstrong, Chapter 8

8. **Midterm Exam**

Cooperative Learning in Social Studies

- Cooperative learning
- Popular group techniques
- Managing group learning

Read: Savage & Armstrong, Chapter 9

9. Teaching Social Studies Skills

- Developing map and globe skills
- Using charts and graphs
- Utilizing time lines
- Interpreting political cartoons

Read: Savage & Armstrong, Chapter 10

10. Meeting the Needs of all Students: Culture, Gender, And Exceptionalities

- Multicultural issues
- Gender issues
- Learner exceptionalities

Read: Savage & Armstrong, Chapter 11

11. Social Studies for Limited English Proficient Learners

- Difficulties LEP learners face
- Successful strategies with LEP learners
- Lesson planning for LEP learners

Read: Savage & Armstrong, Chapter 12

12. Working with Social Studies Standards

- Types of Standards
- NCSS Standards
- New York State Standards

Read: Savage & Armstrong, Chapter 13

13. Planning for Social Studies Learning

- The teacher as decision-maker
- The anatomy of a lesson
- How to develop a unit
- Developing lesson plans

Read: Savage & Armstrong, Chapter 14

14. Assessing Students' Learning

- Authentic assessment
- Informal Assessment
- Formal assessment
- Using assessment to drive instruction

Read: Strong & Armstrong, Chapter 15

Final Curriculum Project due

15. **Final Exam**

INTEGRATED THEMATIC UNIT PROJECT

Your project(s) will be graded based upon the Integrated Thematic Unit Rubric. See attached. You must demonstrate the integration of the social studies standards within the scope of each project. The project must be grade-specific with adherence to the New York City Social Studies Curriculum.

In utilizing your integrated unit rubric as a guide:

Ask yourself how I am meeting the standards and guidelines established by the Integrated Thematic Unit Rubric? How does this relate to my lesson planning? In reflecting upon your product, ask yourself, what did you learn from creating and implementing this lesson and in creating and implementing your unit? How is this lesson and unit connected to curriculum, instruction and assessment? How do you know you are successful in implementing your lesson and your unit?

What evidence (assessments) did you use to indicate your students are successful in understanding your lesson/unit?

Also, ask yourself, how did you integrate the arts and technology in your lesson/unit?

How did you make historical connections? How did you use primary sources and secondary sources? How did you use cooperative learning? How have you used graphic organizers? How have you used portfolios and student work samples?

How have you integrated the Principles of Learning, Bloom's Taxonomy and Gardiner's concept of multiple intelligences in order to promote student understandings? Ultimately have you asked yourself, why am I doing this lesson/unit?

INTEGRATED THEMATIC UNIT RUBRIC

Instructions: Use the rubric as a guide for evaluating thematic units. For each category, rate the teacher candidate performance on a scale of 0 to 3 (not acceptable, developing, proficient, or exemplary). To calculate the final score, add the points from each category and divide by 8.					
Category	Points	(1) Not Acceptable	(2) Developing	(3) Proficient	(4) Exemplary
1. Theme		No theme is evident	Theme is unclear	Theme is clear	Theme is clear and shows degree of uniqueness
		Theme is not grade appropriate	Theme is minimally grade appropriate	Theme is grade appropriate	Theme is grade appropriate and creates opportunity for introducing more advanced concepts
		Theme is not connected to other disciplines	Theme is minimally connected to other disciplines	Theme is connected to at least one other discipline	Theme is connected to multiple other disciplines
		Theme does not spark interest	Theme is minimally connected to other disciplines	Theme is connected to at least one other discipline	Theme is connected to multiple other disciplines
2. Rationale		Purpose of unit is not evident	Purpose of unit is not clear	Purpose of unit is clear	Purpose of unit is clear and pertinent to the particular community of students
		Does not include reasons about how unit contributes to student's development	Minimal explanation about how unit contributes to students' development	Adequate explanation about how unit contributes to students' development	Detailed explanation about how unit contributes to students' development, including citations to educational theory
		Does not include reasons about how unit contributes to NYS Standards	Minimal connections between unit and NYS Standards	Unit relates to some/most NYS Standards	Unit relates to most/all NYS Standards
		No connection to educational theory	Minimal connection to educational theory	Adequate connection to education theory	Purpose is strongly related to educational theory
3. Focus Question ACEI 1.0 ACEI 1.0 ACEI 1.0		No focus question	Focus question is unclear or inappropriate	Focus question is well defined and worth exploring	Focus question is well defined, worth exploring, and has potential for rich activities
			Focus question is minimally connected to real world issues	Focus question adequately relates to real world issues	Focus question make strong connections to real world issues and related to the particular community of students
			Focus question sparks minimal interest	Focus question sparks interest among most students	Focus question sparks overwhelming interest among students and lends itself to active engagement in learning
4. Objective ACEI 3.1 ACEI 2.1-2.5		No objectives listed	Objectives are unclear	Most objectives are clearly stated	All objectives are clearly stated
			Objectives are minimally connected to other disciplines	Objectives make some connections across the curriculum	Objectives make strong connections across the curriculum
			Objectives are not adequately linked to NYS, NYC, or ACEI Standards	Objectives are adequately linked to NYS, NYC, or ACEI Standards	Objectives are strongly linked to NYS, NYC, or ACEI Standards and go beyond the standards by relating to the particular community of students
5. Content ACEI 2.1-2.5 ACEI 2.1-2.5		Content is unclear	Content is not sufficiently developed	Content is well developed	Content is developed to an exceptional degree
		Content is inaccurate	Content is minimally accurate	Content is mostly accurate	Content is completely accurate
		Content is not grade appropriate	Content is minimally appropriate to student developmental level	Content is appropriate to student developmental level	Content is appropriate to student developmental level & challenges students

ACEI 2.1-2.5					to think and/or develop skills at a more advanced level
ACEI 2.1-2.5 ACEI 2.1-2.5		Content does not address NYS, NYC, or ACEI Standards	Content minimally addresses NYS, NYC, or ACEI Standards	Content adheres to NYS, NYC, or ACEI Standards	Content adheres address NYS, NYC, or ACEI Standards and goes beyond the standards
ACEI 2.1-2.5		Content is poorly organized	Content does not progress logically in lesson plans	Content is logically sequenced in lesson plans	Content is logically sequenced in lesson plans and builds in complexity
ACEI 2.1-2.5		Content is not worth teaching	Content is minimally worth teaching	It is evident that content is worth teaching	It is evident that content is worth teaching and strategies are incorporated to make content meaningful to the particular community of students
		Content does not include material from other disciplines	Content includes material from one other discipline	Content includes material from more than one other discipline	Content includes material from multiple disciplines
		It is not clear which sources were used to plan unit	Unit is based primarily on one reference book	Unit draws from several reference resources and includes a list of sources	A formal bibliography of reference is include in unit plan and cites multiple reference materials
6. Integration ACEI 3.1 7. Lesson Plans		Inadequate number of lessons are included in unit	Inadequate number of lessons are included in unit	Appropriate number of lessons are included in unit	Appropriate number of lessons are included in unit
ACEI 3.1		Lessons do not meet unit objectives	Lessons minimally meet unit objectives	Lessons are adequately related to unit objectives	Lessons are strongly related to unit objectives
ACEI 3.2		Lessons lacks goals	Lessons do not have clear goals	Lessons have clear goals	Lessons have clear goals and insure that learners have a clear understanding of what is expected of them
ACEI 3.3		Lessons make little or no adjustments for individual student differences	Lessons make minimal adjustments for individual student differences	Lessons make provisions for some/most individual student differences and adapt to diverse learners	Lessons make provisions for most/all individual student differences, including different developmental levels, ELL and students with disabilities, and successfully adapt to diverse learners
		Lessons do not use a variety of teaching strategies	Lessons minimally use a variety of teaching strategies	Lessons effectively use more than one teaching strategy to encourage students' development of critical thinking, problem solving and performance skills	Lessons successfully use a range of teaching strategies to encourage students' development of critical thinking, problem solving and performance skills
		No attention to questioning strategies, activities, technology, and supplemental materials to present new information	Lessons minimally use questioning strategies, activities, technology and supplemental materials to present new information	Lessons adequately use questioning strategies, activities, technology and supplemental materials to present new information	Lessons successfully use questioning strategies, activities, technology and supplemental materials to present new information and enforce knowledge
		Lessons lack constructive follow-up activities or homework	Lessons include follow-up activities or homework that minimally reinforce knowledge	Lessons include follow-up activities or homework that adequately reinforce knowledge	Lessons include follow-up activities or homework that successfully reinforce knowledge and encourage students to think critically
		Lessons do not inspire enthusiasm for topic	Lessons inspire little enthusiasm for topic	Lessons inspire some enthusiasm for topic	Lessons inspire strong enthusiasm for topic
		Lessons do not show creativity	Lessons show little creativity	Lessons show some creativity	Lessons show exceptional creativity
8. Assessment		No evidence of evaluation	Only one assessment strategy is used	More than one assessment is used	Multiple assessments are used
ACEI 4.0		Assessments are not incorporated into unit	Assessment is conducted at the end of the unit	Assessments are planned throughout the unit	Assessments are ongoing, used both formally and informally
		Assessments are not tied to unit objectives	Assessments are minimally associated with unit objectives	Assessments are adequately associated with unit objectives	Assessments are strongly tied to unit objectives

		Student feedback is not encouraged	Student feedback is rarely encouraged	Student feedback is encouraged some of the time	Student feedback is encouraged throughout the unit
		Students are not encouraged to reflect on their performance	Students are minimally encouraged to reflect on their performance	Students are encouraged to reflect on their performance	Students are encouraged to reflect on their performance and self-assess
Additional Comments (attach additional pages, if necessary): e's averages.					
Sum of Total Points					
Total Average (Divide total points by 8 and round score to nearest tenth)		Below 2.0= Not Acceptable	2.0 to 2.9= Developing	3.0 to 3.7= Proficient	3.8 and above= Exemplary

SKILLS

Teaching and Learning Mathematics in Grades 4-6

Professor Irene Velazquez
ivelazquez@mcny.edu

Overview

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

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

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

Objectives

By the end of this course you will:

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

4. improve your *skills* in the areas of *multiplication, division, fractions, geometry, measurement, statistics and probability*.

5. be able to use common materials such as brochures, menus, and maps to *design meaningful and realistic mathematics experiences*.

Assessment

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

(10%) Attendance.

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

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

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

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

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

Projects:

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

(10%) Artifact Presentation

(10%) Geometry Quiz

(22%) Final

Required Readings

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

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

Recommended Readings

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

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

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

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

Elementary Mathematics Programs

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

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

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

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

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

Class Sessions

1. *Introductions and Overview of Goals*

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

Take Assessment

2. *Diversity and Equity*

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

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

3. *Building Number Sense through Estimation*

View Marilyn Burns video “Assessing Understanding: Part 2”

Reading Response 2: Van de Walle Chapter 14

4. *The Operations: Multiplication and Division*

The development and use of the algorithms for multiplication and division

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

Reading Response 3: Van de Walle Chapter 13

5. 6. and 7.

Fractions, Decimals, and Percents

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

View Marilyn Burns’s videos:

“Teaching for Understanding: Part 1” Fractions and Geoboards

“Teaching for Understanding: Part 3” Fractional parts

“Assessing Understanding: Part 3”

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

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

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

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

8. Geometry

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

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

9. and 10. Measurement

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

Reading Response 7: Van de Walle Chapter 20

11. Statistics and Probability

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

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

12. Artifact Day

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

13. Algebra

- patterns
- variables

Reading Response 9: Van de Walle Chapter 15

14. Student Presentations

15. Student Presentations (part 2)

Final

COMMUNICATIONS

Reading Instruction for Upper Grades

Professor Lisa Radford

lradford@mcny.edu

Overview

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

Objectives

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

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

Assessment

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

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

Required Readings

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

Recommended Readings

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

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

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

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

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

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

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

Class Sessions

1. Teaching for Communication

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

Assignments:

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

Double Entry Journal - Literature in Action: Walking with Rosie

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

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

Assignments:

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

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

3. Diversity in the Multicultural, Inclusive Classroom

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

Assignments:

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

Double Entry Journal - Language Learning in Action: Mushrooms Now

4. Building on Children's Early Language Development

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

Assignments:

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

5. Literature for Life

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

Assignments:

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

6. Listening for Meaning

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

Assignments:

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

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

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

Assignments:

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

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

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

Assignments:

Read Hennings, Chapter 8

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

9. Reading For Meaning in the Upper Elementary Grades

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

Assignments:

Read Hennings, Chapter 9

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

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

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

Assignments:

Read Hennings, Chapter 10

Double Entry Journal - Interactive Writing in Action: The Desert

11. Writing Processes in a Workshop Environment

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

Assignments:

Read Hennings, Chapter 11

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

12. Writing, Language Conventions, and Grammar

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

Assignments: Read Hennings, Chapter 12

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

13. Spelling, Dictionary Use, and Handwriting

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

14. Class Presentations: Core Book Unit

15. Class Presentations: Core Book Unit

LESSON PLAN FORMAT
MSED Program
Metropolitan College of New York

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

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

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

2. Pre-assessment of Students Knowledge & Skills: *Include a two-part response: (A) Describe what children already know about the skill or lesson topic. (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.

Meeting the Unique Needs of All Learners

Purpose 3

The Master of Science Degree in Education

AUDREY COHEN SCHOOL
FOR
HUMAN SERVICES AND EDUCATION

SPRING 2009

©Metropolitan College of New York
431 Canal Street, New York, NY 10013

All rights reserved. No part of this publication may be reproduced without prior permission by
Metropolitan College of NY.

MEETING THE UNIQUE NEEDS OF ALL LEARNERS

Purpose 3

	PAGE
POLICIES	3
DEFINITIONS	5
THE PURPOSE-CENTERED EDUCATOR PROFICIENCIES	7
ASSESSMENT SYSTEM	14
THE PURPOSE DIMENSION® <i>Meeting the Unique Needs of All Learners</i>	18
THE VALUES & ETHICS DIMENSION® <i>The Power of Technology in the Learning Process</i>	36
THE SELF & OTHERS DIMENSION® <i>Exploring Cultural Diversity through the Arts</i>	40
THE SYSTEMS DIMENSION® <i>Science Methods and Curriculum in Elementary School</i>	49
THE SKILLS DIMENSION® <i>Inclusion: Teaching Strategies and Classroom Management</i>	58
THE COMMUNICATIONS DIMENSION® <i>Diagnostic and Enrichment Techniques in Reading</i>	64
LESSON PLAN OUTLINE	69
ACADEMIC CALENDAR	70

POLICIES

Attendance:

- Students are required and expected to attend all scheduled classes.
- If a student has a legitimate reason for being absent or late, he/she should notify his/her faculty member and deal directly with that person.
- Students who accumulate 3 (three) absences are jeopardizing their good standing and are in danger of failing.
- Students who have missed 4 (four) classes can expect a grade of “F”.
- Students who accumulate excessive absences or lateness may be recommended for withdrawal.
- Any student who has missed the first 2 (two) sessions per course in a term will not be allowed to begin classes without written permission from the appropriate Dean.
- **Students are responsible for all work, even when absent or late.**

Grading System

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

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

Incomplete Grades

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

Plagiarism

Presenting someone else’s work as though it is your own constitutes plagiarism. In an academic community the use of words, ideas, or discoveries of another person without explicit, formal

acknowledgement constitutes an act of theft or plagiarism. In order to avoid the charge of plagiarism, students must engage in standard academic practices such as putting quotation marks around words that are not their own, employing the appropriate documentation or citation, and including a formal acknowledgement of the source in the proper format.

Add/Drop

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

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

Constructive Action Documents:

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

Please be advised regarding the following:

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

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

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
	<p>the home, school, and community on student's readiness to learn-and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another. The nature of students within the full ranges of disabilities and special healthcare needs, and the effects of those disabilities and needs on learning and behavioral and skill in identifying strengths, individualizing instruction, and collaborating with other to prepare students with disabilities and special needs to their highest levels of academic achievement and independence human development processes and variations...learning processes, motivation, communication and classroom management language acquisition and literacy development.</p>			

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
<p>(C) Diversity of Learners</p> <p>The candidates know developmental, cultural, linguistic, and learning differences and know how to provide differentiated instruction.</p>	<p><u>Pedagogical Core</u> Curriculum develop, instructional planning, and multiple research validated instructional strategies for teaching students within the full range of abilities-and skill in designing and offering differential instruction that enhances the learning of all students in the content area(s) of the certificate.</p>	<p>Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>(3b) Adaptation to diverse students: Candidates understand how elementary students <u>differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</u></p>	3
<p>(D) Environment for Learning</p> <p>The candidates know the developmental and learning theories that facilitate the creation of a positive environment for learning.</p>		<p>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.</p>	<p>(3d) Active engagement in learning: Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments .</p>	2
<p>(E) Assessment</p> <p>The candidates demonstrate the ability to monitor, evaluate, analyze and interpret student learning</p>	<p><u>Pedagogical Core:</u> Formal and informal methods of assessing student learning and the means of analyzing one's teaching practice-and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance learning. Assessment,</p>	<p>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.</p>	<p>(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.</p>	2

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
	diagnosis and evaluation of students with disabilities. Use of assisting and instructional technology in the teaching of and learning by students with disabilities.			
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</u> knowledge of students, learning theory, subject matter, curricular goals, and community.	2,,3
(B) Instructional Strategies/Technologies The candidates use a range of instructional strategies and technologies to promote student learning, critical thinking and problem-solving.		Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	(3c) Development of critical thinking, problem solving, performance skills: Candidates <u>understand and use a variety of teaching strategies</u> that encourage elementary students' development of critical thinking, problem solving and performance skills.	2,3
© 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	Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	(3d) Active engagement in learning: Candidates use their <u>knowledge and understanding of individual and group motivation, and behavior</u> among students at the 1-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.	2,3

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
	preparation for productive for productive work, citizenship in a democratic, and continuing growth.			
(D) Communication The candidates use effective verbal, non-verbal strategies, medias and technologies to promote student learning.	<u>General Education Core</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 on assessments.	<u>Pedagogical Core:</u> Formal and informal methods of assessing student learning and the means of analyzing one’s teaching practice-and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance learning. Assessment, diagnosis and evaluation of students with disabilities. Use of assisting and instructional technology in the teaching of and learning by students with disabilities.	Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	(4) Assessment for Instruction: Candidates <u>know, understand, and use formal and informal assessment strategies</u> to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	2,3
(F) Collaboration and Relationships The candidates	<u>Pedagogical Core</u> History, philosophy and role of education, the rights and responsibilities of teachers and	Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger	(5c) Collaboration with Families: Candidates know the importance of <u>establishing and maintaining a positive collaborative relationship with families</u> to promote the academic, social and	1

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
demonstrate the ability to establish positive relationships with key constituencies (peers, colleagues, parents and students).	other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning-and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts.	community to support students' learning and well-being.	emotional growth of children. (5d) Collaboration with Colleagues and the Community: Candidates <u>foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.</u>	
(G) Reflection and Professional Development The candidates reflect and analyze the impact of their actions on student learning in order to develop as professionals.		Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	(5b) Reflection and Evaluation: Candidates are aware of and <u>reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals</u> in the learning community and actively seek out opportunities to grow professionally.	2,3
Dispositions/Values (A) Diversity/Individual Differences The candidates show they can empower all students to be effective learners helping them	<u>Pedagogical Core</u> Provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, and opportunity for practicing skills for interacting with parents or	Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.		3

MCNY Candidates' Proficiencies	New York State Standards	INTASC Principles	ACEI	Purpose
develop self-confidence and competence.	caregivers, an opportunity to work each of the following student population: socio-economically disadvantages students, students who are English language learners, and students with disabilities.			
(B) High Expectations The candidates demonstrate through their classroom behavior that all students can learn at high levels and they persist in helping all students achieve success.				3

Assessment System

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

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

The Director of the education program oversees all of the activities related to the collection, aggregation, and dissemination of data as well as the use of the data for program changes.

The assessment system at MCNY has the following characteristics:

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

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

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

Admission to the Program (Purpose 1):

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

- BA/BS degree from an accredited institution

- Minimum 3.0 GPA
- Interview
- Essay
- Two letters of recommendation
- LAST scores (recommended)

Admission to Purpose 2 (Student Teaching 1):

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

- Satisfactory evaluation on the Field Experience (minimum 120 hours)
- Satisfactory completion of the Constructive Action 1 Assessment
- Passing grades on the Mathematics and Reading methods courses
- Child Abuse assessment
- Criminal Background check
- Passing Score on LAST

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
- Minimum 3.0 GPA
- Project SAVE Seminar
- Passing scores on ATS/W

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 for 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.

The Purpose 1, Purpose 2, and Purpose 3 Constructive Action Assessments rubrics will be scored by trained faculty to insure consistency in the evaluation of the products. A minimum of two faculty members will evaluate each assessment with a third faculty member called upon to review the scoring if there are major discrepancies on the final outcome.

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 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 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)

MEETING THE UNIQUE NEEDS OF ALL LEARNERS

Overview of the Purpose

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

Your Purpose 3 teaching practicum will consist of 32 days. Your practicum will be arranged by faculty teaching the Purpose Dimension seminar. It will again be your responsibility to document the dates and times you devote to meet this requirement.

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

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

Definitions

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

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

Purpose Seminar: Analysis of Teaching Behavior

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

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

Constructive Action: Teaching Practicum Grades 4-6

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

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

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

Self and Others: Exploring Cultural Diversity Through the Arts

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

Systems: Science Methods and Curriculum

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

Technical Skills: Inclusion: Teaching Strategies and Classroom Management

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

Communication Skills: Diagnostic and Remedial Techniques In Reading

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

Analysis of Teaching Behavior Grades 4-6

and

Constructive Action Teaching Practicum Grades 4-6

Professor Mary Simone

msimone@mcny.edu

Room 1232

212-343-1234, ext. 2406

Overview

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

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

Objectives

1. *Analyze the learning needs of children in the classroom, taking into account the unique and diverse needs of the learners*
2. *Synthesize the course work from Purposes 1, 2 and 3 to identify goal(s) for teaching students with diverse needs*

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

Required Readings

The seminar uses texts currently or previously assigned.

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

Class Sessions

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

Discuss the format for presenting the results of the assessments in the Student Learning Section

Discuss the integration of the information from the Inclusion class into the learning goals

Homework: “Instructional Implications” and “Learning Goals”

6. **Planning lessons with Adaptations**

Discuss general lesson planning issues

Discuss planning of adaptations

Discuss classroom management issues involved in differentiated lessons

Homework: “Assessment Plan” and “Lesson Plan 1 and Log 1 with documentation”

7. **Issues related to the Student Teaching Experience**

Homework: “Lesson Plan 2 and Log 2 with documentation” and “Lesson Plan 3 and Log 3 with documentation”

8. **Individual and Small Group Conferences on CA**

Homework: “Lesson Plan 4 and Log 4 with documentation” and “Lesson Plan 5 and Log 5 with documentation”

9. **Instructional Decision Making**

Using students’ learning and responses to make instructional decisions

Homework: “Lesson Plan 6 and Log 6 with documentation” and “Lesson Plan 7 and Log 7 with documentation”

10. **Analysis of Student Learning**

Presentation the results of student assessments in the CA

Homework: “Lesson Plan 8 and Log 8 with documentation” and “Lesson Plan 9 and Log 9 with documentation”

11. **Reflection and Self-Evaluation**

Homework: “Lesson Plan 10 and Log 10 with documentation” and “Instructional Decision Making”

12. **Individual and Small Group Conferences on CA**

Homework: “Analysis of Student Learning” and “Reflection and Self-Evaluation”

13. **Reflection on the Student Teaching Experience/ Teaching with Adaptations**

Student generated discussion Homework: Final copy of Revised CA due

14. **CA Presentations**

15. **Preparing for an Interview**

Review common interview questions

Role-play interviews

THE PURPOSE 3 CONSTRUCTIVE ACTION DOCUMENT

I. Contextual Factors

TWS Standard

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

Task

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

Prompt: In your discussion, include:

- **Community and School factors** (due week 2 of course)
Address geographic location, community and school population, socio-economic profile and race/ethnicity
- **Classroom factors** (due week 2 of student teaching)
Discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.
- **Student characteristics** (Selection of Population due week 2 of student teaching)
Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, *special needs*, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. In your narrative, make sure you address student's skills and prior learning that may influence the development of your learning goals, instruction and assessment.
- **Instructional implications** (Goal due week 3 of student teaching)
Address how classroom characteristics and students' learning needs have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics, one of which must be high incidence disabilities and any other factors that will influence how you plan and implement your unit.

Suggested Page Length: 1-2

II. Learning Goals

TWS Standard

The teacher sets varied and appropriate learning goals.

Task

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

Prompt

- Describe how you will differentiate instruction and include adaptations for students with high incidence Learning needs/Disabilities.
- Describe learning goals for students at various achievement levels.
- Discuss why your learning goals are appropriate in terms of development, pre-requisite knowledge, skills, and other student needs.

Suggested Page Length: 1-2

III. Assessment Plan

TWS Standard

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

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

Prompt

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

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

IV. Design for Instruction

TWS Standard

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

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

Prompt

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

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

Suggested Page Length: 3 + visual organizer

V. Instructional Decision-Making

TWS Standard

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

Task

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

Prompt

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

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

VI. Analysis of Student Learning

TWS Standard

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

Task

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

Prompt

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

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

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

Suggested Page Length: 4 + charts and student work examples

VII. Reflection and Self-Evaluation

TWS Standard

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

Task

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

Prompt

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

Suggested Page Length: 2

Rubric for the Constructive Action Document

Note: The following rubric is adapted from Teacher candidate Work Sample of the Renaissance Partnership for Improving Teacher Candidate Quality.

Part I. Contextual Factors: The Teaching-Learning Environment. (The Teacher candidate uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.)

Rating → Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Met with Distinction	Score
Knowledge of Community, School and Classroom Factors	Teacher candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher candidate displays <i>some</i> knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher candidate displays a <i>satisfactory</i> understanding of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a <i>comprehensive</i> understanding of the characteristics of the classroom that may affect learning.	
Knowledge of Characteristics of Students	Teacher candidate displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).	Teacher candidate displays <i>some</i> general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher candidate displays <i>satisfactory</i> understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher candidate displays <i>comprehensive and in-depth</i> understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	
Knowledge of Students' Varied Approaches to Learning	Teacher candidate displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher candidate displays <i>some</i> general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher candidate displays <i>satisfactory</i> understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	Teacher candidate displays <i>comprehensive and in-depth</i> understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	
Knowledge of Students' Skills And Prior Learning	Teacher candidate displays little or irrelevant knowledge of students' skills and prior learning.	Teacher candidate displays <i>some</i> general knowledge of students' skills and prior learning that may affect learning.	Teacher candidate displays <i>satisfactory</i> understanding of students' skills and prior learning that may affect learning.	Teacher candidate displays <i>comprehensive</i> understanding of students' skills and prior learning that may impact on learning.	

<p>Implications for Instructional Planning and Assessment</p>	<p>Teacher candidate does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.</p>	<p>Teacher candidate provides <i>some</i> general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</p>	<p>Teacher candidate provides <i>satisfactory</i> implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</p>	<p>Teacher candidate provides implications for instruction and assessment based on student individual differences and classroom characteristics that are <i>original and in-depth in scope</i>.</p>	
----------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

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

Rating → Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Met with Distinction	Score
[NA for Purpose 1] Significance, Challenge and Variety	[NA for Purpose 1][Instructional objectives] reflect only one type or level of learning.	[NA for Purpose 1][Instructional objectives] reflect several types or levels of learning but lack significance or challenge.	[NA for Purpose 1][Instructional objectives] reflect several types or levels of learning and are either significant or challenging but not both.	[NA for Purpose 1][Instructional objectives] reflect several types or levels of learning and are significant and challenging.	
Clarity	[Instructional objectives] are not stated clearly and are activities rather than learning outcomes.	Some of the [instructional objectives] are clearly stated as learning outcomes.	Most of the [instructional objectives] are clearly stated as learning outcomes.	<i>All</i> of the [instructional objectives] are clearly stated as learning outcomes and include the desired performance, product, conditions, and criteria.	
Appropriateness For Students	[Instructional objectives] are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.	Some [instructional objectives] are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs	Most [instructional objectives] are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	<i>All</i> [instructional objectives] are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs.	
Alignment with National, State or Local Standards	[NA for Purpose 1][Instructional objectives] are not aligned with national, state or local standards.	[NA for Purpose 1]Some [instructional objectives] are aligned with national, state or local standards.	[NA for Purpose 1]Most of the [instructional objectives] are explicitly aligned with national, state or local standards.	[NA for Purpose 1] All of the [instructional objectives] are explicitly aligned with national, state, or local standards.	

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

Rating → Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Met with Distinction	Score
Alignment with Learning Goals and Instruction	Content and methods of assessment lack congruence with [instructional objectives] or lack cognitive complexity.	Some of the [instructional objectives] are <i>partially</i> assessed through the assessment plan, and may be congruent with the needs of learners.	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; assessments are adapted to the needs of learners at three levels of differentiation (high, at grade level, and requiring adaptations).	
Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria for measuring student performance relative to the [instructional objectives].	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the [instructional objectives].	Assessment criteria are <i>somewhat</i> clear and are <i>partially</i> linked to the [instructional objectives].	Assessment criteria are clear and are <i>explicitly</i> linked to [instructional objectives].	
[NA for Purpose 1] Multiple Modes and Approaches	[NA for Purpose 1] The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	[NA for Purpose 1] The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	[NA for Purpose 1] The assessment plan includes multiple assessment modes (including student work samples, performance assessments, projects, etc.) and assesses student performance throughout student teaching.	[NA for Purpose 1] The assessment plan includes multiple, developmentally appropriate assessment modes (including student work samples, performance assessments, projects, etc.) and that assess student performance throughout the instructional sequence.	
[NA for Purpose 1] Technical Soundness	[NA for Purpose 1] Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written;	[NA for Purpose 1] Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are	[NA for Purpose 1] Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	[NA for Purpose 1] Assessments are clearly valid; scoring procedures are carefully explained; all items or prompts are clearly written; directions and procedures are clear to students.	

	directions and procedures are confusing to students.	clearly written; some directions and procedures are clear to students.			
[NA for Purpose 1] Adaptations Based on the Individual Needs of Students	[NA for Purpose 1] Teacher candidate does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	[NA for Purpose 1] Teacher candidate makes adaptations to assessments that are appropriate to meet the individual needs of some students.	[NA for Purpose 1] Teacher candidate makes satisfactory adaptations to assessments that are appropriate to meet the individual needs of most students [and that use the recommendations of the INTASC standards].	[NA for Purpose 1] Teacher candidate makes original and insightful use (i.e. goes beyond the INTASC standard) adaptations to assessments that are appropriate to meet the individual needs of students.	

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

Rating → Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Met with Distinction	Score
Alignment with Learning Goals	[Lesson is not] explicitly linked to [instructional objectives]. Few learning activities, assignments and resources are aligned with [instructional objectives]. Not all [instructional objectives] are covered in the design.	[Most of the lesson is] <i>somewhat</i> linked to [instructional objectives]. <i>Some</i> learning activities, assignments and resources are aligned with [instructional objectives]. Most [instructional objectives] are covered in the design.	[Lesson is] <i>satisfactorily</i> linked to [instructional objectives]. <i>Most</i> learning activities, assignments and resources are aligned with [instructional objectives]. All [instructional objectives] are covered in the design.	[All of the lesson] is explicitly linked to [instructional objectives]. All learning activities, assignments, and resources are aligned with [instructional objectives]. All [instructional objectives] are covered in the design.	
Accurate Representation of Content	Teacher candidate's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher candidate's use of content appears to be mostly accurate. Shows some alignment with NYS or NYC standards.	Teacher candidate's use of content appears to be accurate. Focus of the content is congruent with the NYC or NYS learning standards.	Teacher candidate demonstrates <i>in-depth knowledge of concepts</i> and theories of the discipline and content is aligned with NYC or NYS learning standards	
Lesson and Unit Structure	Plans for both mini-lessons] do not appear to be useful in achieving the [instructional objectives].	Plans for the two mini-lessons] appear to be <i>somewhat</i> useful in moving students toward achieving the [instructional objectives].	[Plans for <i>most of one</i> of the two mini-lessons] appear to be useful in moving students toward achieving the [instructional objectives].	[Plans for <i>all of both</i> mini-lessons] appears to be useful in moving students toward achieving the [instructional objectives].	
[NA for Purpose 1] Use of a Variety of Instruction, Activities, Assignments and Resources	[NA for Purpose 1] <i>No</i> variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).	[NA for Purpose 1] <i>Little</i> variety in instruction, activities, assignments, or resources but with limited contribution to learning.	[NA for Purpose 1] <i>Some</i> variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	[NA for Purpose 1] <i>Significant</i> variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	
[NA for Purpose 1] Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	[NA for Purpose 1] Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	[NA for Purpose 1] Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	[NA for Purpose 1] Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.	[NA for Purpose 1] <i>All</i> instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.	

<p><i>[NA for Purpose 1]</i></p> <p><i>Use of Technology</i></p>	<p>[NA for Purpose 1]Technology is inappropriately used OR Teacher candidate does not use technology, and no (or inappropriate) rationale is provided.</p>	<p>[NA for Purpose 1]Teacher candidate uses <i>some</i> technology but it does not make a significant contribution to teaching and learning OR Teacher candidate provides limited rationale for not using technology.</p>	<p>[NA for Purpose 1]Teacher candidate integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.</p>	<p>[NA for Purpose 1]Teacher candidate integrates appropriate technology that makes a significant contribution to teaching and learning.</p>	
------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------	--

Part V – Reflection and Response: (*The Teacher candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*)

Rating → Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Met with Distinction	Score
[NA for Purpose 1] Interpretation of Student Learning	[NA for Purpose 1]No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.	[NA for Purpose 1]Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	[NA for Purpose 1] Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.	[NA for Purpose 1] Uses evidence creatively and professionally to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.	
Insights on Effective Instruction and Assessment	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.	
Alignment Among Goals, Instruction and Assessment	Does not connect [instructional objectives], instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects [instructional objectives], instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects [instructional objectives], instruction, and assessment results in the discussion of student learning and effective instruction.	Logically <i>and artfully</i> connects [instructional objectives], instruction, and assessment results in the discussion of student learning and effective instruction.	
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning [instructional objectives], instruction, and assessment.	Provides ideas for redesigning [instructional objectives], instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning [instructional objectives], instruction, and assessment and explains why these modifications would improve student learning.	Provides ideas <i>[based on well-founded research]</i> for redesigning [instructional objectives], instruction, and assessment and explains why these modifications would improve student learning.	
[NA for Purpose 1] Implications for Professional Development	[NA for Purpose 1]Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	[NA for Purpose 1]Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	[NA for Purpose 1]Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.		

VALUES AND ETHICS

The Power of the Technology in the Learning Process

Professor Ruchie Duggal
rduggal@mcny.edu

Overview

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

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

Objectives

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

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

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

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

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

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

Software Comparison (10%)

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

Webquest (15%)

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

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

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

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

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

Multimedia (10%)

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

Inspiration and Kidspiration (5%)

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

Publisher (5%)

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

Lesson Plan (15%)

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

Required Reading

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

Suggested Reading:

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

*Class session readings and assessment assignments will be forthcoming.

Class Sessions:

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

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

SELF AND OTHERS

Exploring Cultural Diversity through the Arts

Professor Lynda Kennedy

lkennedy@mcny.edu

Overview

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

Course Objectives:

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

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

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

Course Expectations:

- Work Quality: The work you present and submit will be the best work you can do.
- Classroom Demeanor: Please bring your 'best' and be open-self. Also display engagement and commitment to all facets of this class.
- Class Ownership: Accountability and responsibility for investment, contribution and success.

- Communication: Clear and open communication of your challenges and areas of need (the professor is unable to read minds). Please keep me 'in your loop'.

Required Reading: *Creating Meaning through Literature and the Arts* by Claudia E. Cornett
They Cage the Animals at Night: The True Story of a Child Who Learned to Survive by Jennings Michael Burch

Class Sessions

1: Introductions & Expectations

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

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

ASSIGNMENT #1: Reflection Essay on Diversity and Creativity: What is your definition of diversity? How is diversity evidenced in your students and your teaching? How have you been affected by diversity, in your education and in your own life? What role does diversity play in your teaching? How will you consider diversity in your classroom, in your curriculum and in the social environment of your class? What role have the arts played in your life? Describe your earliest or fondest memory creating something -- the moment when you were inspired to create. What have you learned from your best and worst teachers? Describe the learning environment of your elementary school years? What would you do the same or different? Was there opportunity for creativity? What role does creativity play in your philosophy of teaching? How do you feel about your creative efforts? Describe ways in which you will assess students' creative work.

3: Engaging with Visual Art Gallery Experience

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

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

4: Arts Integration Part II – Methods and Planning

READ: CHAPTERS 10 & 11

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

5: Excellence in Teaching Practice: Teaching as Performance

Class will see film: “A Touch of Greatness”

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

6: Sound, Creative Movement and Dance Integration

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

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

7: Architecture

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

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

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

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

9: Drama Integration

READ: CHAPTERS 8 AND 9
Strategy, integration & reflection

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

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

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

11: Artisanal Arts – Making Puppets

READ CHAPTERS: 6 & 7

12: Poetry in Motion – Creating and Integrating Poetry

READ: CHAPTERS 4 & 5

13: School Communities and Commencement**14: Final Project Presentations I****15: Final Project Presentations II****THE DIVERSITY PROJECT**

Our classrooms are a microcosm of the world we live in. Each of our classes has a myriad of complex lives, rich stories and life realities that will leave an indelible print in your life. Your final project is the exploration and presentation of the world of a marginalized group that is representative of the lives in our classrooms and our society.

This 20 minute presentation will consist of:

- Hook or warm up
- Content presentation
- Arts integrated lesson plan inspired by historical, cultural and contextual research
- Collage

Research and reflection paper: You will research the world of your assigned group and demonstrate an understanding of the history and contextual significance of this group in New York. Find out as much as you can about the *world* and lives of people in your group.

Lesson Plan Outline: arts integrated lesson for grade of your choice inspired by the content

Collage: An 8 ½ x 11 collage about your group.

- Qualities of your presentation: The success of your presentation will be dependent on the way you present: your content, your thoroughness in arts integration and your demeanor during the presentation. Present this lesson in the way that you'd pay tribute to a wonderful culture.

- Oral Presentation: Energy, demeanor, organization, timeliness, ingenuity, creativity, The Hook, delight for subject area, love of what you're teaching, deliberateness, engagement, risk-taking.
- Paper: Grammar, structure, syntax, care, organization, following directions and answering all the questions
- Execution: Can these lessons actually be done? Was the lesson well thought out? Are lessons age-appropriate? Were the overall goals realistic?
- Evolution: Has this teacher presented their best work? Has this teacher clearly demonstrated the intentions of their unit of study? How has teacher demonstrated their growth in this presentation? Has this teacher demonstrated an apparent improvement in the oral and written work presented here today?

MARGINALIZED GROUP RESEARCH GUIDE:

- **History:** What is the history of your group?
- **Geography:** Where are they on the map?
- **NYC Connection:** Where do they live in New York? What trains go there? Describe in pictures or words their community environment.
- **Contributions:** What outstanding (historical, artistic and/or modern) contribution has this cultural group made to the world?
- **Culture:** What is their cuisine like? Where are their restaurants? What is their main food dish?
- **Traditions:** Select and describe two customs or cultural traditions for your group. What is the origin/basis of these traditions? How are they carried out?
- **Perception:** How is this group represented in the media or perceived by New Yorkers or Americans at large?
- **Challenges:** What challenges does your group face in NYC?
- **Children:** What challenges do children of this group face? How do these challenges affect your classroom and educational objectives?
- **Pride:** Find one of these in New York City for your group: Identify a museum, theatre, parade, writer, film, music ensemble, dance, rap, fashion; identify a spokesperson for your group; Select a person that best represents this group and explain why.

- **Reflection:** What have you learned about this group? What has this group taught you? What will *you* need to consider in your teaching practice to address the needs and challenges of this group?

The Diversity Project Rubrics Aligned to ACEI Standards for the Arts

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

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

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

	and needs	learning styles and needs	development, learning styles and needs	levels of development, learning styles and needs
--	-----------	---------------------------	----------------------------------------	--------------------------------------------------

Total:**Proficiency below Expectation = 0 to 8****Approaching Proficiency = 8 to 12****Proficient = 12 to 16****Exceeding Proficiency = 16 to 20**

SYSTEMS

Science Methods and Curriculum in the Elementary School

Dr. Loren Weybright

lweybright@mcny.edu

Overview

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

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

Objectives

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

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

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

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

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

Assignments:

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

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

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

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

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

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

Course Text

Martin, R., Sexton, C., Franklin, T. and Gerlovich, J. (2005). *Teaching science for all children: An inquiry approach*. (4th Ed.) Boston, MA: Allyn and Bacon.

Web Links

Reference to these links should appear in your unit, lesson plans, journals and exams. Students are expected to regularly bring their laptop computers to class, for technology is integrated into science education at every level.

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

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

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

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

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

NSTA Standards: www.nsta.org/standards

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

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

NY State Fourth Grade Science Test:

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

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

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

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

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

Class Sessions

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

1. Science Education Defined

- Course outline, bibliography and requirements
 - How teachers and children define science
 - Science attitudes
 - Curriculum changes in elementary science
- Investigation: Bubbles.** Martin text, pgs. 56-58;
Read: Martin text (2005) Chapter 1. What is Science?
Note: We will use our laptops during most class sessions.

2. What is Science?

- Child and adult images of scientists and science itself.
- Scientific method
- Scope and Sequence Chart for Elementary Science (See link above.)
- Practice the “Three Minute Sketch” technique for quick drawings of classroom activities.

Science project: Discuss possible science unit topics and opportunity for presenting science lessons in class with cooperating teacher, peers and instructor. Survey the needs of the class and the available resources, such as the Scott Foresman texts in the

Curriculum Library, science texts in your classroom, and the Martin text, Part II, for topics. Discuss topic with science teacher in building.

Investigation: Sinking and floating: Read Clay boats, Martin Pgs. 192-195. Write out definitions for: Mass vs. weight, volume, density, buoyancy and water displacement.

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

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

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

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

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

3. Children as Science Learners

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

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

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

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

Read Martin, Chapter 2, Learning Science. Also: Intro to Part II—Inquiry Lessons, pg. 397, and Water Cycles, pg. 390-391. Use Companion Website listed above to preview content, including concept map, power point, and quiz.

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

Investigation Journal 2: Sinking and floating: Clay boats investigation.

Define terms: Mass, weight, volume, density, buoyancy and water displacement, relating terms to materials used in the investigation.

(In addition, see general requirements, Investigation Journal 1 above.)

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

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

Investigation: Red Worms & Composting.

Read: Session 4--Red Worms Packet.

Reading Journal 3: (A) Create a concept map that includes some or all of the topics in your unit with at least three levels of super/subordinate concepts.

(B) Write part of a lesson plan based on your unit, using at least the first two of the steps in four-e lesson plan: 1. Exploration. 2. Explanation. (pgs. 12-139.) (C) Write a short paragraph on how your unit fits the NYC DOE Scope and Sequence.

Read: Martin Chapter 4, Planning Inquiry Lessons; “A Bugs Life” and lesson plan on life cycle of mealworms. (419-422.) See Chapter 4 concept map on text Companion Website. (See link above.) View CD Rom, Chapter 4.

Also read the following handouts:

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

Investigation Journal 3: Observe a science or non-fiction literacy lesson taught by the science teacher or classroom teacher. Describe and reflect on setting, lesson aim, and record activities and dialogue to capture some of the teacher’s and children’s questions and responses. Compare questions to Bloom’s taxonomy (Ch. 7, pg. 237.) and lesson activities to inquiry model criteria. (Ch. 4.)

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

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

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

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

Investigation Journal 4. Red Worms investigation.

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

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

Read and be prepared to discuss:

- Martin: Litter in Our Waterways. Pgs. 437 ff.
- Water Quality Reference Guide. Introduction, Chapters 1, 2 and assigned parts of Chapter 3 and related appendices. (Handout) New York City Soil and Water Conservation District. (NYCSWCD).
- Review website for NYCSWCD before the trip:
http://www.nycswcd.net/environmental_ed.cfm
- David Sobel, “Beyond Ecophobia: Reclaiming the Heart in Nature Education.” The Orion Society (Handout). (Sobel warns of building an environmental curriculum, based on fears of catastrophe.)

6. Science Learning Assessment

- Limits and purposes of assessment—formal and informal assessment models.
- Rubrics and assessment
- Assessing higher-order thinking skills.
- Planning for assessment in classroom and in the Science Project.
- Assessing process and content skills.
- Self-assessment of science course work and journals.
- Science Unit: Discuss lessons on topics chosen and cite lesson used from Martin, Part II.

Investigation: Simple Circuits, Martin, Pgs. 146-148. Be able to define terms: Series and parallel circuits, switch, insulator, and short circuit.

Read Martin Chapter 5, Assessing Student Performance

- Read handouts on electricity.
- Preview CD-ROM for Chapter 5.

Reading Journal 4--Science project: List three assessment strategies from lesson plans, including description of assessment task, rationale for selection, and a rubric for each assessment. Describe how Basic Processes and/or Integrated Processes (Table 5.2, pages 169-170) have been incorporated into lesson plans.

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

7. Ch. 6: Inquiry for Scientific Literacy

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

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

Bring Journal 3 for class discussion on questioning strategies.

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

Read Martin Chapter 7, Questioning and Inquiry and CD-ROM for Chapter 7.

Reading Journal 5—Science Unit: Submit sample questions from 3-4 lessons, providing a rationale for selection within unit. Include some "reflective questions" (pg. 153). Compare your questions to other teacher's questions recorded in Journal 3.

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

8. Addressing the Needs of Diverse Learners

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

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

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

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

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

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

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

Investigation: Plants, Pgs. 397 – 407. Be able to define terms: photosynthesis, hydroponic farming, and describe common plant nutrients.

Read Martin Chapter 9, Safety; Chapter 11: Resources section and pgs. 399-410. Be prepared to discuss how you have incorporated safe practices and have integrated various resources within your unit plan.

10. Integrating Science into other Curriculum Areas

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

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

Read Martin, Chapter 8, Integration—How Can I Do It All? Be prepared to discuss the research support for integration, as well as your own experience with integration.

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

11. Integrating Technology in the Science Curriculum

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

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

Read: Martin, Chapter 10, Educational Technology and Pg. 429 ff.: Owl Pellets Lesson plan. Be prepared to discuss how you have integrated technology into your unit plan, and how you have used technology during the course.

See NSTA Owl Pellets Web Seminar from Picture Perfect Science text:
<http://institute.nsta.org/dallas05/pps/Pps2.ppt#6>

12. Looking at Standards in the Science Curriculum

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

Review Martin. Chapter 4 on Planning, Chapter 5 on Assessment, and The National Science Education Standards, Pgs. 583-588. Describe how you have used the National Standards for Science and/or the NY State standards in your unit.

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

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

13. Science Course Review and Assessment

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

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

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

15. Presentations II.

SKILLS

Inclusion: Teaching Strategies and Classroom Management

Dr. Lynne Dolle
ldolle@mcny.edu

Overview

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

This course provides an overview of the federal mandates and New York State regulations related to the education of students with disabilities. Changing attitudes and philosophies toward disability and inclusion will be evaluated in the context of service delivery models and their implications for the attitudes and skills that the regular education teacher must develop. Definitions of the categories of exceptionality and characteristics of persons with high incidence and low incidence disabilities are introduced. Consideration is given to leaning styles and the ways in which culture, race, gender and social background impact learning in the classroom setting. Instructional strategies and curriculum modifications and service delivery models are studied. Strategies and adaptations are implemented and evaluated through the Constructive Action Project implemented in Purpose Three.

Objectives:

In this course you are expected to:

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

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

Required Readings

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

Suggested Readings

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

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

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

Assessment

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

Attendance

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

Chapter Presentation

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

Participation

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

Research Summaries of Four Articles

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

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

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

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

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

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

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

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

Read: Chapter 1 Introduction to Inclusive Teaching

2. Assessing Student Learning Needs

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

- Behavioral Assessments

Read: Chapter 12 Assessment

3 Teaching Students with Higher-Incidence Disabilities

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

Read: Chapter 3 Teaching Students with Higher-Incidence Disabilities

4. Teaching Students with Higher-Incidence Disabilities

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

Read: Chapter 3 Teaching Students with Higher-Incidence Disabilities

5. Teaching Students with Other Special Learning Needs

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

Read: Chapter 5 Teaching Students with Other Special Learning Needs

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

6. Adaptive Teaching in Reading

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

Read: Chapter 13 Literacy

7. Adaptive Teaching in Reading

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

Read: Chapter 13 Literacy

8. Adaptive Teaching in Math

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

Read: Chapter 14 Mathematics

9. Adaptive Teaching in Math

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

Read: Chapter 14 Mathematics

10. Adaptive Teaching in Science and Social Studies

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

Read: Chapter 15 Science and Social Studies

11. Improving Attention and Memory

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

12. Teaching Students with Lower-Incidence Disabilities

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

Read: Chapter 4 Teaching Students with Lower-Incidence Disabilities

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

COMMUNICATIONS

Diagnostic and Enrichment Techniques in Reading

Professor Mary Simone
Msimone@mcny.edu

Overview

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

Objectives

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

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

Assessment

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

Required Readings

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

Recommended Readings

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

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

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

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

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

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

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

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

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

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

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

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

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

Class Sessions

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

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

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

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

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

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

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

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

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

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

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

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

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

7. Using the Running Record and DIBELS in the classroom

Assignment Due: TBD

8. Important Principles of Reading Instruction

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

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

9. Word Recognition & Word Identification

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

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

10. Knowledge of Word Meanings

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

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

11. Comprehension of Narrative & Expository Text

- Comprehension processes
- Narratives
- Expository text
- Comprehension instruction

- Meta-cognitive strategies

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

12. Learners with Special Needs

- General characteristics
- Instructional strategies and suggestions

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

13. Presentations

Assignment Due: Lesson Plans & Make and Take Activities

14. Presentations

15. Final Exam

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.