

SUNY Oswego
Course Outline for Project SMART 2008

- I. COURSE NUMBER AND CREDIT: EDU 505 - 3 SH
- II. COURSE TITLE: Student-Centered, Multicultural, Active, Real-World Teaching
- III. COURSE DESCRIPTION: In this 21st annual institute of Project SMART, participants will examine the Undoing Racism model for parent and community involvement to support student-centered, multicultural, active, real-world teaching for social justice. They will consider the role of this social change 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, and NCLB.
- IV. PREREQUISITES: Acceptance in Project SMART for 2008.
- 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, Syracuse City, and New York City schools, as well as school inspectors from Benin, West Africa, 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 for all children, with particular attention to how racist practices are embedded in schools and institutions interacting with schools.
- VI. COURSE OBJECTIVES: As a result of taking this course, participants will be able to:
1. Use the Power Analysis from Undoing Racism to examine practices in their schools that adversely impact student achievement, disaggregating data using "Data Strategies".
 2. Reflect on approaches to engaging parents and community in school activities, planning, and assessment that better serve the needs of all students.
 3. Identify aspects of effective school/community partnerships that successfully bridge

- racial, class, and cultural differences in an inclusive learning community.
4. Learn strategies for becoming advocates for all students and their families in schools and with institutions beyond the school.
 5. Based on analysis of data on student learning, plan instruction and curriculum activities for the upcoming year to strengthen partnerships with school and community to improve student learning in one or more core curricular areas.
 6. Participate in GESA (Generating Expectations for Student Achievement) Alliance update and plan to disseminate this information at their school/district.
- 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 update and focus is on deepening facilitation skills, increasing repertoire of awareness activities about anti-bias teaching, and increasing knowledge about the research base through participation in two-day Undoing Racism workshop.
 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, applying strategies from Undoing Racism.
 4. Teachers reflect and report on their own learning and formulate professional development goals and an action plan for the upcoming year.
- VIII. METHODS OF INSTRUCTION: Readings, team discussion, data analysis, 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) participate in Undoing Racism professional development workshop; (3) complete a team report on disaggregated student performance data and an action plan for curriculum, instruction, parent/community involvement infusing strategies from Undoing Racism, 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 TLQP grant to the Center for Interdisciplinary Educational Studies at SUNY Oswego.
- XII. FACULTY REQUIREMENTS: The course will be instructed by an interdisciplinary team of teacher educators, Project SMART teachers, and consultants involved in Project SMART.

XIII. BIBLIOGRAPHY:

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