

# *Effective Teaching* Program

*New York State United Teachers Education and Learning Trust*

## ◆ COURSE GUIDELINES ◆

Welcome to the Effective Teaching Program (ETP) of the NYSUT Education and Learning Trust. We hope you will find the content, strategies, and activities in this course interesting, useful and motivating. ETP courses promote active and engaged learning, high student and teacher expectations, and implementation of research-based and classroom-tested best practices. They are designed to assist you in reaching all of your students.

### **ATTENDANCE and PARTICIPATION**

Enrollment in this graduate course is a serious obligation and requires a commitment of time and effort. Participants are expected to be actively involved in large and small group learning activities. If a class session must be missed for professional or serious personal reasons, participants should notify the instructor and arrange to attend the missed session at another site or for alternative assignments with the instructor. Tardiness will affect your grade.

### **ASSIGNMENTS**

Participants will demonstrate command of course content and its application to their own teaching situations. In-class activities are designed for practice and application of educational research and foster professional discussions on course topics. The course project demonstrates command of the course concepts and integration of relevant research. Instructors will provide feedback on assignments throughout the course.

## GRADING POLICY GUIDELINES

This is a graduate course. A more detailed rubric delineating grade expectations is located on the ETP web site. The requirements governing the assignment of course grades are as follows:

### **'A' - Exceptional Work**

- Superior mastery of subject matter and exceptional command of interrelationships within the subject in approaching problems; high level of fluency and effectiveness in oral and written expression.

### **'B' - Above Average Work**

- Acceptable knowledge of subject matter and adequate command of material as demonstrated by ability to engage in problem solving; mechanical clarity and correctness in oral and written expression.

### **'C' – Average Work**

- Superficial knowledge of subject matter and limited ability to apply subject matter; deficiency in oral and written expression.

### **'F' - Failure**

- Work submitted that does not meet graduate course standards
- Failure to complete course requirements

### **'I' – Incomplete**

- An interim grade given in exceptional cases only
- A written plan for completing the course is required
- The plan will be submitted to the Effective Teaching Program for approval
- Course work must be completed according to the following schedule:

Adelphi University – 11 months

College of Saint Rose – 5 months

Long Island University – 4 months

Mercy College – 11 months

Touro College – 11 months

Katherine Gibbs School – 3 weeks from start of next session

## GRADUATE CREDIT COURSE REQUIREMENTS

### Course Project

The objective of the course project is to demonstrate an understanding of the course content as evidenced by implementation of its concepts and/or strategies. The project should clearly demonstrate the incorporation of relevant research findings, including an analysis of strengths and weaknesses of current research and scholarly reflections regarding the application of the course content. The project should also align with the New York State Learning Standards.

### POSSIBLE COURSE PROJECTS

Participants may choose any one of the following as a course project:

- A. Portfolio
- B. Action Research Project
- C. Research Paper
- D. Video Project
- E. Cooperative Research Project

### A. Portfolio

A portfolio should showcase what you have learned in your course through a variety of artifacts. Each course will have specific requirements for the portfolio that reflect the course content. Your instructor will discuss these requirements with the class.

#### ***All portfolios for a 3-credit course will include:***

- Descriptive cover;
- Title page;
- Table of contents;
- Letter to the reader;
- Summary and analysis of 4 related research articles;
- 4 implementation assignments that demonstrate an understanding of course content;
- Three-page Action Plan on implementing course content that incorporates findings from research (minimum of 5 citations);
- Student work that reflects implementation of the Action Plan;
- Reflections on portfolio pieces that incorporate course topics;
- Self-assessment;
- A Works Cited page with at least five sources, APA or MLA format.

All written entries in your portfolio should demonstrate graduate level writing skills, including accuracy in the use of writing conventions.

***All portfolios for a 1-credit course will include:***

- Descriptive cover;
- Title page;
- Table of contents;
- Letter to the reader;
- Summary and analysis of 2 research articles;
- 2 implementation assignments that demonstrate an understanding of course content;
- Two-page Action Plan on implementing the course content that incorporates the findings from research (minimum of 3 citations);
- Reflections on portfolio that incorporate course topics;
- Self-assessment;
- A Works Cited page with at least three sources, APA or MLA format.

***Artifacts for all portfolios may also include the following items that demonstrate application of course content:***

- Additional implementation assignments
- Student work samples
- Teacher made tests
- Photographs of projects/interviews
- Audio/Video tapes
- Surveys
- Lesson plans
- Classroom research project
- Other appropriate artifacts

All written entries in your portfolio should demonstrate graduate level writing skills, including accuracy in the use of writing conventions.

Submit two copies of the portfolio - one for the instructor's files and one to be returned (include a self-addressed stamped envelope).

**B. Action Research Project**

This project may address a topic or area of specific interest or some aspect of a teaching situation relevant to the course. It should demonstrate an awareness of research and theory related to the topic and include data and research findings that support and/or challenge the classroom application of concepts and strategies.

The project should include the following:

1. **Topic/Problem** - Identification and description of a topic or issue that you are encountering in your classroom or school and the connection between it and the theories/concepts from the course.
2. **Target Group** - Identification of the grade level and subject matter for which the course project is designed and whether it is intended to apply to a topic and/or problem concerning the whole class, a particular group of students, or an individual student. Describe in detail.
3. **Description – Include the following:**
  - Restatement of topic/issue being examined;
  - Discussion of at least 4 relevant research studies or articles that address the topic/issue, including strengths and weaknesses of each;
  - Plan for the study with an explanation of the plan design that incorporates your research from item (b) and data to be collected;
  - Description of the implementation of the plan;
  - Results of plan implementation: major outcome(s) of plan; surprise findings; support/contradict research in item (b); usefulness of data; impact upon your approach to teaching.
4. A Works Cited page with all sources included in your work, APA or MLA format.

The final project should demonstrate graduate level writing skills, including accuracy in the use of writing conventions.

### **C. Research Paper**

The research paper demonstrates an awareness of research and theory on a topic connected to the course through an analysis of the strengths and weaknesses of available research.

The paper should include the following:

- **Topic/Problem** - Identification of a topic or issue relevant to focus of the course and your experiences as a teacher.
- **Body of Paper** – Includes:
  - a description of research findings relative to the topic of the paper: specific issue examined in each study, methods used to study issue, findings of study (minimum of 4 research studies/articles);
  - an analysis of the findings of these studies: strengths and weaknesses, assumptions of researchers, limitations of study;

- discussion of the relevance of the research to your classroom or school – explain why some of the research makes sense in your environment and why some may not;
- A Works Cited list including at least five sources, APA or MLA format.

The final paper should demonstrate graduate level writing skills, including accuracy in the use of writing conventions.

#### **D. Video Project**

- A video demonstrating implementation of the course concepts and strategies. The video should be 20-30 minutes in length.
- A paper will accompany the video:
  - describing the class/student body in the video (grade/subject/ability level);
  - identifying the concept or strategy being implemented and the intended objective of the application of the concept/strategy;
  - an analysis of the strengths and weaknesses of the concept/strategy selected and two other concepts/strategies discussed in class;
  - an evaluation of the success of implementing the concept/strategy: was the intended objective actualized; did other unexpected variables arise during implementation; in general, is the concept/strategy valid?
  - Use of standard English is required for all writing assignments;
- A Works Cited list including at least five sources, APA or MLA format;
- Submit three copies of the project - two for the instructor's files and one to be returned (include a self-addressed stamped 9 x 12 envelope).

#### **E. Cooperative Research Project**

A cooperative research project is the work of a group of participants (not to exceed 4 participants). The participants choose a topic in consultation with the instructor and develop a research question and a plan for the study. The plan for the study will include: a description of the data to be collected; a description of each classroom environment where data is collected, including all variables the group considers relevant (class sizes and grades, special needs students present, socioeconomic levels, etc.); and expected outcomes of study.

Each member-of the group collects data on the selected research question and each member of the group collects research supporting or questioning the topic of the group's study. Each group member's contribution should be clearly evident.

The group analyzes the data collected and prepares a written summary of the results. This summary includes an analysis of each group member's findings, including a discussion of similarities or differences among group members' findings based upon relevant research. The summary of the results also includes recommendations for further studies.

A Works Cited page using APA or MLA format is required (minimum of 2 sources for each group member).

The final project should demonstrate graduate level writing skills, including accuracy in the use of writing conventions.

Submit three copies of the project: two for the instructor and one to be returned to the group (include a self-addressed stamped 9 x 12 envelope).

### **COURSE EVALUATIONS**

Each participant will complete an evaluation of the course and the instructor. These evaluations are a vital component in ETP's system of monitoring the quality of its course offerings.

### **REFUNDS/WITHDRAWALS**

Please visit the ETP web site at [www.nysut.org/etp/index](http://www.nysut.org/etp/index) for information regarding refunds and course withdrawal policies and procedures.

### **TRANSCRIPTS**

Each university processes transcripts for graduate credit at the **end** of each semester. There is a transcript fee for each university:

LIU	\$ 5.00
CSR	No charge
Adelphi	\$10.00
Gibbs	\$ 5.00
Mercy	\$ 4.00
Touro	\$10.00

Checks are made payable to the corresponding university. Please include your phone number on the transcript form so a college can call you if there is a problem.

**For Vocational or Occupational Education students:** ETP will issue a transcript to the State Education Department for each student.

## **IN-SERVICE CREDIT COURSE REQUIREMENTS**

### **Course Project**

The course project affords the opportunity for students who are not taking the course for credit (i.e. In-Service credit, professional development) to demonstrate an understanding of the course content.

The scope and objective of the project should demonstrate knowledge of the content; ability to use the skills and strategies with students; and a method for evaluating the effectiveness of the implementation of the skills and strategies.

### **Grading Policy Guidelines**

#### **PASS**

- Regular attendance and prepared participation; completed assignments including course project (examples include reaction/reflective paper to implementation of strategies or a portfolio)

#### **FAIL**

- Poor attendance and participation, incomplete assignments, absence of course project

#### **INCOMPLETE**

- A written plan for completing the course is required
- The plan will be submitted to NYSUT/ETP for approval
- Course work must be completed within eleven months