

SUNY BROCKPORT

College Senate
State University of New York College at Brockport
350 New Campus Drive
Brockport, NY 14420-2925
(85) 395-2586 (Fax) 395-2246

Resolution # 16 2006-2007 COLLEGE SENATE

TO: Dr. John R. Halstead, College President

FROM: The College Senate: *February 19, 2007*

RE: ⇨ I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: **Minor Revision of Graduate Childhood Curriculum Specialist #26 06-07 GC**

Signed: *Jeffrey T. Lasbrock* Date: *2/23/07*
(Dr. *Jeffrey T. Lasbrock*, 2006-07 College Senate President)

Please fill out the bottom portion and return document to the College Senate Office.

TO: The College Senate President

FROM: College President

- ⇨ I. Decision and Action Taken on Formal Resolution (circle choice)
- a. Accepted
 - *Implementation Effective Date: FALL 2007
*Date resolution will begin to be used by the College. (ie. spring, fall, when included in catalog, etc.)
 - b. Deferred for discussion with the Faculty Senate on ___/___/___
 - c. Unacceptable for the reasons contained in the attached explanation
- II, III. Response to Recommendation or Other/FYI
- a. Received and acknowledged ___/___/___
 - b. Comment: _____

DISTRIBUTED BY PRESIDENT'S OFFICE TO: President's Cabinet

DISTRIBUTE ALSO TO: Originator, Academic Advisement, Registrar (as appropriate)

Signed: *John R. Halstead* Date: *3/6/07*
(Dr. John R. Halstead, President, SUNY College at Brockport)

DEADLINE FOR SUBMISSIONS: FEBRUARY 23

Incomplete proposals or proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS:

- Submit only complete proposals.
- Proposals must be prepared individually in Word format using committee guidelines (guidelines online).
- Fill out this cover page for each proposal (available online at www.brockport.edu/collegesenate).
- Email proposal and this cover page to senate@brockport.edu and facprez@brockport.edu.
- All updates must be resubmitted to the Senate office with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE:

Please be somewhat descriptive, for example, *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

Minor revision of Graduate Childhood Curriculum Specialist
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2. BRIEF DESCRIPTION OF PROPOSAL:

Replacing EDI 602 with EDI 601; replacing an elective with EDI 603. Total credits remains the same.

3. ANTICIPATED DATE OF IMPLEMENTATION:

Fall, 2007

Enter date this will be effective if passed by the Senate.

4. SUBMISSION & REVISION DATES: PLEASE PUT A DATE ON ALL UPDATED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
12/4/06			

5. SUBMITTED BY: (contact person)

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Dr. Eileen Daniel	EHD	5505	edaniel@brockport.edu

6. COMMITTEES TO COPY: (Senate office use only)

Standing Committee	Forwarded To	Date
<input type="checkbox"/> Enrollment Planning & Policies	Committee	12/6/06
<input type="checkbox"/> Faculty & Professional Staff Policies	Executive Committee	1/29/07
<input type="checkbox"/> General Education & Curriculum Policies	Senate	2/5/07 – vote 2/19/07
<input checked="" type="checkbox"/> Graduate Curriculum & Policies	Senate President's Signature	
<input type="checkbox"/> Student Policies	College President's Signature	
<input type="checkbox"/> Undergraduate Curriculum & Policies	To Vice Provost	
	Other	

*(ROUTING NUMBER IS A CHRONOLOGICAL NUMBER SEQUENCE FOLLOWED BY ACADEMIC YEAR AND COMMITTEE INITIALS)

MS in Education: Childhood Curriculum Specialist

SED Program Name: Childhood Education
Award: MSED
IRP Program Code: 29277
Certificate Area and level: Childhood 1-6/Professional

Rationale for Program Revision

The Department of Education and Human Development proposes to revise 33-credit hour graduate programs within the Department to include a common core of courses which will be taken by all graduate students seeking permanent or professional certification. The creation of a common core addresses issues of program outcomes, assessment, resource utilization and demand. Core courses serve a broader range of programs. It is the goal of revised programs to reduce the number of overly small classes to better utilize faculty resources and offer graduate courses on a schedule responsive to student needs.

Revised programs are consistent with the New York State standards for registered programs found in section 52.21(b) of the Commissioner’s Regulations. The program leads to a master’s degree that includes at least 12 semester hours in graduate study that links pedagogy and content in each of the following areas of the state learning standards for students: English language arts; mathematics, science and technology; and social studies.

A comparison of the new program to the old program.

a. The Childhood Curriculum Specialist program will continue to require the following admission prerequisites:

A baccalaureate degree from an accredited four-year college or university with a minimum GPA of 3.0 on a 4.0 scale, and a valid NYS initial Childhood Education Grades 1-6, initial Early Childhood Birth-Grade 2, or provisional Pre K-6 certification. There have been no changes to the admission prerequisites.

b. NYS Teacher Certification:

There are no changes with respect to the NYS teaching certificate for which this program is registered to lead. The program will continue to lead to professional certification in Childhood Education Grades 1-6.

Admitted students holding NYS Childhood Education Grades 1-6 certificates will receive the College endorsement for professional certification in the same title area upon program completion. Admitted students who hold provisional Pre K-6 certification may receive the College endorsement for permanent certification in Pre K-6 through this program until 2011 when the state will no longer issue permanent certificates. Admitted students holding initial Early Childhood Birth-Grade 2 certification will be directed to apply for professional certification through a direct state application at program completion.

Current Program	Credits	Proposed Program	Credits
Core Courses		Core Courses	
EDI 600-Understanding Educational Research	3	EDI 600-Understanding Educational Research	3
		EDI 603-Educational Assessment	3

EDI 602-Seminar in Childhood Curriculum	3	and Evaluation EDI 601-Diversity in Education in a Pluralistic Society	3
EDI 703-Seminar in Childhood Education	3	EDI 703-Seminar in Childhood Education	3
Curriculum Concentration At least one course in each of the following areas (selected with advisement): a. science or teaching of science b. mathematics or teaching of mathematics c. social studies or teaching of social studies d. language arts or teaching of language arts	3 3 3 3	Professional Courses At least one course in each of the following areas (selected with advisement): a. science or teaching of science b. mathematics or teaching of mathematics c. social studies or teaching of social studies d. language arts or teaching of language arts	3 3 3 3
Breadth Courses (selected with advisement)	9	Electives (selected with advisement)	9
Elective	3		
Total Credits	33	Total Credits	33

*A discussion regarding “Mission”, “Market”, and “Quality”. Specifically address the following issues:
How does the proposal reflect the campus mission focus?*

The revised program is focused towards providing a professional graduate education for qualified applicants. Emphasis is placed on student learning and preparing teachers with the knowledge necessary to be successful educators of P-12 students in New York schools. The revised program includes a new course entitled Diversity in Education. This course explores issues of diversity across race, culture, language, gender, religion, disability, and socioeconomic status, and addresses the philosophy of inclusion and collaboration for students, teachers, families, and communities.

What are the market demand factors that this proposal responds to? Include program competition from other regional colleges.

New York State requires teachers to complete a master’s degree program within five-years of receiving their initial or provisional teaching certificate. School Districts desire educators with experience in assessment and who are sensitive to the needs of diverse learners. The revised program includes an updated assessment course (EDI 603) and a newly created course focused on issues of diversity (EDI

601).

How is program quality addressed in this proposal?

All 33-credit hour programs in the Department of Education and Human Development will have the same “core courses” including EDI 600 Understanding Educational Research, EDI 603 Assessment, EDI 601 Diversity in Education, and EDI 703 Seminar in Childhood Education. The common core will allow for common assessments across programs and provide comparable data for program improvement. Revised programs will align to NCATE and Specialty Professional Association standards.

Description of the new courses.

See attached.

Staffing.

Sufficiency of existing staff.

Existing staff will be sufficient for the revised program.

Need for new staff.

No additional staff are necessary at this time.

Additional cost (SUNY).

There are no anticipated additional costs to support these program revisions.

Effective Date (SUNY).

New programs will begin effective fall 2007.

Academic administration commentary. It is strongly recommended that the department consult with the Graduate Dean EARLY in the process.

Letter of review/comment from the Graduate Dean

Letter of review/comment from Dean of the School.

Letter of review/comment from Department Chair.

Resources, facilities, and non-teaching staff needed to implement the program.

Statement of review and comment from Drake Library.

Statement of review and comment from Academic Computing Services.

Letters of support from cooperating departments, agencies, institutions, etc., including a statement of probable/likely impact on departments.

EDI 601
Diversity in Education in a Pluralistic Society

SUNY College at Brockport
Department of Education and Human Development

Instructor's Name	Term
Office Phone	Email
Office Address	Office Hours:

Course Catalog Description

Engages students in critical examination, grounded in historical, philosophical, theoretical, and legal frameworks, of issues of diversity, including race, ethnicity, language, culture, class, disability, gender, sexual orientation, ability and religion as applied to education in a pluralistic democracy. Exploration of identity construction, family systems, power, privilege, oppression, and implications for our work as teachers, and for children's and families experiences within a variety of inclusive educational settings.

Rationale

Diversity, broadly defined, includes issues of including race, ethnicity, language, culture, class, disability, gender, sexual orientation, ability and religion. Diversity in the nation's schools is both an opportunity and a challenge. The nation is enriched by the diversity among its citizens and within its schools. However, whenever diverse groups interact, intergroup tension, stereotypes, and institutionalized discrimination develop. Schools must find ways to respect the diversity of their students as well as help to create a unified nation-state to which all of the nation's citizens have allegiance.

Every child comes to school with an identity, whether these identifications are conscious or unconscious. Grounded in the understanding that various, diverse identities are a positive contributing factor to education and a reflection of the world in which we live and work, teachers must recognize and respect all children's and families identities.

This identification must be recognized and respected by the teacher. It must be the basis for the learning activities in the classroom. The point here is to acknowledge differences rather than ignore them. It is equally critical that the children recognize and appreciate their own ethnicity and learn to appreciate those of the other children in the class. This recognition of individual identities is the beginning point, it is a connector of both the teacher to the student and the students to each other. It is the basic building block in the learning process which requires knowing where the child is relative to him/herself and the content to be addressed.

Through critical reflection on our own praxis we can create a shared sense of purpose and a new vision towards the achievement of all students, regardless of race, gender, culture, language, disability, religion, socio-economic status, ability and ethnicity in order to affect and change current practices. Constructing understandings of family systems and structures, alongside such an understanding of sociocultural diversity can position teachers to respect diverse families and collaborate effectively with those families to meet the needs of all children

Multicultural education is an idea, an educational reform movement, and a process (Banks, 1997). As an idea, multicultural education seeks to create equal educational opportunities for all students, including those from different racial, ethnic, and social-class groups. Multicultural education tries to create equal educational opportunities for all students by changing the total school environment so that it will reflect the diverse cultures

and groups within a society and within the nation's classrooms. Multicultural education is a process because its goals are ideals that teachers and administrators should constantly strive to achieve.

Course Objectives

Students will have opportunities to:

- A. Examine how we are socio-culturally situated; implications for teaching and learning.
- B. Examine how racial, ethnic, language, cultural, class, gender, sexual orientation, ability and religious identity is constructed; implications for teaching and learning.
- C. Examine how law and public policy interface with educational systems and classrooms.
- D. Construct understanding of diverse family systems and explore ways of becoming allies to diverse children and families.
- E. Construct understanding of continuum of multicultural education models.

Course Topics:

- A. How are we socioculturally situated? What are implications for how we experience the world?
- B. How are our multiple identities constructed? How do we construct the identities of those we perceive to be “other”? What are implications for teaching and learning?
- C. How do institutional structures impact the educational experiences of children, families, and teachers through law and public policy? What are multiple and overlapping forms of power?
- D. How might educators learn from and collaborate with diverse families?
- E. What are various models of multi-cultural education? How might we draw on these in our own practice?

NCATE Conceptual Framework:

Three conceptual framework themes permeate all professional education programs in the Professional Education Unit. First, candidates are expected to have a solid base of knowledge and skills in their discipline including content knowledge, pedagogical content knowledge, professional and pedagogical knowledge and skills, professional knowledge and skills, and reflective skills. Second, candidates are expected to demonstrate a set of professional dispositions. And third, candidates are expected to have a positive impact on P-12 learners.

Student coursework in Education courses must be made available for NCATE program reviewers. Student documents, with students’ names omitted, including written assignments and videotapes may be retained by the instructor for an indefinite period of time. Students should make copies of their work so they will have a record of their learning.

Texts and Materials:

Course instructors will choose from among current texts such as the following:

Banks, J. & Bank, C. (2006). *Multicultural education: Issues and perspectives*. (6th ed.). Hoboken, NJ: Wiley.

Brown, S. & Kysilka, M., (2002). *Applying multi-cultural and global concepts in the classroom and beyond*. Boston, MA: Allyn & Bacon.

Howard, G. (1999). *We can't teach what we don't know*. New York: Teachers College Press.

Johnson, A. (2001). *Privilege, power, and difference* (2nd ed.). Boston: Mayfield Publishing Co.

Nieto, S. (2004). *Affirming diversity: The sociopolitical context of multicultural education*. (4th ed.). Boston: Allyn & Bacon.

Trumbull, E., Rothstein-Fisch, C., Greenfield, P., Quiroz, B. (2001). *Bridging cultures between home and school: A guide for teachers*. Mahwah, NJ: Lawrence Erlbaum.

Articles assigned by the instructor.

Grading and Evaluation:

A	Highest level of work	95-100
A-		90-94
B+		87-89
B	Average work	83-86
B-		80-82
C+		77-79
C	Lowest passing grade	73-76
E		72 and below

Assignments

Possible assignments:

1. Journal article analyses and reflections
2. Book circle presentations
3. Sociocultural identity paper
4. Action project and presentation
5. Critical examination of classroom environments, curricula and curricular materials, pedagogical strategies, assessment tools and strategies
6. Interviews
7. Cross cultural events attendance & reflection
8. Journals
9. Examinations
10. Web discussion board

Attendance Policy: Your learning--as well as the learning of the rest of us--depends on your active participation. Show your respect for your peers by arriving promptly. Regular attendance is absolutely critical. If you must miss class for an excused absence it is your responsibility to notify the instructor and make arrangements to make up missed work. It is the student's responsibility to provide documentation excused absences in a timely manner. After one unexcused absence, your final course grade will be lowered by one level for each unexcused absence (e.g. B to B-). See the *Your Right to Know* for a description of excused absences. Tardiness will be considered a factor in assessing attendance.

Academic Dishonesty Statement: Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the instructor. Academic dishonesty is a major violation of College policy,

which can result in the failure of this course, as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.

Language: We respectfully request that all members of this course adhere to the usage of “People First Language” as mandated by Individuals with Disabilities Education Act '97. Treatment of persons with disabilities requires awareness of the person first, rather than the disability. Therefore, the language referring to “A student with disabilities” is necessary and desirable, rather than “A disabled student.”

Disability Statement: Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Add/Drop/Withdrawal Policy: Drop deadline is September 26, 2006 at 5 PM. After this date, you can leave this course during the *withdrawal period* which runs from 9/27/05-11/03/06. Students must submit a withdrawal form to the Registrar's Office. During the *late withdrawal period*, from November 4 through December 1 at 5 PM, students may withdraw for extraordinary, documented circumstances by permission of the department chair, Dr. Daniel.

Cell Phone and Electronic Devices Policy: Course instructors and staff of College facilities may place restrictions on the use of wireless communication devices and electronic devices in their classroom or facilities. Ringing cellular telephones and laptop computers used for instant messaging, game playing, Internet surfing, and other such activities can be considered disruptive. After an initial warning, students who do not comply with the policy of the classroom/facility, may be asked to leave for the remainder of the class/day. If students are asked to leave class because of such a disruption, instructors are not obligated to allow makeup of missed work. Having a wireless communication device in hand or using earphones connected to one during examinations also may be grounds for charges of academic dishonesty. Using devices with video or photo features may result in charges of violating laws on intellectual property rights or invasion of privacy. Further information on Disruptive Behaviors, Academic Dishonesty, and Codes of Student Social Conduct, including potential sanctions, processes and rights to appeal is published in *Your Right To Know*.

Tentative Class Schedule

<i>Session</i>	<i>Topic</i>
Week 1	Introduction What is culture? What is diversity in a pluralistic society?
Weeks 2-6	Identity construction and implications for teaching and learning: consideration of race, ethnicity, language, culture, class, disability, gender, sexual orientation, ability and religion
Weeks 7-8	Effects of laws and public policies on educational systems and experiences in classrooms
Weeks 9-10	Exploration of diverse family structures and systems; frameworks and strategies for working with

Weeks 10-13 Exploration and application of models of multicultural education

Week 14 Presentations of students' action projects

Current Resources

Apple, M. (1999). *Power, meaning and identity: Essays in critical education*. New York: Peter Lang.

Arnot, M. (2002). *Reproducing gender? Essays on educational theory and feminist politics*. London: Routledge/Falmer.

Banks, J. (2007). *Diversity and citizenship education: Global perspectives*. Hoboken, NJ: Wiley.

Banks, J. & Banks, C. (2003). *Handbook of research on multicultural education*. Hoboken, NJ: Wiley.

Carrington, V. (2002). *New times, new families*. Dordrecht: Kluwer Academic.

Compton-Lilly, C. (2004). *Confronting racism, poverty, and power: Classroom strategies to change the world*. Portsmouth, NH: Heinemann.

Delpit, L. (ed.). (2002). *The skin that we speak: Thoughts on language and culture in the classroom*. New York: The New Press.

Diss, R. & Buckley. (2005). *Developing family and community involvement skills through case studies and field experience*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Grant, C. & Sleeter, C. (2006). *Turning on learning: Five approaches for multicultural teaching plans for race, class, gender, and disability*. (4th ed.). Hoboken, NJ: Wiley.

Helfrod, J. & Lippin, L. (2001). *Understanding whiteness/unraveling racism*. Ohio; Thomson Learning Custom Publishing.

Hitchcock, J. (2002). *Lifting the white veil*. New Jersey: Crandall, Dotsie & Douglass Books.

Hyun, E. (1998). *Making sense of developmentally and culturally appropriate practice in early childhood education*. New York: Peter Lang.

Kroth, R.L., & Edge, D. (1997). *Strategies for Communicating with Parents and Families of Exceptional Children* (3rd ed.). Denver, CO: Love.

Kyle, D., McIntyre, E., Miller, K. & Moore, G. (2002). *Reaching out: A K-8 resource for connecting families and schools*. Thousand Oaks, CA: Corwin Press.

Lee, E., Menkart, D., & Okazawa-Rey, M. (2002). *Beyond heroes and holidays*. Washington, DC:

Letts, W. J. & Sears, J. T. (eds.) (1999). *Queering elementary education: Advancing the dialogue about sexualities and schooling*. Lanham, MD: Rowman & Littlefield.

Maurer, S. (1997). Struggling with the Definitional Issue: A State Level Perspective. *Education and Training in Mental Retardation and Developmental Disabilities*, 32, 191-193.

Patrikakou, E., Weissberg, R., Redding, S. & Walberg, H. (eds.). (2005). *School-family partnerships for children's success*. New York: Teachers College Press.

Reschly, D.J. (1997). Utility of Individual Ability Measures and Public Policy Choices for the 21st Century. *School Psychology Review*, 26, 234-241.

Sapon-Shevin, M. (1998). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities*. Prentice Hall.

Shannon, P. (1998). *Reading poverty*. Portsmouth, NH: Heinemann.

Sleeter, C. & Grant, C. (2006). *Making choices for multicultural education: Five approaches to race, class and gender*. (6th ed.). Hoboken, NJ: Wiley.

Soto, L. D. (2002). *Making a difference in the lives of bilingual/bicultural children*. New York: Peter Lang.

Thandeka. (2000). Learning to be white. New York: Continuum.

U.S. Department of Education (1998). *Twentieth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*. Washington, DC: U.S. Government Printing Office.

Vavrus, M. (2002). *Transforming the multicultural education of teachers: Theory, research, and practice*. New York: Teachers College Press.

Weiss, H., Kreider, H., Lopez, M., & Chatman, C. (eds.). (2005). *Preparing educators to involve families: From theory to practice*. Thousand Oaks, CA: Sage.

Classic Resources

Bhaba, H. (1994). *The location of culture*. London: Routledge.

Bourdieu, P. (1986). The forms of capital. In J.G. Richardson (ed.) *Handbook of Theory and Research for the Sociology of Education*. New York: Greenwood Press.

Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA: Harvard University Press.

Butler, J. (1993). *Bodies that matter: On the discursive limits of "sex"*. New York: Routledge.

Coontz, S. (1992). *The way we never were*. New York: Basic Books.

Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. NY: The New Press.

Delpit, L. (1988). The silenced-dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58 (3), 280-287.

Dyson, A.H. (1997). *What difference does difference make? Teacher reflections on diversity, literacy, and the urban primary school*. Urbana, IL: NCTE.

Edwards, P. (1999). *A path to follow: Learning to listen to parents*. Portsmouth, NH: Heinemann.

Epstein, D, (ed.) (1994). *Challenging lesbian and gay inequalities in education*. Buckingham,UK: Open University Press.

Erikson, E. (1963). *The child and society*. New York: Norton.

Fanon, F. (1967). *Black skin, white masks*. New York: Grove Press.

Freire, P. (1970). *The pedagogy of the oppressed*. New York: Continuum.

Garbarino, J. (1996). *Raising children in a socially toxic environment*. San Francisco: Jossey-Bass.

Grant, C. (Ed.). (1992). *Research and multicultural education: From the /margins to the mainstream*. Bristol, PA: Falmer.

Hamill, D.D. (1993). A timely definition of learning disabilities. *Family and Community Health*, 16(3), 1-8.

Heath, S. B. (1983). *Ways with words: Language, life, and work in communities and classrooms*. Cambridge, UK: Cambridge University Press.

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.

Kozol, J. (1991). *Savage inequalities: Children in America's schools*. New York: Crown.

Memmi, A. (1965). *The colonizer and the colonized*. Boston: Beacon Press.

Paley, V. (1995). *Kwanzaa and me: A teacher's story*. Cambridge, MA: Harvard University Press.

Polakow, V. (1993). *Lives on the edge: Single mothers and their children in the other America*. Chicago, IL: University of Chicago Press.

Ruiz, N.T. (1995) The social construction of ability and disability: I. profile types of Latino children identified as language learning disabled. *Journal of Learning Disabilities*, 28, 476-490.

Ryan, W. (1976). *Blaming the victim*. New York: Vintage Books.

Simpson, R.L. (1996). *Working with parents and families of exceptional children and youth: Techniques for successful conferencing and collaboration* (3rd ed.) Austin, TX: Pro-Ed.

Smith, J.D. (1997). Mental retardation as an educational construct: Time for a Nnw shared view?

Spring, J. (1994). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States*. New York: McGraw Hill.

Tobin, J., Wu, D. & Davidson, D. (1989). *Preschool in three cultures: Japan, China and the United States*. New Haven: Yale University Press.

Key Journals

American Annals of the Deaf

American Journal of Mental Deficiency

Annals of Dyslexia

Anthropology and Education Quarterly

Child Development

Contemporary Issues in Early Childhood

Developmental Psychology

Disability Studies Quarterly

Discourse Process

Early Childhood Research Quarterly

Exceptional Children

Exceptional Parent

Family Process

Family Relations

Gifted Child Quarterly

Intervention in School and Clinic

Journal of American Association of Mental Retardation

Journal of Applied Behavioral Analysis

Journal of Early Intervention

Journal of Learning Disabilities

Journal of Marriage and Family

Journal of Pedagogy, Pluralism and Practice

Journal of Research on Adolescence

Journal of Special Education

Language Arts

Language in Society

Learning

Multicultural Education

Multicultural Perspectives

Phi Delta Kappan

Remedial and Special Education

Rethinking Schools

Review of Disability Studies

Special Education Report

Teaching Exceptional Children

Teaching Tolerance

Theory into Practice

Key Websites

The American Speech-Language-Hearing Association
<http://www.asha.org>

Association for Childhood Education International
<http://www.udel.edu/bateman/acei/>

The Association for Persons with Severe Handicaps
<http://www.tash.org>

The Big Pages of Special Education Links
<http://www.inclusiondaily.com>

Center for Law and Education
<http://cleweb.org/>

Children's Defense Fund
<http://www.childrensdefense.org/>

Children First: National PTA
<http://www.pta.org/index.stm>

Comprehensive Center-VI Forum
<http://www.wcer.wisc.edu/ccvi/>

Council for Exceptional Children
<http://www.cec.sped.org>

Culturally and Linguistically Appropriate Services, Early Childhood Research Institute
<http://clas.uiuc.edu/>

Family Education Network
<http://familyeducation.com/home/>

Gay, Lesbian and Straight Educational Network
<http://www.glsen.org>

Improving America's School Act
<http://www.ed.gov/legislation/ESEA>

Harvard Family Research Project
<http://gseweb.harvard.edu/~hfrp/>

Iris Project at Vanderbilt University
<http://www.iris.peabody.edu>

Learning Disabilities Association of America
<http://www.nyasp.org>

National Association for the Education of Young Children <http://www.naeyc.org/default.htm>

National Association for Multicultural Education
<http://www.nameorg.org/>

National Center for Children in Poverty
<http://www.nccp.org>

National Center for Learning Disabilities
<http://www.nclld.org>

National Law Center on Homelessness and Poverty
www.nlchp.org

National Coalition for Parent Involvement in Education (NCPIE) <http://www.ncpie.org/start.shtml>

National Council on Family Relations
<http://www.ncfr.org>

National Information Center for Children and Youth with Disabilities
<http://www.nichcy.org>

The National Network of Partnership Schools
<http://www.csos.jhu.edu/p2000>

The National Organization of and for People with Mental Retardation and Related Developmental Disabilities
<http://www.theac.org>

National Parent Information Network
<http://ericps.ed.uiuc.edu/npin/index.html>

National Women's History Project
<http://www.nwhp.org/>

NCREL Parent and Family Involvement
<http://www.ncrel.org/sdrs/areas/pa0cont.htm>

NCREL Parent Involvement Database of Promising Practices
<http://www.ncrel.org/sdrs/pidata/pi0over.htm>

Paolo Freire Institute
<http://www.paulofreireinstitute.org/>

Partnership for Family Involvement in Education
<http://pfie.ed.gov/>

Resilience Net
<http://resilnet.uiuc.edu/>

Rethinking Schools
<http://www.rethinkingschools.org>

Special Needs Link
<http://www.specialneeds.com>

Southern Poverty Law Center
<http://www.splcenter.org/>

Strong Families, Strong Schools
<http://eric-web.tc.columbia.edu/families/strong>

Teaching for Change
<http://www.teachingforchange.org/>

Teaching Tolerance
<http://www.teachingtolerance.org>

EDI 603 –Educational Assessment and Evaluation
SUNY College at Brockport
Department of Education and Human Development

Instructor's Name
Office Phone

Semester
Email

Course Catalog Description:

Provides an overview of the theory and practice of assessment for teachers. Emphasizes classroom assessment and evaluation practices consistent with the NYS Learning Standards. Methods include performance assessments, instructional rubrics, student portfolios and exhibitions, and objectively-scored tests. Includes assessments used for improving student performance and teaching practice.

Objectives

Upon completion of the course, students will know the following:

- Understand the history and legal, social, political, and ethical issues related to student assessment
- Be familiar with basic statistical and measurement procedures to assist in understanding and interpreting assessments, testing, and test scores, understand and interpret standardized tests and scores
- Be familiar and utilize alternative forms of assessment
- Understand and be able to develop reliable and valid teacher-made assessments
- Make data driven decisions related to curriculum and pedagogy

Rationale

Masters-prepared teachers must understand the complementary nature of the relations among ongoing assessment, data collection, and instructional planning. The experience of using a variety of instructional and assessment strategies, activities, materials and theory creates possibilities for teacher candidates to develop their own pedagogical style and enhance learning among their students. The experience establishes an essential foundation for the subsequent study and use of effective pedagogy and technologies.

Texts and Materials:

Nitko, J.J. (2004). *Educational assessment of students*. Upper Saddle River, NJ: Merrill-Prentice Hall.

Additional Readings will be placed on ANGEL.

Assignments:

Assessment Development Project
Research Paper
Rubric Design
Midterm and Final Exams
Article Review

Attendance Policy:

Students are expected to attend and participate in classes. Students are permitted one unexcused absence without penalty. Further unexcused absences will result in 1/3 letter off per absence.

Academic Dishonesty Statement: Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of this course, as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.

Disability Statement: Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Drop/Withdrawal Policy: Drop deadline is ____ at 5 PM. After this date, you can leave this course during the *withdrawal period* which runs from _____. Students must submit a withdrawal form to the Registrar's Office. During the *late withdrawal period*, from ____ at 5 PM, students may withdraw for extraordinary, documented circumstances by permission of the department chair.

NCATE Conceptual Framework:

Three conceptual framework themes permeate all professional education programs in the Professional Education Unit. First, candidates are expected to have a solid base of knowledge and skills in their discipline including content knowledge, pedagogical content knowledge, professional and pedagogical knowledge and skills, professional knowledge and skills, and reflective skills. Second, candidates are expected to demonstrate a set of professional dispositions. And third, candidates are expected to have a positive impact on P-12 learners.

"Teacher Candidate coursework in Education courses must be made available for NCATE program reviewers. Student documents (i.e. students in the PK-12 schools), with students' names omitted, including written assignments and videotapes may be retained by the instructor for an indefinite period of time. Teacher Candidates should make copies of their work so they will have a record of their learning.

Cell Phone and Electronic Devices Policy: Course instructors and staff of College facilities may place restrictions on the use of wireless communication devices and electronic devices in their classroom or facilities. Ringing cellular telephones and laptop computers used for instant messaging, game playing, Internet surfing, and other such activities can be considered disruptive. After an initial warning, students who do not comply with the policy of the classroom/facility, may be asked to leave for the remainder of the class/day. If students are asked to leave class because of such a disruption, instructors are not obligated to allow makeup of missed work. Having a wireless communication device in hand or using earphones connected to one during examinations also may be grounds for charges of academic dishonesty. Using devices with video or photo features may result in charges of violating laws on intellectual property rights or invasion of privacy. Further information on Disruptive Behaviors, Academic Dishonesty, and Codes of Student Social Conduct, including potential sanctions, processes and rights to appeal is published in *Your Right To Know*.

Class Schedule

<u>Week</u>	<u>Topic</u>	<u>Reading/Assignment</u>
I	Introduction Course Overview	
II.	History of Assessment in Education Political/Social/Legal/Ethical Issues	
II	Assessing Instruction	

Assessment of Students

- III Quantitative Statistics
 - Measures of Central Tendency
 - Inferential Statistics
- IV. Qualitative Assessment
- V. Reliability, Validity, Norms, Sampling
- VI. Assessing Students with Diverse Needs
- VII Review
 - Midterm Exam
- VIII Rubric Development
- IX Alternate assessment: Observation

- X Portfolio/Work Samples
- XI Standardized Testing-Formal Measures
 - Test score interpretation: t score, z score, stanines, percentiles
- XII Data driven decisions
 - Pedagogy
 - Curriculum
- XIII Outcomes-based Accountability
 - Assessments, Data Reporting Systems
- XIV Summary
 - Article Discussion
 - Review
 - Course Evaluation
- XV Final Exam

Bibliography Resources

- Abedi, J., & O'Neil, H.F. (2005). Assessment of non-cognitive influences on learning. *Educational Assessment*, 10, 147-151.
- Dylan, W. (2006). Formative assessment: Getting the focus right. *Educational Assessment*, 11, 283-289.
- Harlen, W. (2005). Teachers' summative practices and assessment for learning: Tensions

- and synergies. *Curriculum Journal*, 16, 207-223.
- Linn, R.L., & Gronlund, N.E. [8th ed.](2000). *Measurement and assessment in teaching*, Upper Saddle River, NJ: Merrill-Prentice Hall.
- McAfee, O., & Leong, D.J. (2002). *Assessing and guiding young children's development and learning*. Boston: Allyn & Bacon.
- Neill, M. (2006). Preparing teachers to beat the agonies of NCLB. *Education Digest*, 71, 8-12.
- Popham, W.J. (2005). *Classroom assessment: What teachers need to know*. Pearson.
- Salvia & Ysseldyke. (2007). *Assessment*. Houghton Mifflin.
- Shafterk J., Xiangdong, Y., Glasnapp, D., & Poggio, J. (2005). Improving assessment validity for students with disabilities in large scale assessment programs. *Educational Assessment*, 10, 357-375.
- Venn, J.J. (2004). *Assessing students with special needs*. Upper Saddle River, NJ: . Merrill-Prentice Hall
- Zuzovsky, R., & Libman, Z. (2006). Standards of teaching and teaching tests: Is this the right way to go? *Educational Evaluation*, 32, 37-52.

December 4, 2006

To: Faculty Senate
From: Eileen Daniel,
Interim Chair,
Education and Human Development
RE: Revision of Graduate Programs

I fully support the revision of the 33 hour Childhood, Adolescence and Bilingual programs.

Routing Numbers #26 06-07 GC, #30 06-07 GC, #31 06-07 GC

January 15, 2007

TO: Faculty Senate

FR: Christine E. Murray, Dean

RE: MSED programs revisions

I have reviewed the Department of Education and Human Development's proposals for program revisions in the MSED Childhood Education, Adolescence Education, and Bilingual Education programs. These revisions strengthen the programs to better prepare teachers who are seeking professional certification. I give them my full support.