SUNY Oswego
Course Outline for Project SMART 2012-13

I. COURSE NUMBER AND CREDIT: LIT 595 - 3 SH

II. COURSE TITLE: Using the Common Core Learning Standards to Improve Student Learning

III. COURSE DESCRIPTION: Participants will examine the Common Core Learning Standards (*CCLS*) and develop units of study to address standards in the core curriculum areas in which they teach. They will develop an assessment plan including classroom based data collection to inform decision making, will collect and analyze data, and will revise curriculum to improve student learning outcomes.

IV. PREREQUISITES: Acceptance in Project SMART.

V. JUSTIFICATION FOR COURSE: Recently NYS has adopted the Common Core Learning Standards and districts are in the process of aligning curriculum and assessments to reflect these standards. SMART will support school-based teacher teams by providing ongoing, 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 of Common Core Learning Standards, inquiry, diversity, reflection, authentic learning, and social justice. Participants will include K-12 teachers from Oswego County schools, the Syracuse City schools, the Onondaga Nation School, Albany, Yonkers and New York City schools-- supported by higher education faculty.

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

1. Examine recent research, policy, and practice on the Common Core Curriculum Standards at the national, state and local level.
2. Plan, implement, and assess instruction that clearly reflects literacy anchor standards to support and scaffold student learning in all subject areas.
3. Develop an understanding of the research on teaching behaviors, attitudes, and beliefs that impact student achievement.
4. Utilize classroom based data collection strategies to inform decision making to improve teaching and learning.
5. Based on analysis of data on student learning, plan, implement, and reflect on instruction and curriculum activities for the year in order to strengthen student learning in one or more core curricular areas.

VII.   COURSE OUTLINE:

1. Study group teams share reports of academic year instructional and professional development work, including curriculum developed on the Common Core Learning Standards, data on teacher learning and student performance.
2. Teams disaggregate data on teaching and student learning in one (or more) core curricular areas, examine and analyze samples of student work, and plan, implement, and reflect on curriculum and instruction activities to strengthen student learning in the area examined. Explicit literacy instruction will be embedded into all content areas; data on literacy learning will be collected and analyzed as evidence of *CCLS*.
3. Teachers reflect and report on their own and student learning using the team action plan format, 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 the Common Core Curriculum Standards to support student learning (3) complete a team report on teacher performance and 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 TLQP grant to the Institute 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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