

Course Outline for Project SMART 2006

I. COURSE NUMBER AND CREDIT: EDU 505 - 3 SH

II. COURSE TITLE: Reflective Teaching: Using Data to Inform our Teaching Practice

III. COURSE DESCRIPTION: Participants will examine performance data on their schools' students from the past 5 years to examine trends in achievement gaps (race, gender, socio-economic status, English as a Second Language, ability) in a core curriculum area, disaggregating data for subgroups, and deriving implications for their curriculum and instruction focused on equity-based teaching. They will consider the role of this professional development program in light of their own professional experiences, in relation to the experiences of their colleagues, and within the scope of the School of Education's Conceptual Framework, the NYS Learning Standards, NCLB, and National Board Certification.

IV. PREREQUISITES: Acceptance in Project SMART for 2006.

V. JUSTIFICATION FOR COURSE:

This course is part of Project SMART, a year-round professional development initiative that provides on-going, sustained, collaborative, inquiry-oriented, standards-based experiences for teachers, pre-teachers, and college faculty. This course involves teacher teams in assessing/reflecting on/designing instructional and professional development activities on some aspect(s) of their teaching that relates to student achievement, inquiry, diversity, reflection, authentic learning, and social justice. Participants will include K-12 teachers from Oswego County schools, the Syracuse City schools, and New York City schools, supported by higher education faculty.

Ongoing teams formed in the academic year will use the institute to examine the impacts of the practices implemented during the year on teaching practice and student learning. Teachers will use this reflective process to plan for the upcoming year. Teachers will bring data on these topics and will have conversations about intended and unintended consequences of high stakes testing, disaggregating performance data, and developing assessment tasks to get at what they set as important goals for their students' learning. Teachers will examine and perhaps develop alternative forms of assessment that empower teachers and students to examine work to represent self-directed learning.

VI. COURSE OBJECTIVES: As a result of taking this course, participants will be able to:

1. Disaggregate performance data for subgroup performance on statewide and district assessments in a core curriculum area, and identify strategies for enhancing achievement of under-performing groups.
2. Using "Data Strategies", develop, identify, pilot authentic assessment tasks that provide data about the impact of curriculum they have implemented and/or will implement to assess student progress.
3. Analyze performance data on their students and identify areas to revise curriculum and instruction to enhance performance with all subgroups.

4. Based on analysis of data on student learning, plan instruction and curriculum activities for the upcoming year in order to strengthen student learning in one or more core curricular areas.
5. Participate in GESA (Generating Expectations for Student Achievement) Alliance overviews and plan to disseminate this information at their school/district.
6. Participate in an overview of the National Board Certification Process and identify how GESA and Data Strategies can be used to support Board Certification.
7. Participate in an overview of the Teacher Work Sample assessment process and identify how the process can be used for classroom and program assessment.

VII. COURSE OUTLINE:

1. Study group teams share reports of academic-year instructional and professional development work, including data on teacher learning and student performance.
2. GESA facilitator training orientation (for new participants) or update (for continuing participants) as part of two day GESA Educational Alliance – research, observation, facilitation skills around the five areas of disparity. For those already GESA facilitators—focus is on deepening facilitation skills, increasing repertoire of awareness activities about anti-bias teaching, and increasing knowledge about the research base for GESA.
3. Teams disaggregate data on student and teacher learning in one (or more) core curricular areas, examine and analyze samples of their student work to assess learning outcomes, and plan curriculum and instruction activities to strengthen student learning in the area examined.
4. Teachers reflect and report on their own learning in the area of assessment, curriculum and instruction, and formulate professional development goals and an action plan for the upcoming year.

VIII. METHODS OF INSTRUCTION: Readings, team discussion, data analysis, cross-district dialogues, team sharing.

IX. COURSE REQUIREMENTS: Each student will work on a team to (1) review, reflect on, and share the past year’s professional development activities; (2) learn more about Data Strategies, National Board Certification, and the GESA professional development model; (3) complete a team report on disaggregated student performance data and an action plan for curriculum, instruction, and professional development.

X. MEANS OF EVALUATION: 33% review, reflect upon, and share past curriculum, instruction, and professional development activities in light of new information; 33% planning for upcoming curriculum, instruction and professional development activities; 33% attendance and participation.

- XI. RESOURCES: This course will place no additional demands upon the Department or the College. All costs for personnel and materials will be defrayed through a Project SMART T/LQP grant to the Center for Interdisciplinary Educational Studies at SUNY Oswego.
- XI. FACULTY REQUIREMENTS: The course will be instructed by an interdisciplinary team of teacher educators, Project SMART teachers, and consultants involved in Project SMART.

XII. BIBLIOGRAPHY:

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