

STATE UNIVERSITY OF NEW YORK COLLEGE AT OSWEGO  
Oswego, New York 13126

**Course Outline for  
Project SMART (Student-centered, Multicultural, Active, Real world Teaching) Topics in  
Education**

- I. COURSE NUMBER AND CREDIT: EDU 525 - 3 SH
- II. COURSE TITLE: Project SMART Topics in Education: Topic Title (Changes each offering)
- III. COURSE DESCRIPTION: Participants will examine current research and experience practices of a specific educational topic relevant to improving teaching and learning to meet NYS Learning Standards.
- IV. PREREQUISITES: Acceptance in Project SMART.
- V. JUSTIFICATION FOR COURSE: Since NYS adopted the Common Core Learning Standards (CCLS), school districts have been in the process of aligning curriculum and assessments to the CCLS and preparing students to successfully meet new performance standards. Project SMART course offerings focus on both the substance of these standards and how to support students in achieving them, as well as how to assess learning called for by the standards. Each year the Project SMART course focuses in depth on one topic related to the SMART model, which aims to meet state and national learning standards.

We will continue to support school-based teacher teams by providing ongoing, sustained, collaborative, and inquiry-oriented experiences for teachers and college faculty on the selected topic. Participants will develop a research project implementing some aspect of research-based practices in their classrooms/lives. Participants will include educators supported by the Project SMART grant who currently include K-12 educators from Oswego County schools, the Syracuse City schools, the Onondaga Nation School, Albany and Rochester city schools, and other schools across the state - supported by higher education faculty.

- VI. COURSE OBJECTIVES: As a result of taking this course, participants will be able to:
  1. Experience practices related to the topic, and reflect on the impact of these practices on teaching and learning including cognitive, moral, social and emotional development. (AUTHENTIC LEARNING, REFLECTION)
  2. Examine the research base related to the topic selected and draw implications for one's own teaching and student learning. All topics contribute to the Project SMART focus on student centered, multicultural, active, real world teaching (KNOWLEDGE, SOCIAL JUSTICE).

3. Choose a path for deeper exploration, through examining in depth one program or practice in daily life and/or the classroom. (KNOWLEDGE, PRACTICE):
4. Collect data on impacts on teacher and students in the project focus area and articulate learning outcomes for teachers and students (REFLECTION).

VII. COURSE OUTLINE: Teacher study group teams will:

1. Experience and explore various practices linked to the topic under study.
2. Examine research on the topic and plan a project implementing some aspect of research-based practice relating to the topic. Each topic involves examining research on teacher behaviors linked to student achievement and data on one's own teaching behaviors in these areas -- as well as the underlying beliefs that shape these behaviors. Exploration of our own and others' stories will be central to this process.
3. Focus and deepen understanding in one area through an action research project; exploring one program or approach in depth. We will implement the project and collect and analyze data on its impact on teacher and student learning.

VIII. METHODS OF INSTRUCTION: Mindful reading, writing, listening, speaking, and viewing practices; reflection, and team discussions.

IX. COURSE REQUIREMENTS: Each student will work (individually, or on a team) to: (1) review, reflect, and share the past year's professional development activities, (2) learn more about cultivating communities through mindful language and learning addressing the NYS Learning Standards to support student learning, and (3) complete an individual or group action research plan and data report on one's own and/or the group's practices and learning.

X. MEANS OF EVALUATION: 33% action plan for infusing educational topic into practice, 33% teacher and student learning outcomes final report, and, 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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