

**James F. Kilbane, Jr., Ph.D.**  
**Mid-Tenure Dossier**  
**Fall 2010**

## Table of Contents

### *Curriculum Vitae*

### *Teaching Documents*

#### *~ Teaching Philosophy*

#### *~ Syllabi and selected assignments*

- ☞ ED 630 – Adolescent Development in the School Context
  - ~ Identity Essay
  - ~ Community Walk Assignment
  - ~ Standards & Assessment Assignment
  
- ☞ ED 640 – Secondary Methods: Learning to Teach
  - ~ Concept assignment
  - ~ Unit Plan w/lesson plans
  - ~ Micro-Teaching Reflection
  
- ☞ ED 644 – Secondary Methods: Making Science Meaningful, Grades 7-12
  - ~ Performance Assessment Assignment
  - ~ Learning Cycle 1 Assignment
  - ~ Reflection on Teaching
  
- ☞ ED 690 – Teacher as Researcher
  - ~ Annotated Bibliography Assignment
  - ~ Action Research Project
  
- ☞ ED 636 – Methods: Science Interdisciplinary Teaching, Grades 1-6
  
- ☞ ED 629/644/656 -- Integrated Course, Teach for America
  - ED 629 Assessment and Evaluation
  - ED 644 Secondary Methods: Making Science Meaningful, 7-12
  - ED 656 Literacy in the Content Area (Grades 5-12)

#### *~ Peer Observations*

- ☞ Rita Silverman, Spring 2009
  
- ☞ Dianne Zager, Spring 2009
  
- ☞ Kara Imm, Summer 2009 (forthcoming)
  
- ☞ Amy Shapiro, Fall 2009 & Summer 2010

~ *Teaching Evaluations*

- ☞ Summary of Evaluations for 2007-2008, 2008-2009, 2009-2010.
- ☞ ED 630 Summer 2007 Evaluation & Comments
- ☞ ED 644 Fall 2007 Evaluation & Comments
- ☞ ED 629/644/656 Fall 2007 Evaluation & Comments
- ☞ ED 629/644/656 Spring 2008 Evaluation & Comments
- ☞ ED 630 Summer 2008 Evaluation & Comments
- ☞ ED 640 Summer 2008 Evaluation & Comments
- ☞ ED 644 Fall 2008 Evaluation & Comments (section 1)
- ☞ ED 644 Fall 2008 Evaluation & Comments (section 2)
- ☞ ED 690 Spring 2009 Evaluation & Comments
- ☞ ED 644 Spring 2009 Evaluation & Comments
- ☞ ED 636 Summer 2009 Evaluation & Comments
- ☞ ED 640 Summer 2009 Evaluation & Comments
- ☞ ED 644 Fall 2009 Evaluation & Comments
- ☞ ED 690 Spring 2010 Evaluation & Comments (section 1)
- ☞ ED 690 Spring 2010 Evaluation & Comments (section 2)

***Scholarship Documents***

~ *Research agenda*

~ *Recent Publications*

- ☞ Kilbane, J. (2010). "Teachers Learning in Community: Realities and Possibilities" book review. Teachers College Record.
- ☞ Kilbane, J. (2009). "Factors in Sustaining Professional Learning Community." National Association for Secondary Schools Principals Bulletin.

☞ Kilbane, J. (2008). "When are We Going to Study Curriculum in Curriculum Studies?" Journal of Curriculum and Pedagogy.

~ *Conference Presentations*

- ☞ "A case for coherence: Leadership, community, and outside support in schools as learning organizations." American Educational Research Association, Denver, CO, April 2010.
- ☞ "The transformation process through the eyes of the students and how it shaped the future." Coalition of Essential Schools Fall Forum, New Orleans, LA, November 2009.
- ☞ "Maintaining integrity in an immoral act." Curriculum and Pedagogy Conference, Decatur, GA, October 2009.
- ☞ "Notes on a successful urban high school partnership: What we learned from the students and how it shaped the future." National Association for Professional Development Schools Conference, Daytona Beach, FL, March 2009.
- ☞ "A collaborative model that works... Moving professional development beyond the parking lot... A university/high school model for increasing student achievement and improving teaching practices." National Association for Professional Development Schools Conference, Orlando, FL, March 2008. [no paper attached]
- ☞ "Striving for coherence in an incoherent space" Curriculum & Pedagogy Conference, Marble Falls, TX, October 2007. [no paper attached]

~ *Grants Awarded*

- ☞ Students as Inquirers, Teachers as Inquirers  
Teacher/Leader Quality Partnership Grant 2009-2010 \$245,000
- ☞ Students as Inquirers, Teachers as Inquirers  
Teacher/Leader Quality Partnership Grant Renewal 2010-2011 \$245,000

***Service Documents***

~ *Service to the School of Education*

~ *Service to Pace University*

~ *Service to the Profession*



## CURRICULUM VITAE

**James F. Kilbane, Jr.**  
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Brooklyn, NY 11220

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### DEGREES AND CERTIFICATION

Doctor of Philosophy, Curriculum Studies, Curriculum and Instruction; Indiana University, June 2007. Dissertation: Sustaining schools as learning communities: Achieving a vision of the possible.

Master of Arts in Education, specializing in Supervision; Baldwin-Wallace College; July 1995. Ohio Certificates for Supervision, Middle School Administration, and High School Administration

Master of Science in Leisure and Environmental Resource Administration, specializing as Environmental Education Curriculum Specialist; Aurora University, August 1990

Teaching Certificate, Secondary Science; Baldwin-Wallace College, December 1983. Ohio Teaching Certificate in Comprehensive Science, Biology, and General Science

Bachelor of Science in Agriculture, majoring in Recreation Resources -- Interpretation; Purdue University, May 1980

### PROFESSIONAL EXPERIENCE

Assistant Professor, Pace University, New York, NY.

January 2007 to present. Teach courses in science education and research such as:

~ ED 644 "Secondary Methods: Making Science Meaningful;"

~ ED 636 "Methods: Interdisciplinary Science Teaching, Grades 1-6;"

~ ED690 "Teacher as Researcher;"

~ Integrated 9-credit course of ED629 "Assessment and Evaluation," ED 656

"Literacy in the Content Area, Grades 5-12," and ED644 "Secondary Methods."

Faculty Liaison to Pace High School;

Co-PI, "Students as Inquirers, Students as Inquirers" Grant Project

Consultant/Professional Development Provider

June 2000 to present. Consulting topics include integrated curriculum, school reform and change issues, environmental/outdoor education. Organizations served include: Bay Village Schools (OH), Technology Careers Academy (Indianapolis, IN), Lakewood City Schools (OH), Sheboygan Schools (WI), Safely Home (Cleveland, OH).

Executive Director, Indiana Essential Schools Network, Indianapolis, IN.  
June 2000 to June 2006. Direct professional development center and school change network. Responsibilities included grant writing, grant coordination, and design and implementation of professional development experiences. Projects included Middle School Science Inquiry Project and PDS Writing Workshop Program.

Instructor, School of Education, Indiana University-Purdue University, Indianapolis.  
Spring Semester 2003, S420 “Middle School Methods” and M303 its concurrent field experience. Summer II Term 2001, J500. “Instruction in the Context of Curriculum.”

School Reform Coach, Indiana Essential Schools Network, Bloomington, IN. November 1998 to June 2000. Assisting schools engaged in school reform.

Research Assistant to Dr. Marilynne Boyle-Baise, Indiana University, Bloomington, IN.  
August 1998 to July 1999. Researching the impact of community service learning on pre-service teachers taking a multicultural education course.

Associate Instructor, Department of Curriculum and Instruction, Indiana University, Bloomington, IN. September 1996 - May 1998. Instructor for M314, “General Methods for Middle School/Junior/Senior High Teachers.”

Lead Teacher, Integrated Curriculum Project, Seventh grade, Lakewood City Schools, Lakewood, OH. 1995-96 school year.

Science Teacher, Seventh and Eighth Grade, Lakewood City Schools, Lakewood, OH.  
September 1984 to August 1995.

## **HONORS**

Honorable Mention, James T. Sears Award, Curriculum & Pedagogy Conference, 2005.

University Fellowship, Department of Curriculum and Instruction, Indiana University, 1996, 1997, 1998.

Associate’s Award (1996), Chair’s Award (1992), The Institute for Earth Education.

## **PUBLICATIONS**

Kilbane, J. (2010). “Teachers Learning in Community: Realities and Possibilities” book review. Teachers College Record.

Kilbane, J. (2009). “Factors in Sustaining Professional Learning Community.” National Association for Secondary Schools Principals Bulletin.

- Kilbane, J. (2008). "When are We Going to Study Curriculum in Curriculum Studies?" Journal of Curriculum and Pedagogy.
- Kilbane, J. and Holloway, L. (2005). "Approaching School Reform with an Ecocentric Perspective." In (De)liberating Curriculum and Pedagogy: Exploring the Promise and Perils of "Scientifically Based" Approaches.
- Boyle-Baise, M. and Kilbane J. (2000). "What Really Happens? A Look Inside Service-Learning for Multicultural Teacher Education." Michigan Journal of Community Service Learning. Also published as Chapter 4 in Multicultural Service Learning: Educating Teachers in Diverse Communities by Marilynne Boyle-Baise (2002).
- Mason, T., Kruchkov, V., and Kilbane, J. (1999). "United States and Russian Teachers' Perspectives on the Integrated Curriculum in Global Education." International Journal of Social Education.
- Kilbane, J. The CLASS Project. (1992). Talking Leaves: A Seasonal Journal of The Institute for Earth Education. Spring/Autumn, 5-9.

## PRESENTATIONS

- "Teacher Work as Artifact of Conceptualization of Inquiry." Curriculum & Pedagogy Conference, Akron, OH, October 2010.
- "A case for coherence: Leadership, community, and outside support in schools as learning organizations." American Educational Research Association, Denver, CO, April 2010.
- "The transformation process through the eyes of students and how it shaped the future" Coalition of Essential Schools Fall Forum, New Orleans, LA, November 2009. (with A. Maloney, Y. Sy)
- "Maintaining integrity in an immoral act" Curriculum & Pedagogy Conference, Decatur, GA, October 2009.
- "Notes on a successful urban high school partnership: What we learned from the students and how it shaped the future" National Association for Professional Development Schools Conference, Daytona Beach, FL, March 2009. (with A. Maloney)
- "A collaborative model that works... Moving professional development beyond the parking lot... A university/high school model for increasing student achievement and improving teaching practices." National Association for Professional Development Schools Conference, Orlando, FL, March 2008. (with Y. Sy, L. Gabbard, J. Mooney)

“Striving for coherence in an incoherent space” Curriculum & Pedagogy Conference, Marble Falls, TX, October 2007.

“Sustainability Issues of a Learning Organization” American Educational Research Association Annual Meeting, San Francisco, CA, April 2006

“Approaching School Reform with an Ecocentric Perspective” Curriculum & Pedagogy Conference, Miami, OH, October 2004. (with L. Holloway)

“Teachers’ Understandings of Ecological Concepts” American Educational Research Association Annual Meeting, New Orleans, LA, April 2002. (with B. Johnson)

“How would fostering an ecocentric view promote the cause of social justice?” Curriculum & Pedagogy Conference, Victoria, BC, October 2001. (with L. Holloway)

“Green is the Democratic Classroom.” American Educational Research Association Annual Meeting, New Orleans, LA, April 2000. (with L. Holloway)

“What Really Happens? Community Service Learning for Multicultural Teacher Education” College and University Faculty Assembly, NCSS, Orlando, FL, November 1999. (with M. Boyle-Baise)

“The Essential Greening of the Democratic Classroom.” JCT Conference on Curriculum Theory and Classroom Practice, Dayton, OH, October 1999. (with L. Holloway)

“General Methods as a Starting Point for the Environmental Movement’s Reform of Schooling: A Response to C. A. Bowers.” JCT Conference on Curriculum Theory and Classroom Practice, Bloomington, IN, October 1998.

“The Heathers Ask, ‘Do Ph.D. Programs Perpetuate the Status Quo or Develop the Frontier?’” JCT Conference on Curriculum Theory and Classroom Practice, Bloomington, IN, October 1998. (with L. Holloway, S. Johnstad, D. Merrill)

“The Integrated Curriculum in Global Education.” American Educational Research Association Annual Meeting, San Diego, CA, April 1998. (with T. Mason, V. Kruchkov)

“Intent and Perception of School Change: Integrating the Curriculum.” JCT Conference on Curriculum Theory and Classroom Practice, Bloomington, IN, October 1997.

“Jumping into Dewey: The Shallow End First.” JCT Conference on Curriculum Theory and Classroom Practice, Bloomington, IN, October 1997. (with L. Holloway)

## **PROFESSIONAL SERVICE**

Registrar & Council Member, Curriculum & Pedagogy Group, January – December 2010  
Chair-Elect, January 2011 to present

Advisory Board Member, Pforzheimer Faculty Development Center, Pace University,  
September 2009 to present.

Secretary-Treasurer, Comprehensive School Reform SIG, AERA, April 2009 to 2010.  
Membership Director, Comprehensive School Reform SIG, AERA, April 2008 to 2009.

Executive Committee Member, Pace Academy for Applied Environmental Studies, Pace  
University, May 2008 to present.

Coordinator, School of Education Strategic Plan, Pace University, Feb 2008 to May  
2009.

Steering Committee Member, Faculty Council, Pace University School of Education,  
September 2007 to May 2010.

Chair, Faculty Council Steering Committee, May 2008 - May 2009.

Recorder, Faculty Council Steering Committee, September 2007 to April 2008.

Faculty Liaison to Pace High School, Pace University School of Education,  
September 2007 to present.

Project Coordinator, Development of Grant Proposal for a Research Center on Low  
Achieving Schools to IES, April-May 2004.

Project Developer, Grant for Middle School Science Inquiry Teaching proposal to the  
Indiana Commission for Higher Education, Grant awarded February 2003.

Committee Member, Development of Post-Baccalaureate Teacher Education Program for  
Secondary Science Teachers, IUPUI School of Education, November 2000 - June 2001.

Editorial Board, JCT: Journal of Curriculum Theorizing, Caddo Gap Press, San  
Francisco, CA, January 1999 to 2002.

Director, International Operations, The Institute for Earth Education, Greenville, WV  
(International Headquarters) January 2005 to September 2009.

Chair, Executive Staff, The Institute for Earth Education, January 2000 to 2004.

Associate Staff Member, The Institute for Earth Education, 1990 to present.

United States Major Branch Secretary-Treasurer, The Institute for Earth Education,  
Greenville, WV (Branch Headquarters), November 2000 to present.

United States Major Branch Coordinator, July 1994 to December 1999.  
United States Assistant Major Branch Coordinator, November 1992 to June 1994.  
On-Site Coordinator and Planner, JCT Conference, Bloomington, IN, October 1998.

Committee Member, Committee to examine evaluation and assessment in the School of Education, Indiana University, 1997-1998.

Committee Member, Committee to develop an “early adolescent” teacher certification program, Department of Curriculum & Instruction, Indiana University, 1996-1997.

Teacher Coordinator, K-8 Science Course of Study Revision, Lakewood City Schools, Lakewood, OH, June 1995- July 1996.

Cuyahoga County Leadership Team, Northeast Ohio Regional Professional Development Center, 1992-1994.

President, Lakewood Teachers Association, 1992-1993; Co-Chief Negotiator, 1991

## **GRANT AWARDS**

Students as Inquirers, Teachers as Inquirers, Teacher Leader Quality Partnership, 2009-2010, \$245,000 (with C. Clayton). Renewed 2010-2011, \$245,000.

Meeting Middle School Science Standards through Inquiry, Indiana Commission on Higher Education, 2003-2005, \$125,000

Inquiring Collaboratively about Standards-Based, but not Standardized Learning for All Students, Indiana Department of Education, 2000-2002, \$245,000

## **PROFESSIONAL MEMBERSHIPS**

American Educational Research Association, 1996 to present

Association for Supervision and Curriculum Development, 1996 to present

Environmental Education Council of Ohio, 1980 to present

Phi Delta Kappa, 1995 to present

The Institute for Earth Education, 1989 to present

The National Society for the Study of Education, 2000 to present

National Science Teachers Association, 2007 to present

National Association for Research in Science Teaching, 2009 to present

## **REFERENCES**

A list of references and contact information is available upon request.

# **Teaching Documents**

**James F. Kilbane**  
**Philosophy of Teaching and Learning**

Learning is an inquiry process, an on-going exploration into understanding how the world works and one's role in that world. This includes the natural world and the socially-constructed world. I believe that people are naturally curious and the role of education is to build upon that curiosity, not impede it. My background in ecology and understanding of living systems theory helps me understand that both these worlds are complex and complicated. My role as a teacher is to simplify those worlds so that learners can begin to understand the complexities and their identity within those complexities.

I view the teaching-learning process through an ecological lens. The process is an interconnected set of relationships influenced by the history of the teacher and of each student, as well as the context of the educational institution and its community. Thus each grouping of students is unique, dynamic, and organic. My interactions within that ecological community need to be also.

This ecological lens extends to the entire educational process a learner undertakes. The components and activities that make up this web of learning should create a sum of experiences that is holistic and coherent. In that regard, my facilitation must intersect, interact, and support that of every other teacher and learning experience. For me, this collaboration is vital not only to the success of the student, but my success also.

As I work with pre-service or in-service educators, I am helping them understand the complexities of the teaching and learning process, while providing them with the tools to navigate and successfully interact within that complexity. The acquisition of tools is a constant part of my own inquiry process. This acquisition is a task I share with the learners, though I know that such often appears to students as me not having the definitive "how-do-I-do-it" answer for which they are looking. This active search into a shared understanding about teaching and learning is the curriculum. Supporting learners to be comfortable and successful with the uncertainties of teaching is thus a part of my role.

If inquiry is the central element of learning, then facilitating inquiry is the central element of teaching. That facilitation means developing learning experiences in which students can engage, to embolden their curiosity and strengthen their analysis of their findings. My experiences with educational settings beyond the classroom (camps, outdoor education, parks, etc.) has helped me see that learners should be connected with the real world as much as possible; so that their inquiries partake of its vibrancy and mystery. At best, we attempt to simulate a simplified world in educational settings, and too often, at worst, simply tell about a flattened, colorless version.

School should not hinder or destroy the natural curiosity of the learning process, which requires mistakes, musing, and mucking around, in the name of correct answers, obedience, and orderliness. While chaos will not support the learning process, a teacher, observing the mucking around for clues that a learner is ready to consider a new point of view or is in need of a new fact or is ready to practice a new skill, will smooth out for a time being the turbulence that curiosity may have developed.



In supporting this natural curiosity a teacher needs to come to know the learners so as to realize where they enter the inquiry process. As much as possible I hope for university students to be inquirers into the learning process, teaching process, and their own approach to teaching. The inquiry and reflection that is needed may need to be developed as those are not skills that are often promoted by our current institutions of school.

Learning is also a social process with social interaction necessary to develop richness and deepness of thought. Developing a community where learners are accepted and respectfully challenged, is vital to my sense of the learning process, and simultaneously, one of the greatest challenges given the structure of much of our educational system.

Assisting students to see themselves as successful and competent is the most important role of assessment. The uniqueness of the teaching-learning situations that teachers will encounter in the schools makes it problematic to assess with the type of certainty we expect from a traditional assessment. However, we must begin to identify not only the areas upon which pre-service teachers should focus, but also articulate what success might look like. Though not exact, it is not in the scoring that the learning occurs, but in the discussion and reflection that surrounds the assessment. While my experience shows that this is another area that challenges learners to engage with something new, it is a tool for me to deepen their understanding of the teaching and learning process.

Teaching for me is also an inquiry process. While there clearly is a transmission component to teaching as I wish to expose learners to a specific body of knowledge, I also am constantly coming to understand the learners and the context which we share. Teaching therefore follows an inquiry process in which I gather data about the curriculum (the active space encompassed by the learners, the teacher, the context, and the body of knowledge around teaching and learning), consider ways to design learning experiences to expose and deepen learner understandings, implement those designs and reflect upon the results, which invariably lead to more inquiry.

## ***Syllabi and Selected Assignments***

- ☞ Overview of design of sequence of ED 630/640/644 developed for Teaching Fellows, that identifies the five key questions that are through-lines to provide a structure and coherence to the opening experience for Fellows.
  
- ☞ ED 630 – Adolescent Development in the School Context
  - ~ Identity Essay
  - ~ Community Walk Assignment
  - ~ Standards & Assessment Assignment
  
- ☞ ED 640 – Secondary Methods: Learning to Teach
  - ~ Concept assignment
  - ~ Unit Plan w/lesson plans
  - ~ Micro-Teaching Reflection
  
- ☞ ED 644 – Secondary Methods: Making Science Meaningful, Grades 7-12
  - ~ Performance Assessment Assignment
  - ~ Learning Cycle 1 Assignment
  - ~ Reflection on Teaching
  
- ☞ ED 690 – Teacher as Researcher
  - ~ Annotated Bibliography Assignment
  - ~ Action Research Project
  
- ☞ ED 636 – Methods: Science Interdisciplinary Teaching, Grades 1-6
  
- ☞ ED 629/644/656 -- Integrated Course, Teach for America
  - ED 629 Assessment and Evaluation
  - ED 644 Secondary Methods: Making Science Meaningful, 7-12
  - ED 656 Literacy in the Content Area (Grades 5-12)

**Goal/Essential Question/Assignment Alignment for ED630/640/644 – Summer/Fall 2009 (modified, Sept 2009)**

<i>Teacher who...</i>		<b>ED 630</b>	<b>ED 640</b>	<b>ED 644</b>
<b><i>... inquires about self</i></b>				
	<i>EQ:</i>	Who am I? ~ What is my identity?	Who am I? ~ Who am I as a teacher?	Who am I? ~ Who am I as a teacher of science?
	<i>In response:</i>	Identity Paper	Theory of action paper	Reflection on teaching paper
<b><i>... inquires into discipline of science</i></b>				
	<i>EQ:</i>	What am I teaching? ~ What are the big ideas?	What am I teaching? ~ What are the concepts & skills?	What am I teaching? ~ How do people come to understand science concepts?
	<i>In response:</i>	Standards Analysis Assignment (to 640 in-class)	Concept Development Assignment	Concept Development – Prior Conception Assignment
<b><i>... inquires about students</i></b>				
	<i>EQ:</i>	Who are my students? ~ What is their world? ~ How do they develop?	Who are my students? ~ How do I know what they know?	Who are my students? ~ How do I know what they know?
	<i>In response:</i>	Community Walk Assgnmnt	Assessment Design	Assessment Design (in practice learning cycle)
<b><i>... inquires about designing meaningful learning experiences</i></b>				
	<i>EQ:</i>	How do I design & implement meaningful learning experiences?	How do I design & implement meaningful learning experiences?	How do I design & implement meaningful learning experiences?
	<i>In response:</i>	-Lesson Plan Analysis -Microteach (in-class)	-Unit Plan w/lessons & assmnt -Year-long Curricular Map	-Unit Plan -Learning Experience Cycle
	<i>EQ:</i>	How do I design & maintain a supportive learning envmnt?	How do I design & maintain a supportive learning envmt?	How do I design & maintain a supportive learning envmt?
	<i>In response:</i>	Human Development Paper	Learning Environment Plan (in-class)	(component of learning experience cycles)
<b><i>... inquires into learning</i></b>				
	<i>EQ:</i>	How do I engage students?	How do students react?	How effective is my teaching?
	<i>In response:</i>	Microteach Analysis	Field Experience Reflections (in-class)	Reflective element of Learning Experience Cycle

**ED 630: Adolescent Development in the School Context**  
**CRN: 40485 & 40486 Summer 2007**  
**Coordinated with ED 640: Secondary Methods: Learning to Teach**

**Instructors:**

**James Kilbane, Assistant Professor, CRN 40485, Room 511**

Office: 163 William St, Room 1112                      Office Hours: 4-5 after class or by appointment  
Office Phone: (212) 346-1908                              Cell: (347)-458-9998  
E-mail: [jkilbane@pace.edu](mailto:jkilbane@pace.edu) (checked early morning every day)

**Pat Stafford, Adjunct Professor, CRN 40486, Room 510**

Office: 163 William St, Room 1112                      Office Hours: 4 -5 after class or by appointment  
Office Phone: (212) 346-1908                              Cell: (317) 694-0126 [if important]  
E-mail: [pstaffor@indiana.edu](mailto:pstaffor@indiana.edu)

Pace University's School of Education believes that a fundamental aim in education is to create opportunities for individuals to realize their potential within a democratic community.

Therefore, we prepare our graduates of our programs to be reflective practitioners who

- ~ promote justice,
- ~ create caring classroom and school communities and
- ~ enable all students to be successful learners.

**Course Description:**

This course provides an overview of the theories, current research, and controversial issues in human development from birth to adolescence. It focuses on the physical, cognitive, language, literacy, social, emotional, personality, moral, and aesthetic development of learners with different abilities and needs in the school environment. Various aspects of developmental contexts (such as heredity, culture, community, socioeconomic backgrounds, family, parental education levels, and school environment) are explored to provide a base for the discussion of human diversity. You are required to work with students in classroom, home, and community settings for ten hours.

**Course Outcomes:**

Upon completion of this course, you must be able to do the following:

**Knowledge**

1. Understand the major theories and controversial debates in the field of human development (*Pace 1; INTASC 1-K 1 & 2; NYS 1*)
2. Understand that students' physical, cognitive, language, literacy, social, and emotional development influence learning and know how to address these factors when making instructional decisions (*Pace 1,2,3,&4; INTASC 2-K 2; NYS 1&2*).
3. Understand and be able to identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes and be able to design instruction that helps use students' strength as the basis for growth (*Pace 1,2,3,&4; INTASC 3- K 1; NYS 3*).

4. Understand developmental variations including learning disabilities, visual and perceptual difficulties, and special mental and physical challenges (*Pace 1 3,&4; INTASC 3-K 2; NYS 3*).
5. Understand how students' learning is influenced by individual differences, language, culture, family, and community values (*Pace 1,2,3,&4; INTASC 3-K 4; NYS 3*).
6. Develop a well-grounded framework for understanding cultural and community diversity and know how to learn about and incorporate into instruction students' experiences, cultures, and community resources (*Pace 1,2,3,&4; INTASC 3-K 5*).
7. Understand how factors in the students' environment outside of school (e.g., family circumstances, community environments, health and economic conditions) may influence students' life and learning (*Pace 1,2,3,&4; INTASC 10-K 2*).

### **Skills**

1. Know how to apply developmental theories in teaching (*Pace 1,3,&4; INTASC 1-S 2; NYS 1*).
2. Know how to meet students' needs in different domains (*Pace 1,3,&4; INTASC 2-S 1;NYS 3*).
3. Know how to design instructions appropriate to students' stages of development, learning styles, strengths, and needs (*Pace 1,3,&4; INTASC 3-S 1;NYS 3*).
4. Know how to use teaching approaches that are sensitive to the multiple experiences of students and that address different learning and performance modes (*Pace 1,2,3,&4; INTASC 3-S 2; NYS 3*).
5. Know how to adjust teaching methods to students who have particular learning differences or needs (*Pace 1,2,3,&4; INTASC 3-S3;NYS 3*).
6. Develop skills to work with students and their families from different cultural and linguistic backgrounds (*Pace 1,2,3&4; INTASC 3-S 5 & INTASC10;NYS 3*) and know how to bring students' multiple perspectives to teaching (*Pace 1,2,3,&4; INTASC 3-S 6*).
7. Be able to create a learning community in which individual differences are respected (*Pace 1,2,3,&4; INTASC 3-S 7*).

### **Dispositions**

1. Strive to update knowledge in teaching constantly (*Pace 1; INTASC 1-D 1 & 4*).
2. Appreciate multiple perspectives in the field of human development (*Pace 1; INTASC 1-D 2*).
3. Appreciate developmental variations of students (*Pace 1,2,3&4; INTASC 2-D 5NYS 3*).
4. Value human diversity and show respect for students with differences (*Pace 1,2,3,&4; INTASC 3-D 2*).
5. Be sensitive to community and cultural differences (*Pace 1,2,3,&4; INTASC 3-D 4*).
6. Value and appreciate the importance of all aspects of a student's experience (*Pace 1,2,3,&4; INTASC 10-D 4*).
7. Be concerned about all aspects of a student's well-being and act as an advocate for students (*Pace 3; INTASC 10-D2& S 6*).

**Essential Questions:**

- Who am I – how does one develop identity?
- Who are my students?
- How do people develop as learners?
- How can I help my students learn?
- What science should my students learn and what should they learn about science?

**Course Requirements:****Identity essay: Individual written exercise**

Identify an experience(s) from your own upbringing that carries particular meaning to your own development of identity. Describe the memories of the experience, noting such things as:

- ~ the context of the event (where, when, why)
- ~ the community (who, if anyone, participated in or witnessed the event)
- ~ your sense of how the experience changed you
- ~ what new roles, identities, or relationships emerged as a result
- ~ why the experience was particularly significant or definitive for you

Aim for a reflection that can be captured on a single piece of paper -- at least one full page, two pages maximum.

**Community and Culture: Impact on development: Community Walk Reflection**

Working with a partner from your community walk, respond to 4 of the 8 questions (on separate handout) in a narrative form. Integrate the ideas of both people into a single response. Be sure to identify “artifacts” from your visit that support your thinking. Maximum of four pages.

**Standards and Assessment Report: Group written report (with brief presentation)**

With your group prepare a written report for your assistant principal about the standards and assessments in your content area. Analyze the New York State standards for science and the performance indicators at the 7-12 grade levels (intermediate for all sciences and commencement in certification area), identifying the “big ideas” the standards address. Similarly, review the most recent NYS Regent’s exam for your content area or the 8<sup>th</sup> grade science exam looking for big ideas and connections to the standards.

Consider the following questions when writing the analysis:

- In what ways are the Standards developmentally appropriate or inappropriate?
- In what ways do the Standards demonstrate curriculum spiraling?
- How do the big ideas that appear in the Standards relate to your understanding of the nature of science and the priorities of science content?
- How does the Regents or state exam relate to the standards?
- What is the nature of the sections on the test (i.e. topic, number of questions, types of questions, patterns of questioning, credit granted per section, etc.)?

**Cognitive development assessment: Individual Written Analysis**

Analyze two lesson plans, one for middle school and one for high school, demonstrating your understanding of cognitive development. Explore the different aspects of the lesson that you believe are appropriately challenging for the students. Discuss aspects of the lesson that could be too challenging or not challenging enough for the students. Make recommendations for changes

to the lesson for students at a lower or higher level of development than the lesson targets. Reference relevant readings to support your analysis. Six page maximum.

### **Human development paper: Individual Written Analysis**

The process of human development impacts the learning a person undertakes. Thus it also impacts the person who is responsible for some of that learning, the teacher. Discuss how you will respond, as a teacher, to your students who are going through the stages of development discussed in this course.

### **Micro-teaching: Individual in class performance and written analysis of experience**

Present an essential question or unit specific understanding through the engagement section of a learning cycle lesson to a group of peers. The eight-minute lesson engagement (also called a “hook”) will frame a concept in a provocative scenario, question, or declaration. Candidates will lead an initial activity that involves the entire group and makes the concept relevant. The essential question and engagement must demonstrate understanding of adolescent cognitive development. The group will evaluate the teaching using the “tuning protocol.” You will then complete an analysis of your micro-teaching incorporating the feedback you received in your analysis. You will turn in a copy of your plan for the engagement along with reasons for the choices you made to design it that way, as well as a two-page maximum evaluation.

### **Course Grading:**

- for an A: All assignments completed at “Above Standard” level or higher (as designated by rubric)  
Four of the assignments completed at “Well Above Standard” level  
Readings and reflections completed regularly  
Support learning community in multiple ways including fully participating
- for a B: All assignments completed at “Standard” level or higher (as designated by rubric)  
Four of the assignments completed at “Above Standard” level  
Readings and reflections completed regularly  
Support learning community
- for a C: All assignments completed at “Standard” level or higher (as designated by rubric)  
Readings and reflections all completed  
Support learning community

(Please note: Plus and minus marks will be added to these grades at the discretion of the instructor.)

### **Attendance Policy:**

Attendance is mandatory. All classes are required. For an unavoidable reason only, with documentation or prior contact with the instructor, you may take *no more than one ½ day* (morning or afternoon session) without penalty to your grade. In the event that you miss more than ½ day (morning or afternoon session), your final letter grade will be affected, at the discretion of your instructor.

**Students with Disabilities:**

Pace University and the School of Education believe that it is important that students receive appropriate accommodation for any disability. In order to receive accommodation for any disability, you must contact the University’s Counseling/Personal Development Office. Trained professional counselors will:

- Evaluate your medical documentation;
- Conduct appropriate tests or refer you for same;
- Make recommendations for your plan of accommodation; and

Contact your professors (with your permission) to arrange for the recommended accommodations. Your professor is not authorized to provide any accommodation prior to arranging for same through the Counseling/ Personal Development Center.

If you have, or believe you have, a disability, be sure to follow the above procedure.

**Course Schedule:**

	Tues, 17 Jun AM	Wed, 18 Jun AM	Thur, 19 Jun AM	Fri, 20 Jun AM
	Identity Development	Cognition, Part 1	Community Walk	Culture and community
	Tues, 17 Jun, PM	Wed, 18 Jun PM	Thur, 19 Jun PM	Fri, 20 Jun PM
	Pace Orientation	Unpacking the State Standards; Big ideas of Science	Identity and culture	Cognition, Part 2 Social Interactive Development
				Due: Identity essay

Mon, 23 Jun AM	Tues, 24 Jun AM	Wed, 25 Jun AM	Thur, 26 Jun AM	Fri, 27 Jun AM
Cognition, pt 3; Developmental Delays	Physical Development; Moral Development	Study/Office Hours <i>12:00 start with L. Vereline</i>	Emotional Development; Intro to differ. instruction	Microteach
Mon, 23 Jun PM	Tues, 24 Jun PM	Wed, 25 Jun PM	Thur, 26 Jun PM	Fri, 27 Jun PM
Developmentally Appropriate Teaching	Tools for getting to know your students	Understanding by Design Intro	Study/Office Hours	
Due: Analysis of the standards	Due: Community Walk Write-up		Due: Lesson Plan Analysis	Due: Microteach lesson write-up*
*Note: An analysis of the Microteaching will be due by 3 pm on Sunday 29 June.				
Due Monday 30 June by 9 pm: Human Development Assignment				

**Please Note:**

The syllabus provides an accurate proposal to meet the learning needs of this class. It is, however, subject to revision at any time depending on needs of the class.



## ED 630 Summer 2008

### Identity essay: Individual written exercise

Identify an experience(s) from your own upbringing that carries particular meaning to your own development of identity. Describe the memories of the experience, noting such things as:

- ~ the context of key events (where, when, why) or activities
- ~ the community (who, if anyone, participated in or witnessed events or activities)
- ~ your sense of how the experience developed your identity
- ~ what new roles, responsibilities, or relationships emerged as a result
- ~ why the experience was particularly significant or definitive for you

Aim for a reflection that can be captured on a single piece of paper – at least one full page and up to two pages, single-spaced. This will be shared with others in class in considering the question of how you might design learning to foster development of a positive identity.

### Assessment Rubric

<b>Well Above Standard</b>	<b>Above Standard</b>	<b>Standard</b>
Paper connects the thinking about the questions into one coherent presentation.	Paper addresses all the elements and in the writing connects them.	Paper addresses all the elements and any component parts.
Points made are substantiated with multiple examples or insights from the identity experience.	Every point made in the paper is substantiated with an example or insight from the identity experience.	Points made in the paper are substantiated with examples or insights from the identity experience.
Makes a solid connection between the development of personal identity and multiple elements of course content on identity.	Makes a solid connection between the development of personal identity and multiple points of one element from course content on identity.	Makes a solid connection between the development of personal identity and at least one element of course content on identity.

### Due:

Friday, 20 June by 1 pm; e-mail copy to Jim/Pat; hard copy for class

## ED 630 Summer 2008

### Community and Culture: Impact on development: Community Walk Reflection

Working with a partner from your community walk, respond to 4 of the 6 questions in a narrative form. Integrate the ideas of both people into a single response. Be sure to identify “artifacts” from your visit that support your thinking. Maximum of four pages.

1. List some ideas or preconceptions you held prior to the community walk. Which of these were confirmed and which were challenged by this trip?
2. How did the community walk inform your thinking about the relationship between schools and the communities in which they are situated?
3. How did the trip inform your approach to teaching? Be specific and reference examples.
4. How did this trip inform your understanding of teacher identity (student relationship, authority, approach)? What were some of the messages to you as a new teacher? How did you feel about those messages? Cite specific incidences or comments.

*For questions 6 – 8 recall Bronfenbrenner’s “Human Ecology of Development” model, the idea that development happens enmeshed layers of environment, for the next two questions.*

5. Microsystem refers to the immediate environment in which a person develops. Describe the immediate environment with which the student would be interacting. What message(s) might the student receive from interactions with different elements of the microsystem? Consider interactions with place, people, events.
6. The community in which the school is situated contains elements of the exosystem (multiple systems interacting) and the macrosystem (the culture). Describe the community as you saw it – the street, the buildings, the presence or absence of resources, the school setting. What evidence do you have about what the community values? Describe what it might feel like to be an adolescent student growing up here.

<b>Well Above Standard</b>	<b>Above Standard</b>	<b>Standard</b>
Connects insights from walk to teaching, learning, or self as teacher	Responds to all elements of question	Responds to all elements of question
All argument or points made are associated with evidence so as to convince a non-sympathetic judge	All arguments or points made are associated with evidence in a convincing manner.	All arguments or points made are supported by evidence.
References concepts from class beyond scope of question.	References concepts from class that exhibits an understanding of concept	References concepts from class to answer question.
Writing is clear and concise and organized, so that the reader does not have to work to make sense of the author’s point.	Writing is clear and concise, helping the reader along by organizing the presentation.	Writing is clear and concise.

**Focusing Questions for #5 & #6 above....**

What types of institutions are present? Or not present?

What are businesses present? Or not present?

What type of interactions do the students have with the community in which the building is located?

What type of interactions do the students have with the other school communities in the building?

Look for resources in the community that you could use if you were a teacher in this school that potentially interactions with the community that a student could have that might increase their growth?

What community interactions are available for the students?

## ED 630 Summer 2008

### Standards and Assessment Report

With your partner prepare a written report for your assistant principal about the standards and assessments in your content area. Analyze the New York State standards for science and the performance indicators at the 7-12 grade levels (intermediate for all sciences and commencement in certification area), identifying the “big ideas” the standards address. Similarly review the most recent NYS Regent’s exam for your content area or the 8<sup>th</sup> grade science exam looking for big ideas and connection to the standards.

Consider the following questions when writing the analysis:

In what ways are the Standards developmentally appropriate or inappropriate?

In what ways do the Standards demonstrate curriculum spiraling?

How do the big ideas that appear in the Standards and the exam relate to your understanding of the nature of science and the priorities of science content?

How does the exam relate to the standards?

What is the nature of the sections (i.e. topic, number of questions, types of questions, patterns of questioning, credit granted per section, etc.)

### Rubric for Assessment

<b>Well Above Standard</b>	<b>Above Standard</b>	<b>Standard</b>
In discussing the developmental appropriateness of standards notes challenges as well as strengths	In discussing the developmental appropriateness of standards notes challenges	Discusses the standards in terms of their developmental appropriateness
Presents a coherent picture to the reader of the spiral threads and the relationship between the threads	Describes the spiral threads present in the standards as well as apparent gaps, broken or missing threads	Describes the spiral threads present in the standards
Identifies and organizes the big ideas present on the exam in a format that enables the reader to see the content of the exam quickly	Identifies and organizes the big ideas present on the exam	Identifies the big ideas present on the exam
Provides evidence to support conclusions about the priority of science content on the exam and compares those priorities with priorities based on understanding of the nature of science and the scientific field	Compares the priorities of science content evident in the exam and standards with personal understanding of what is important to the study of science	Discusses the priorities of science content evident in the exam and standards
In analyzing the nature of the questions on the exam provides evidence to support conclusions	Describes the nature of the questions providing an analysis of what the description means about the value of certain big ideas	Describes the nature of the questions in the sections of the exam
Analyzes the relationship between the standards and the topics present on the assessment providing evidence of conclusions being drawn	Discusses the relationship between the standards and the topics present on the assessment, analyzing missing and over-represented topics	Shows connections between the standards and the topics present on the assessment

## Micro-teaching: Individual in class performance and written analysis of experience 2008

Present an essential question or unit specific understanding through the engagement section of a learning cycle lesson o a group of peers. The eight-minute lesson engagement (also called a “hook”) will frame a concept in a provocative scenario, question, or declaration. Candidates will lead an initial activity that involves the entire group and makes the concept relevant. The essential question and engagement must demonstrate understanding of adolescent cognitive development. The group will evaluate the teaching using the “tuning protocol.” You will then complete an analysis of our micro-teaching incorporating the feedback you received in your analysis. You will turn in a copy of your plan for the engagement along with reasons for the choices you made to design it that way, as well as a two-page maximum evaluation, single – sided.

### Rubric for Assessment (of the analysis)

Well Above Standard	Above Standard	Standard
Rationale for decisions made in designing the engagement are reasoned and educationally sound.	Rationale for decisions made in designing the engagement are reasoned and sound.	Rationale for decisions made in designing the engagement is included.
Analysis of performance discusses how to use he strengths to improve the weaknesses or a detailed plan for improving the weaknesses.	Analysis of performance includes strengths and weaknesses.	Analysis of performance identifies weaknesses.
Analysis reflects upon the value of the commentary received during the Tuning Protocol.	Analysis includes reaction to commentary received during Tuning Protocol.	Analysis includes reference to commentary received during Tuning Protocol.
Analysis of engagement includes improvements to design and discussion of the educational value of those changes.	Analysis of engagement includes improvements to design for next use.	Analysis of engagement notes weaknesses to design.
Evaluation is so succinct, concise, and elegant that it is less than one page.	Evaluation is somewhere in between	Evaluation in no way exceeds two pages...

## ED 640: Secondary Methods: Learning to Teach -- Summer 2009

### Instructor:

**James Kilbane, Assistant Professor, CRN 40591, Room W623**

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E-mail: [jkilbane@pace.edu](mailto:jkilbane@pace.edu) (checked once a day)

**Kara Imm, Lecturer, CRN 40592, Room W624**

Office: 163 William St, Room 1108                      Office Hours: After class or by appointment

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*Pace University's School of Education believes that a fundamental aim in education is to create opportunities for individuals to realize their potential within a democratic community.*

*Therefore, we prepare our graduates of our programs to be reflective practitioners who*

*~ promote justice,*

*~ create caring classroom and school communities and*

*~ enable all students to be successful learners.*

### Course Description:

This course, **Secondary Methods: Learning to Teach**, provides a variety of instructional strategies to facilitate learning in today's secondary classrooms. Students will explore the divergent structures, schedules, student body and philosophies of contemporary secondary schools. Skills emphasized include curriculum design, lesson planning, procedures for collaboration with peers to encourage high academic achievement and independence for all students including students with disabilities and special health-care needs, and instructional uses of technology to acquire information and to communicate to enhance learning. Formal and informal assessment of student learning and instructional practices, including standards-based state assessments, and performance assessments and the development of appropriate rubrics will be introduced. Students will learn procedures to use assessment data to differentiate instruction for a wide range of student needs.

**Course Goals and Objectives:** (Some are referenced to the INTASC teaching standards.)

### *Knowledge Outcomes:*

1. Students will be able to describe the types of organizations of secondary schools.
2. Students will be able to describe the behaviors of effective teachers [intasc 5, 7].
3. Students will be able to describe the standards in their discipline.
4. Students will be able to plan units and lessons.
5. Students will be able to describe the characteristics, uses, advantages and limitations of different types of assessment ("sizing up"; standardized paper pencil; standards-based SED assessments; performance assessments) [intasc 8, 9].
6. Students will identify professional publications and associations for scholarship and pedagogy.

7. Students will be able to identify the knowledge and interests that students bring to the classroom.
8. Students will be able to design lessons, which involve students with varied learning styles [intasc 3, 7].
9. Students will be able to identify the behaviors, which contribute to effective class management. [intasc 5]
10. Students will be able to describe classrooms, which celebrate diversity, create community and promote democratic values [intasc 2, 3, 4].

***Performance Outcomes/Skills:***

1. Students will be able to use “backward design” to design units including essential questions, objectives, activities and assessments.
2. Students will be able to differentiate instruction according to the needs of learners
3. Students will be able to plan several types of lessons which include a variety of methodologies.
4. Students will be able to use technology to prepare lessons and as part of instructional methodology, to acquire information and to communicate effectively. [intasc 4, 7]
5. Students will be able to design and use evaluative rubrics appropriate for the task and age level of the student [intasc 8,9].
6. Students will be able to employ cooperative learning/grouping as well as various questioning strategies (for ex. wait time, convergent/divergent questions. [intasc 1,2,3,6]

***Professional Outcomes and Dispositions:***

1. Students will demonstrate their belief that everyone can learn.
2. Students will act as reflective learners themselves, expanding their repertoire of teaching strategies / situational responses [intasc 9, 10].
3. Students will demonstrate that they value diversity in the classroom: For ex. students’ learning styles, cultural backgrounds. Students will demonstrate this in our class discussions as well as in designing teaching and learning strategies for their classrooms.
4. Students will demonstrate that they believe that classrooms should be student-centered and safe environments.

**Essential Questions (around which this course is designed):**

- ~ Who am I as a teacher? (as an element of “Who am I?”)
- ~ What am I teaching?
- ~ How do I know what my students know? (as an element of “Who are my students?”)
- ~ How do I design and implement meaningful learning experiences?
- ~ How do I design and maintain an environment supportive of learning and teaching?

## Required Texts/Readings:

~ National Research Council. *How Students Learn: Science in the Classroom*. National Academies Press, 2005.

Also available on-line at [http://www.nap.edu/catalog.php?record\\_id=11102#toc](http://www.nap.edu/catalog.php?record_id=11102#toc)

~ Wiggins, G. & McTighe, J. *Understanding by design, 2<sup>nd</sup> ed.* Alexandria, VA: ASCD, 2005.

~ Readings on Blackboard or electronic reserve or handed out in class

## Suggested Text/Readings:

~ Regents Review Text – Choose the subject area in which you will be certified – old editions are fine. If you already have a different review text that you like, substitute that.

1. Let's Review: Physics (2004, ISBN 0764126857)
2. Let's Review: Chemistry (2003, ISBN 0764116649)
3. Let's Review: Biology (2004, ISBN 0764126849)
4. Let's Review: Earth Science (2004, ISBN 076413917)

~ Ayres, W. (1993). *To Teach: The journey of a teacher*. New York: Teachers College Press.

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## Course Requirements:

### 1) Science Concept Assignment

*(a response to “What am I teaching?”)*

The purpose of this assignment is two-fold. First it will deepen your understanding of a concept and how it is taught that you will be teaching in the fall. Second, it starts you on the development of a resource archive upon which you can call when you teach. In this activity you will work with a partner to gather the following on a science concept:

- 1) Identification and brief explanation of the concept in writing plus three potential references that someone could use to gain more information on that concept.
- 2) Links to three or four learning experiences/investigations/activities that can develop the concept. For each link provide a summary of the activity and a brief explanation of how that experience works to develop the concept (two to three paragraphs). These experiences can be “found” (please cite), “found & tweaked” (please cite & note), or developed by your team (at which time the “link” is my website or your e-mail).
- 3) Link to a summative assessment tool that could be used to gauge attainment of understanding of the concept.

You and your partner will do a short presentation of this information to the class, providing a one- or two-page electronic handout that includes the above information.

***Due: Thursday, 9 July***



## **2) Curricular Map**

*(a response to “How do I design and implement meaningful learning experiences?”)*

This assignment asks you to consider one of the courses you will teach (or think you will teach) in the coming school year. You will then identify the key concepts, science process skills, and thinking skills that you will be developing in the students. You will “map” out over the year the scope and sequence of these elements. While you will provide a sequence for all of the elements, you only need to provide a scope for the content. The scope identifies the amount of time you intend to put into each of these. Along with the articulation of the scope and sequence you will include a rationale as to why you mapped the course as you did.

***Due: Tuesday, 14 July***

## **3) Unit Plan with Lesson Plans and Assessment (worth two assignments)**

*(a response to “How do I design and implement meaningful learning experiences?” and “How do I know what my students know?”)*

This assignment is the logical next step after you have worked through the “big picture” of what you’d like a full course to be (i.e. the Curricular Map). Translating that “big picture” into the details of units and then daily plans requires careful attention to consistency with your overall goals and/or important questions as well as to the creation of generative topics within units.

The Unit Plan Draft should be the development, using Understanding by Design process, of one unit from your course that would last at least five days and develop a concept or an aspect of an on-going concept. At the same time you should be developing science process skills. The Plan should include a brief description of what the students will do in each of your meetings, how you see these as developing the concept, the process skills you are also developing, how and when you are doing informal assessments, and the final assessment. (This element will be considered one (1) assignment.)

For three of the days you will provide detailed lesson plans. The lesson plan will identify your outcomes, activity, informal assessments, materials needed, any necessary worksheets or student instructions, and a formative assessment, if appropriate. As part of the plan you will provide a rationale for your choices and you will attend to various learning styles and needs. At least one of the lesson plans must be created by you and one, found and “tweaked.” (This element will be considered one (1) assignment.)

Further details will be part of the hand-out describing this assignment more fully.

***Due: Unit plan portion is due on Friday, 24 July. Lesson plans are due on Tuesday, 28 July.***

#### **4) Microteach Reflection**

*(a response to “Who am I as a teacher?”)*

In this assignment, you will reflect on your two experiences microteaching and, if you want, any teaching experience in your field experience. In 3 – 4 pages you will address your thoughts on your performance using the comments of your peers to support your assertions.

***Due: Friday, 31 July***

#### **5) Standards Activity**

*(a response to “What am I teaching?”)*

As part of a group you will prepare a written report for your assistant principal about the standards and assessments in your content area. You will analyze the New York State standards for science and the performance indicators at the 7-12 grade levels (intermediate for all sciences and commencement in certification area), identifying the “big ideas” the standards address. Similarly, you will review the most recent NYS Regent’s exam for your content area or the 8<sup>th</sup> grade science exam looking for big ideas and connections to the standards.

You will consider the following questions when writing the analysis:

How do the big ideas that appear in the Standards relate to your understanding of the nature of science and the priorities of science content?

How does the Regents or state exam relate to the standards?

What is the nature of the sections on the test (i.e. topic, number of questions, types of questions, patterns of questioning, credit granted per section, etc.)?

This assignment will be completed in class on ***Tuesday, 7 July***.

#### **6) Microteach 1**

*(a response to “How do I design and implement meaningful learning experiences?”)*

You will do a microteach (8 minutes) in class on ***Monday, 13 July*** where you will teach a “hook” to introduce a new concept. You will teach to a small group of your peers who will provide feedback using the Tuning Protocol or Charette Protocol.

#### **7) Microteach 2**

*(a response to “How do I design and implement meaningful learning experiences?”)*

You will do a microteach (8 minutes) in class on ***Wednesday, 29 July*** where you will teach a mini-lesson for a science concept or skill. You will teach to a small group of your peers who will provide feedback using the Tuning Protocol or Charette Protocol.

## 8) Learning Environment Plan

*(a response to “How do I design and maintain an environment supportive of learning and teaching?”)*

You will draft a design for the learning environment you wish to maintain in your classroom that will support student learning. You will work with a partner (or two) to provide conversation and input, but the plan will be uniquely yours (as each person’s situation is unique). This assignment will be completed in class on *Thursday, 30 July*.

>>Please note that items 5 – 8 above are not graded but will have feedback provided.<<

### Course Grading:

for an A: All assignments completed at “Above Standard” level or higher (as designated by rubric)  
Three of the assignments completed at “Well Above Standard” level  
Readings and reflections completed regularly  
Items 5 – 8 are completed in a professional manner.  
Support learning community in multiple ways including fully participating

for a B: All assignments completed at “Standard” level or higher (as designated by rubric)  
Four of the assignments completed at “Above Standard” level  
Readings and reflections completed regularly  
Items 5 – 8 are completed in a professional manner.  
Support learning community

for a C: All assignments completed at “Standard” level or higher (as designated by rubric)  
Readings and reflections all completed  
Items 5 – 8 are completed in a professional manner.  
Support learning community

(Please note: Plus and minus marks will be added to these grades at the discretion of the instructor.)

Plagiarism and cheating are not acceptable. Instances of either are subject to the university discipline policy and receipt of a failing grade for the course.

### Attendance Policy:

Attendance is mandatory. All classes are required. For an unavoidable reason only, with documentation or prior contact with the instructor, you may take *no more than one ½ day* session without penalty to your grade. In the event that you miss more than ½ day session, your final letter grade will be affected, at the discretion of your instructor. Interviews should be scheduled before or during your field experience time.

**Policy on serving students with disabilities:**

Pace University believes that it is important that students receive appropriate accommodation for any disability. In order to receive accommodation for any disability, you must contact the University's Counseling/Personal Development Office (212-346-1526). Trained professional counselors will:

- evaluate your medical documentation;
- conduct appropriate tests or refer you for same;
- make recommendations for your plan of accommodation; and
- contact your professors (with your permission) to arrange for the recommended accommodations.

Your professor is not authorized to provide any accommodations prior to you arranging for the same through the Counseling/Personal Development Center. If you have, or believe you have, a disability, be sure to follow the above procedures.

***Please Note:***

The syllabus provides an accurate proposal to meet the learning needs of this class. It is, however, subject to revision at any time depending on needs of the class.

## **Concept Assignment**

### **ED 640 Summer 2009**

**Purpose:** *(a response to “What am I teaching?”)*

The purpose of this assignment is two-fold. First it will deepen your understanding of a concept that you will be teaching in the fall as well as your understanding of how it can be taught. Second, it starts you on the development of a resource archive upon which you can call when you teach. In this activity you will work with a partner to gather the following on a science concept:

**Components:**

- 1) Identification and brief explanation of the concept in writing plus three potential references that someone could use to gain more information on that concept.
- 2) Links to three or four learning activities/investigations that can develop the concept. For each link provide a summary of the activity and a brief explanation of how that experience works to develop the concept (two to three paragraphs). These experiences can be “found” (please cite), “found & tweaked” (please cite & note), or developed by your team (at which time the “link” is my website or your e-mail).
- 3) Link to a summative assessment tool that could be used to gauge attainment of understanding of the concept. Be sure to discuss how you would evaluate success using this tool.

***Due: Thursday, 9 July***

**A couple of other things...**

Please note that you will be sharing these with your classmates during a short 4 minute presentation on Tuesday 14 July, so an electronic copy of materials should be made available to those who would like them. A one- or two-page handout with links would be acceptable. If however you create something of your own I can place it on the website or your link can just be your e-mail address.

I would prefer that you work in teams of two to do this assignment, though individual assignments are acceptable.

Choose a concept that has some depth to it and is important to your field of study. In general I was expecting content concepts, but if you have a strong desire to do a process skill please make a proposal to me.

When you present your concept assignment, please also turn in a copy of the rubric marked with how you would evaluate your concept assignment. One filled-in rubric per team.

**Concept Assignment Rubric - ED 640 – Summer 2009**

<b>Well Above Standard</b>	<b>Above Standard</b>	<b>Standard</b>
All components and elements of components present.	All components and elements of components present.	All components and elements of components present.
All experiences develop the concept and the connection between them is clearly identified so that a non-science person can understand the development.	All experiences develop the concept with each experience developing a different aspect of the concept or a sequence that deepens understanding of the concept.	All experiences develop the concept.
Rationale for choice of learning activities develops the logical thought pattern for the reader that includes reference to concept development.	Rationale for choice of learning activities develops the logical thought pattern for the reader around issues of learning.	Rationale for choice of learning activities uses a logical thought pattern around issues of learning.
Summative assessment tool solely measures the concept being developed and includes potential evidence for student success. Assessment is a performance or authentic assessment.	Summative assessment tool predominantly measures the concept being developed and includes potential evidence for student success. Assessment involves students exhibiting their knowledge beyond a paper/pencil test.	Summative assessment tool measures the concept being developed. Assessment involves at least some open-ended tasks.

# UNIT PLAN DRAFT WITH LESSON PLANS: GUIDELINES AND RUBRIC

## Purpose

This assignment is the logical next step after you have worked through the “big picture” of what you’d like a full course to be (i.e. the Curricular Map). Translating that “big picture” into the details of units and then daily plans requires careful attention to consistency with your overall goals and/or important questions as well as to the creation of learning experiences that generate student interest in the topic.

## Overview

The plan as a whole can be broken into two elements, each counted as a full assignment.

Using the Understanding by Design process, your Unit Plan draft should first identify one unit of at least five full days that develops some important concept. Additionally, you should integrate science process skills into your plan. The unit plan should include:

- ✓ A brief description of what students will do in each of your class periods
- ✓ How you envision these sessions supporting the development of a concept
- ✓ A mention of the process skills that you are also developing
- ✓ How, where and why you are doing formative or informal assessments
- ✓ What the summative assessment looks like (e.g. What kinds of evidence would convince you that students have really learned what you intended them to learn? How does your assessment measure that?)
- ✓ Some evidence that you have read and are beginning to integrate the UbD model into your thinking as a teacher

This element counts as one assignment.

Since the unit should span a minimum of five days, you will also be asked to develop detailed lesson plans for three of the days. You are encouraged to design lesson plans for every day in your plan but this is not required for this assignment. Each lesson plan should include:

- ✓ Your outcomes for that lesson (What do you hope students will know, begin to understand and be able to do?)
- ✓ What are you and the students doing? (e.g. What classroom activity is happening?)
- ✓ How you will assess students? (e.g. both informal and possibly a more formal, summative assessment)
- ✓ All materials that you or the students will need (this includes any handouts for students, references for you as a teacher, rubrics, links of resources, etc.)

Part of the lesson should include a brief rationale where you explain the choices you made and where you address explicitly your attention to the possible variety of learning styles and needs within your classroom. You may borrow ideas and activities from colleagues, existing materials and online resources, but the design of the lesson should be your own. That is, cutting and pasting a lesson verbatim from some other source doesn’t fulfill the goals of this assignment.

This element counts as the second assignment.

## **Components**

1. The Unit Plan Draft should include:
  - a. Description of the goals, content, and approach of the unit plan, including grade level at which it will be taught and any other relevant contextual factors (schedule, etc.);
  - b. Rationale for how the unit and the goals of the unit support the goals of your course;
  - c. An overview of the lessons in the unit that describes the sequence of daily lessons showing the development of the concept (this can be either in text or diagram) and the objectives/questions for each lesson;
  - d. An overview of the process skills that students will be using during the unit, noting any that you intend to focus upon (and when) during the unit;
  - e. A brief description of what is occurring each day during the unit so that development of the concept is evident, as well as use of science process skills (please note that elements c, d, e, f might be done as one piece)
  - f. An identification of when you are doing formative assessments, a description of the assessment, and what information you expect to receive from that assessment (what is the purpose of doing that assessment?)
  - g. A list of the prior skills and knowledge you are assuming your students possess in order to be successful in achieving the goals of this unit.
  - h. The actual assessment instrument for the unit that will assess the concept. Be sure to include a description of the evidence the student will provide for you to know that the student understands the concept, plus the scoring or evaluating mechanism you will use.
2. Lesson plans for three days of your unit plan. Please indicate which days of the unit the plans are for. The lesson plans should include the following information:
  - a. The learner outcome(s) or objective(s) for that day (What are the students learning?);
  - b. A description of what both you and the students will be doing that day to achieve the outcome(s), including the instructional strategy you will use;
  - c. List of materials that will be used in the lesson, categorized by teacher or student;
  - d. Your rationale for how the activity that day is supporting development of the concept and for its position in the sequence of the unit;
  - e. The science process skills you will be developing and how you see your activity doing so;
  - f. Your thoughts on how you will develop relevance and meaning for the students;
  - g. A prediction of what students will do with the activities (e.g. what misconceptions they might reveal, what parts may be challenging for them) and how you have considered these issues in your plan.
  - h. How and when you will informally assess the learning of concept, process skill(s) or



both (this might be connected with item f in the first part of the assignment);

- i. Copies of any student hand-outs, overheads, directions, etc. that you will be using.

Your lesson plans should attend to issues of developmental appropriateness, learning styles, and student autonomy. If another teacher could pick up your lesson plan and enact it with students as you intended it, then you probably have the right degree of detail.

**Rubric for Evaluation**

Please note that the higher categories build upon the lower ones; that is, it is assumed that for Well Above Standard work you will have met the criteria for that category *in addition* to that for the Above Standard level. Every part of the Unit Plan Draft described above must be present for the Standard level.

**Unit Plan Draft (Part 1)**

Well Above Standard	Above Standard	Standard
<p><i>Unit Plan Overview</i> Goals, content and approach are described in detail, with evidence of an awareness of other possible choices. Rationale for both unit and goals is sufficiently convincing to persuade a nonsympathetic judge. Objectives tend to various levels of thought with complex thought evident at least 50% of the time. Concept is developed for student over time in a sequence beginning with concrete interactions.</p>	<p><i>Unit Plan Overview</i> Goals, content and approach are described in detail with a focus on understanding. Rationale for both unit and goals is sufficiently strong to counter at least some objections to them. Objectives tend to various levels of thought with complex thought evident at least 35% of the time. Concept is developed for student over time in a sequence moving from simple to complex.</p>	<p><i>Unit Plan Overview</i> Goals, content and approach are clearly described.  Rationale for both unit and goals is clearly stated, including reasons for choices for both. Objectives tend to various levels of thought with complex thought evident at least 25% of the time. Concept is developed for student over time.</p>
<p><i>Assessment Instrument:</i> Instrument and the objectives of unit are aligned. Criteria for evidence does not use comparative terms (i.e. better, more) so that another person would evaluate the evidence as you would .</p>	<p><i>Assessment Instrument:</i> Two or three of the unit objectives are not measured by the instrument. Criteria for evidence uses comparative terms (i.e. better, more) no more than one time.</p>	<p><i>Assessment Instrument:</i> Instrument does not measure objectives that do not exist Criteria for evidence uses comparative terms (i.e. better, more) no more than two times.</p>
<p><i>Elements a – h are present.</i></p>	<p><i>Elements a – h are present.</i></p>	<p><i>Elements a – h are present.</i></p>

(part 2 on the next page)

## Lesson Plans (Part 2)

Well Above Standard	Above Standard	Standard
<p>All materials and actions support objectives of lesson.            Three different teaching strategies are employed over the 3 lessons.            Auditory, visual and tactile learners are accommodated daily</p> <p>Each step of plan follows from previous steps.            Objective, lesson and assessment are aligned.            All handouts and overheads are error-free.            Relevance and meaning is made clear to students.            Engages students physically and mentally.            Informal assessments provide immediate information on student progress toward objective/concept.</p>	<p>Nearly all materials and actions support objectives of lesson.            Two different teaching strategies are employed over the 3 lessons.            Auditory, visual and tactile learners are each accommodated at least twice.            Nearly all steps of plan follow from previous steps.            Two of these three: objective, lesson and assessment are aligned.            Handouts and overheads are well-organized and neat.            Relevance and meaning is described to students.            Engages students physically and mentally            Formative assessments provide information on student progress toward objective/concept.</p>	<p>Most materials and actions support objectives of lesson.            Two different teaching strategies are employed over the 3 lessons.            Auditory, visual and tactile learners are each accommodated at least once.            Most steps of plan follow from previous steps.            Relationship between objective, lesson and assessment is evident.            All hand/outs and overheads necessary are included.            Relevance and meaning for students is apparent.            Appears to engage students physically            Formative (informal or formal) assessments are present.</p>
<i>Elements a – h are present.</i>	<i>Elements a – h are present.</i>	<i>Elements a – h are present.</i>

Sum2009-jk/ki

**A Reflection upon Micro-teaching:  
ED 644, Summer 2009**

In your two microteaching experiences you engaged your peers in a hook or mini-lesson and received feedback. In this assignment you will reflect upon your experiences. As part of that reflection you should include

- ~ thoughts on why you did what you did
- ~ your own evaluation of your effectiveness
- ~ feedback from your peers as evidence for that determination of effectiveness

It is preferred that you speak of both experiences in one coherent analysis, but if you feel strongly that reflecting on just one of the microteaching would be more valuable to you, that is acceptable. The analysis should be a maximum of two pages, 1" margins, 1.5 spacing, 12 point font.

The reflection should spend minimal time describing the lesson, preferably just identifying what happened in the context of your evaluation. (e.g. I began my lesson by asking students their thoughts on the value of DNA as a way to get them involved, but as my peers noted the questions were not clear.)

***Due: Friday 31 July.***

**Rubric**

<b>Well Above Standard</b>	<b>Above Standard</b>	<b>Standard</b>
Rationale for decisions made in designing the engagement are reasoned and educationally sound.	Rationale for decisions made in designing the engagement are reasoned and sound.	Rationale for decisions made in designing the engagement is included.
Analysis discusses both strengths and weaknesses and includes a detailed plan for improving the weaknesses.	Analysis includes strengths and weaknesses.	Analysis identifies weaknesses.
Analysis reflects both the substance and value of the feedback.	Analysis includes reaction to feedback.	Analysis includes reference to feedback.

**n.b. Criteria that have been met are in bold**

**ED 644: Secondary Methods: Making Science Meaningful, Grades 7-12, Fall 2009, 3 credits**

**Instructors:**

**James Kilbane, Assistant Professor, CRN 72705, Room W603A, Tuesdays, 5:30 – 8:15 pm**

Office: 163 William St, Room 1112                      Office Hours: After class or by appointment

Office Phone: (212) 346-1908                      Cell: (347) 458-9998

E-mail: [jkilbane@pace.edu](mailto:jkilbane@pace.edu) (checked once a day)

**Amy Shapiro, Adjunct, CRN 72706, Room W401, Thursdays, 5:30 – 8:15 pm**

Office Hours: After class or by appointment

E-mail: [ashapiro2@pace.edu](mailto:ashapiro2@pace.edu)                      Cell: (646) 249-3064

Distance Learning Site: <http://blackboard.pace.edu>

**Course Description:**

This course is designed to help provide strategies for teachers to prepare instructional materials that are inquiry based and to adapt these materials to meet the interests, abilities, and experiences of students. It will emphasize that science teachers use strategies that develop science understanding through a community of learners, use resources that support inquiry, guide and facilitate learning by promoting collaboration and discourse among students, help students become responsible for their own work and work with colleagues in other disciplines.

**Prerequisites:** ED 640 - Secondary Methods: Learn to Teach

**Required Texts/ Readings:**

~ National Research Council. How Students Learn: Science in the Classroom.

National Academies Press, 2005.

Also available on-line at [http://www.nap.edu/catalog.php?record\\_id=11102#toc](http://www.nap.edu/catalog.php?record_id=11102#toc)

~ Gallagher, J. Teaching Science for Understanding: A Practical Guide for Middle and High School Teachers, Pearson/Prentice-Hall, 2007. ISBN: 9780131144255

~ Tobin, K., Elmesky, R., & Seiler, G. (eds.) Improving Urban Science Education: New roles for teachers, students, & researchers. Rowman & Littlefield, 2005. ISBN:9780742537057

~ Readings on Blackboard or electronic reserve or handed out in class

**Suggested Text/Readings:**

~ Regents Review Text – Choose the subject area in which you will be certified – old editions are fine. If you already have a different review text that you like, substitute that.

1. Let's Review: Physics (2004, ISBN 0764126857)
2. Let's Review: Chemistry (2003, ISBN 0764116649)
3. Let's Review: Biology (2004, ISBN 0764126849)
4. Let's Review: Earth Science (2004, ISBN 076413917)

**Pace University School of Education Theme:** Educators are reflective professionals who promote justice, create caring classroom communities, and enable all students to be successful learners.

**Course Essential Questions:**

1. How do people come to understand science?
2. What does it mean to be a science educator who develops inquiry?
3. How does inquiry in science and scientific literacy promote social justice?

**ED 644 Course Goals and Objectives:** Each outcome is identified by the Interstate New Teacher Assessment and Support Consortium (INTASC), National Science Teachers Association (NSTA), and/or Pace University School of Education standards used to generate it.

*Knowledge Outcomes:*

1. Candidates understand the NSES and NYS standards for science (INTASC 1; NSTA 1; PACE 4).
2. Candidates possess the knowledge to organize and provide instruction at the appropriate school level for the study of science (INTASC 1; PACE T4).
3. Candidates understand Wiggins’ “backward design” model of curriculum development (INTASC 4; PACE 4).
4. Candidates understand NSES and NYS core curriculum and assessments (INTASC 7, 8; NSTA 6; PACE 4).
5. Candidates understand their strengths and weaknesses with regard to content and pedagogical knowledge (INTASC 9; NSTA 1; PACE 1).
6. Candidates have knowledge of scholarly research and professional associations and publications in science (INTASC 10; NSTA 10; PACE 4).
7. Candidates understand the methods of inquiry and construction of knowledge in science (INTASC 1; NSTA 1, 2 & 3; PACE 4).
8. Candidates understand how science connects to issues of social justice (INTASC 2, 3, 10; NSTA 4; PACE 2).
9. Candidates understand diverse historical and contemporary perspectives on and within science. (INTASC 1; NSTA 2 & 4; PACE 4).
10. Candidates understand the relationship between technology and science. (INTASC 4; NSTA 2; PACE 4).
11. Candidates understand various ways to create just, democratic and caring classrooms (INTASC 2, 3, 5; PACE 3).

*Performance Outcomes/Skills:*

1. Candidates locate and evaluate resource material for teaching science (INTASC 4; PACE 4)
2. Candidates have the skills necessary to organize and provide instruction and assessment at the appropriate school level for the study of science (INTASC 1, 4, 8; PACE 4).
3. Candidates utilize “backward design” model to create and implement lesson and unit plans that are aligned with NCSS and NYS standards in science (INTASC 4; PACE 4 S).
4. Candidates differentiate instruction according to needs of learners (INTASC 2, 3; PACE 4).

5. Candidates create assessment instruments that are aligned to standards and lesson plans (INTASC 8; PACE 4, 9).
6. Candidates use curriculum design as part of classroom management plan (INTASC 6; PACE 3).
7. Candidates evaluate their strengths and weaknesses with regard to content and pedagogical knowledge and create professional plan (INTASC 9, 10; PACE 1).
8. Candidates give and receive constructive criticism in a professional manner (INTASC 10; Pace 1).
9. Candidates have skills necessary to connect science with issues of social justice (INTASC 2,3,10; PACE 2).
10. Candidates can utilize various methods of inquiry and the construction of knowledge in science (INTASC 1, 4; PACE 4).
11. Candidates can appropriately utilize technology in creating learning activities in science (INTASC 4; PACE 4).
12. Candidates can implement various ways of creating just, democratic and caring classrooms (INTASC 2, 3, 5; PACE 3)

*Professional Outcomes and Dispositions:*

1. Candidates believe everyone can learn (INTASC 5; PACE 4, D 1).
2. Candidates value the role of science education in the preparation of citizens in a democratic society (INTASC 1, PACE 3, D 4).
3. Candidates value diversity in classrooms (INTASC 3; PACE 2, D 1, 2, 3, 5, 7).
4. Candidates believe that meticulous preparation of curriculum can prevent classroom management issues (INTASC 6; PACE 3 D 6, 7).
5. Candidates value critical input from students and colleagues (INTASC 10 PACE 1 D 4, 5).
6. Candidates value professional development activities (INTASC 10; PACE 1, D 6).
7. Candidates value the connections between their discipline and issues of social justice (INTASC 2, 3, 10; PACE 2, D 2).
8. Candidates value the methods of inquiry and construction of knowledge in their discipline and believe that their students can learn those techniques (INTASC 1, 5; PACE 4 D1).
9. Candidates value diverse historical and contemporary perspectives on and within their discipline and can situate themselves within those discussions (INTASC 1; PACE 1 D 4).
10. Candidates evaluate the usefulness of technology with regard to creating learning activities in science (INTASC 2, 3, 4; PACE 4 D 1, 4, 5).
11. Candidates value reflecting on strengths and weaknesses as a way of improving practice (INTASC 10; PACE 1 D 1, 3, 4).

**Assignments:**

Conceptual Development Research	<b><i>[Due 1 – 6 October]</i></b>
Performance Assessment (in Practice Learning Cycle)	<b><i>[Due 22 – 27 October]</i></b>
Science Concept Unit Plan	<b><i>[Due 5 – 10 November]</i></b>
Learning Cycle 1	<b><i>[Due 28 Nov – 1 Dec]</i></b>
Reflection on teaching	<b><i>[Due 11 – 13 December]</i></b>
Written reflections on readings, activities, etc. (Six in total, three in class, three on-line)	

## **Course Grading:**

- for an A: All assignments completed at “Above Standard” level or “Well Above Standard”  
Four of five assignments are completed at “Well Above Standard” rating  
All reflections completed regularly and on-time  
Support learning community in multiple ways including fully participating in every class session
- for a B: All assignments completed at “Standard,” “Above Standard,” or “Well Above Standard” level (as designated by rubric for each assignment)  
Four of five assignments are completed at “Above Standard” or “Well Above Standard” rating  
All reflections completed regularly in a timely fashion  
Support learning community by participating and offering peers substantive thoughts
- for a C: All assignments completed at “Standard,” “Above Standard,” or “Well Above Standard” level (as designated by rubric for each assignment)  
All reflections completed  
Support learning community

(Please note: Plus and minus marks will be added to these grades at the discretion of the instructor.)

***Plagiarism and cheating are not acceptable. Instances of either are subject to the university discipline policy and receipt of a failing grade for the course.***

## **Students with Disabilities:**

Pace University and the School of Education believe that it is important that students receive appropriate accommodation for any disability. In order to receive accommodation for any disability, you must contact the University’s Counseling/Personal Development Office. Trained professional counselors will:

- Evaluate your medical documentation;
- Conduct appropriate tests or refer you for same;
- Make recommendations for your plan of accommodation; and

Contact your professors (with your permission) to arrange for the recommended accommodations. Your professor is not authorized to provide any accommodation prior to arranging for same through the Counseling/ Personal Development Center.

If you have, or believe you have, a disability, be sure to follow the above procedure.

## **Tentative Schedule:**

### **10/15 September**

What are scientific inquiry and the nature of science?

- ~ Review of Norms
- ~ Observation, inference & evidentiary thinking

*Prep for next class:* Key concepts or understandings you are trying to develop in students  
Key skills or processes you are trying to instill in students  
Examples of the “big ideas” in your science area  
Read TSU – Ch 1 & 2, What does it mean to understand science?  
Read IUSE – Ch 7 – Becoming an Urban Science Teacher

### **17/22 September**

What do we want students to know of science?

What gets in the way of my students learning the concepts?

Conceptual Development Research assignment introduced

- ~ Conceptual Development Research work time

**Assignment Due:** Reading Reflection #1 (in-class reflection)

*Prep for next class:* Read TSU – Ch 3 & 4, Initial Planning Model & Models of Inquiry  
Read HSL – Ch 9, Scientific Inquiry and How People Learn  
Bring in potential assessment activity (something with action)

### **24/29 September**

How do we design for inquiry? (deepening and expanding our current understanding of learning)

How do we know that students have learned?

Assessment assignment introduced

- ~ Tuning Protocol – Improving an Assessment
- ~ Conceptual Development Research work time

**Assignment Due:** Reading Reflection #2 (in-class reflection)

*Prep for next class:* Bring in science assessment that you have used/found  
Read TSU – Ch 5 & 7, Tchg Strat for Undstg & Formative Assessment  
Start reading HSL – Ch 10, Tchg about Science and Light....



### **1/6 October**

How do I develop students who engage in inquiry and the process of science?

How do I design and implement effective learning experiences?

Lecture                      Demonstration/Discrepant Event

Mini-lessons                Recipe Lab Experiments

~ Charette – Practice Learning Cycle feedback

~ Conception Mini-Presentations

**Assignment Due:** Conceptual Development Research

*Prep for next class:*    Read TSU – Ch 6 & 8, Exam. Food for Plants & Adv Model for Planning  
                                  Read IUSE – Ch 9, Lrng Sci & Centrality of Student Participation  
                                  Finish reading HSL – Ch 10, Tchg about Science and Light....

### **8/13 October**

How do I develop students who engage in inquiry and the process of science?

How do I design and implement effective learning experiences?

Lab stations                      Reciprocal/Peer teaching

Guided inquiry                 Student-led inquiry

Socratic Seminar                Coaching

~ Looking at Student Work – Practice Learning Cycle feedback

**Assignment Due:**    Reflection on Looking at Student Work (Reflection #3; in-class)

*Prep for next class:*    Read TSU – Ch 10 – 14, Read the chapter most apt to you for discussion  
                                  IUSE – Ch 8, Cogenerative Dialogue  
                                  Bring in samples of student work

### **15/20 October**

How do I get to better know my students?

How do I get to better know myself as science teacher?

~ Collaborative Inquiry introduction

~ Looking at Student Work – Learning Cycle 1 feedback

~ TSU Discussions

**Assignment Due:**    Revision to Conceptual Development Research

*Prep for next class:*    Read IUSE – Ch 4, Organizational Mediation of Urban Science  
                                  Read IUSE – Ch 12, Paperclips & Polymers to Problems

### **22/27 October**

How do I prepare my students for the state-wide exam and develop inquiry?

**Assignment Due:** Performance Assessment (as part of Practice Learning Cycle)

*Prep for next class:* Read IUSE – Ch 2, Urban Sci as Culturally & Socially Adaptive  
Read IUSE – Ch 15, My cultural awakening  
Read IUSE – Ch 16, Social and cultural capital

### **29 October/3 November**

How do we set up the classroom to invite learning?

- ~ Unit Plan Share & Feedback
- ~ Group Work Study Stations

**Assignment Due:** Reading Reflection #4 (on-line)

*Prep for next class:* Read IUSE – Ch 5, 6, 10, or 11 as per group assignment for jigsaw  
Read TSU – Ch 9, Choosing Resources

### **5/10 November**

How do I choose resources?

How do I keep students safe?

How do I extend student experiences?

Technology in the Classroom	Lab Prep
Field Trips	Science Fair
Science Olympiad	Olympics of the Mind

~ Jigsaw part 1

**Assignment Due:** Science Concept Unit Plan

*Prep for next class:* Read a research article of your choosing on teaching science.

### **12/17 November**

How do we interpret research to improve the learning and teaching in our classrooms?

- ~ Research
- ~ Jigsaw part 2

**Assignment Due:** Revision on Performance Assessment  
Reflection on Peer Collaboration (Reflection #5)

*Suggested Reading:* Read IUSE – Ch 14 – Beyond Either-Or: Reconsidering resources

### **19/24 November**

Who am I as a science teacher?

- ~ Jim's extra special sharing session
- ~ Jigsaw class discussion

**Assignment Due:** Learning Cycle 1 (due 28 November – 1 December)

*Prep for next class:* Read IUUSE – Ch 17 – Transforming the future

### **1/3 December**

How can teaching science as inquiry further social justice?

**Assignment Due:** Reading Reflection #6 (on-line)  
Revision on Unit Plan

*Suggested Reading:* Read IUUSE – Ch 13 – Autobiographical approach to becoming a teacher

### **8/10 December**

How can teaching science as inquiry further social justice?

- ~ Catch-up/Wrap-up/Reflection

**Assignment Due:** Reflection on Teaching (Due 11 – 13 December)  
Revision on Learning Cycle 1

### **15/17 December**

Where do I go now?

**Assignment Due:** Revisions to Reflection on teaching

### ***Please Note:***

The syllabus provides an accurate proposal to meet the learning needs of this class. It is, however, subject to revision at any time depending on needs of the class.

## ASSESSMENT ASSIGNMENT ED 644

The purpose of this assignment is to develop an assessment tool for a concept that you are teaching (or will teach). In keeping with UbD principles it is important to determine how you will assess in order to effectively develop understanding in students so that they are successful.

One way of going about this...

First, you need to begin with a concept.

Second, you need to determine what people with understanding do with that concept that shows they understand it.

Third, you need to think of ways that students can mimic that use of knowledge.

Fourth, set the parameters for the assessment to as closely approximate that as possible.

In your write up please:

- 1) Identify the concept you are assessing.
- 2) Describe the assessment (if performance) or include a copy of the assessment.  
Be sure to include any instructions that you will give to the student.
- 3) Identify how you will evaluate success – what are the criteria?
- 4) Describe how you see the assessment assessing the concept (you might want to refer to second step above).

<b>Well Above Standard</b>	<b>Above Standard</b>	<b>Standard</b>
Concept is stated with a brief clarifying explanation.	Concept is stated with a brief clarifying explanation.	Concept is stated.
Instrument is solely focused on the concept.	Instrument is predominantly focused on the concept.	Instrument assesses the concept.
Evaluation is based solely on understanding of the concept.	Evaluation is based predominantly on understanding of the concept.	Evaluation is primarily based on understanding of the concept. No criteria are behavioral in nature.
Evidence that students must provide and criteria for its evaluation are described clearly.	Evidence that students must provide and criteria for its evaluation are described clearly.	Evidence that students must provide is described as well as the criteria for evaluation.
Assessor's thinking is clearly articulated between every aspect of the instrument and the concept.	Assessor's thinking is articulated between nearly all aspects of the instrument and the concept.	Assessor's thinking is articulated between nearly every aspect of the instrument and the concept.

**DUE: 22/27 October**

## Learning Cycle #1: Evidence of Student Learning

	Well Above Standard	Above Standard	Standard
<b><i>Rationale for the lesson – Why did you teach this lesson?</i></b>			
<i>a.</i>	Goals, content and approach are described in detail, with evidence of an awareness of other possible instructional choices.	Goals, content and approach are described in detail with a focus on student understanding.	Goals, content and approach are clearly described.
	Rationale for concept, skills/habits of mind, and learning experience is explained thoroughly, countering any objections that would be made by a non-sympathetic judge.	Rationale for concept, skills/habits of mind, and learning experience goal is sufficiently strong to counter at least some objections to them. The rationale for the experience states how the experience supports the plan’s goals and objectives as delineated by the National & State Science Standards.	Rationale for concept, skills/habits of mind, and learning experience goal is clearly stated, including reasons for choices for all. The learning experience plan rationale links the experience to the concept and the National and State Science Standards.
<b><i>Detailed Lesson Plan – What did you intend to happen?</i></b>			
<i>b.</i>	Learner objectives are aligned with National and State Standards. The lesson includes learner objectives requiring various areas of Bloom’s taxonomy of thinking. Complex thinking is required of students, and is evident, for 50% of the activities, questions, or objectives.	Learner objectives are aligned with National and State Standards. The lesson includes learner objectives requiring various areas of Bloom’s taxonomy of thinking. Complex thinking is required of students, and is evident, for 35% of the activities, questions, or objectives.	Learner objectives are given for each lesson along with National and State Standards.  Complex thinking is required of students, and is evident, for 25% of the activities, questions, or objectives.
	Experience progressively develops student understanding towards assessment. Teaching strategy is appropriate for content and context of learning experience. One of the non-language based learning tools is an experiential interaction with the concept. Relevance and meaning for students through personal, technological or societal implications is made clear to students.	Each step of plan follows from previous steps.  Teaching strategy is appropriate for content and context of learning experience. Two or more non-language based learning tools are employed. Relevance and meaning for students through personal, technological or societal implications is described to students.	Activities are described, with an indication of how they relate to the objectives of the lesson, and with estimates of time needed. Two different teaching strategies are employed. In addition to a language-based explanation of the concept, a visual or other learning tool is employed. Relevance and meaning for students through personal, technological or societal implications is apparent.
	All handouts and overheads are error-free.	All materials support objectives of lesson.  Handouts and overheads are well-organized and neat	Materials are described, with an indication of who is to do what with each. All hand/outs and overheads necessary are included.
	Formative assessment methods (both formal and informal) provide clear and immediate feedback to the teacher about student understanding of the concept.	Formative assessment methods (either formal or informal) provide immediate feedback to the teacher about student understanding of the concept or of the actions being taken in class.	Formative (both formal and informal) assessment methods are described.

	<b>Well Above Standard</b>	<b>Above Standard</b>	<b>Standard</b>
<b><i>Description of instructional experience that took place – What happened?</i></b>			
<i>c.</i>	The question “What happened?” is answered so that the reader has a detailed picture of how the lesson went.	The question “What happened?” is answered so that the reader has a detailed picture of how the lesson went.	A brief response to “What happened?” provides the reader with a sense of how the lesson went.
<b><i>Student Work Samples – What were the results?</i></b>			
<i>d.</i>	Samples of student work that represent a range of proficiency are included with an indication of how many students are represented by each sample.	Samples of student work that show range of proficiency are included.	Samples of student work are present.
<b><i>Post-instruction Assessment – What tool did you use to gauge learning?</i></b>			
<i>e.</i>	Instrument and the objectives of learning experience are aligned and measures learning of learning experience only.	Instrument measures learning of the learning experience, not objectives that do not exist.	Formal assessment method is included or described in detail so that an evaluation of it can be made.
	Evidence and criteria for its evaluation are described for objectives for concept and skills/habits of mind.	Evidence and criteria for its evaluation are described for objectives for concept and skills/habits of mind.	Evidence that students must provide is described as well as the criteria for evaluation.
<b><i>Analysis of Learning Experience – What did the students learn?</i></b>			
<i>f.</i>	<p>Conclusions made about what the evidence reveals are substantiated with rich examples from the data.</p> <p>The analysis conveys a sophisticated understanding of what qualifies as appropriate evidence of student learning.</p> <p>The evidence of student learning represented in the data is thoughtfully articulated.</p> <p>Evidence of student learning is directly connected to learning in follow-up lessons or activities.</p>	<p>Conclusions made about what the evidence reveals are each substantiated with examples from the data.</p> <p>The analysis demonstrates a reasonable understanding of what qualifies as appropriate evidence of student learning.</p> <p>The evidence of student learning represented in the data is explained to the reader.</p> <p>Evidence of student learning is directly connected to follow-up lessons or activities.</p>	<p>Conclusions made are supported with some valid examples from the data.</p> <p>The analysis demonstrates an understanding of what qualifies as appropriate evidence of student learning.</p> <p>The evidence of student learning represented in the data is identified.</p> <p>Evidence of student learning is used to suggest follow-up lessons or activities.</p>

	<b>Well Above Standard</b>	<b>Above Standard</b>	<b>Standard</b>
<b><i>Overall Learning Experience Plan</i></b>			
	<p>Objective, lesson and assessment are aligned.</p> <p>The objectives, materials, activities, teaching strategy, and assessment form a coherent whole.</p> <p>Safety precautions appropriate to the lesson are practiced with students prior to the lesson.</p> <p>Lesson engages students in the inquiry process with students generating most parts on their own.</p> <p>Lesson engages students in understanding issues relevant to the human or ecological community</p>	<p>Two of these three: objective, lesson and assessment are aligned.</p> <p>All teacher/student actions support objectives of lesson.</p> <p>Safety precautions appropriate to the lesson are reviewed with students prior to the lesson.</p> <p>Lesson engages students in the inquiry process with students generating some parts on their own.</p> <p>Lesson engages students in understanding issues relevant to the human or ecological community</p>	<p>Relationship between objective, lesson and assessment is evident.</p> <p>Most teacher/student actions support objectives of lesson.</p> <p>Safety precautions appropriate to the lesson are reviewed with students prior to the lesson.</p> <p>Lesson engages students in the basic steps of the inquiry process.</p> <p>Lesson engages students in understanding issues relevant to the larger scientific community</p>

\*Please note each category builds upon the category to its right; that is, it is assumed that for Above Standard work you will have met the criteria for that category *in addition* to that for the Standard level. Every part of the Learning Experience Plan described above must be present for the Standard level.

Creates an opportunity for student to answer own questions	Creates an opportunity that promotes students asking questions.	An opportunity is provided for students to ask questions.
Provides opportunity for students to reflect on inquiry skills.	Develops multiple supporting skills for inquiry.	Develops one or more of the supporting skills for inquiry.

## **Reflection Activity**

### **ED 644 Secondary Science Methods, Fall 2009**

Reflection is a valuable tool to a teacher. While we all informally reflect upon our teaching, it is also useful to use more formal methods. This activity is meant to give you additional practice at reflecting in a directed manner. In this assignment you will use one of the methods below to gather information on your teaching of science and then write a written reflection upon that data. The written reflection will be turned in and evaluated using the rubric at the end of this write-up.

**Methods of Information Gathering** (You will choose one of these methods):

***Videotape*** – Videotape at least 20 minutes of you teaching. This requires that you gain the permission of the parents of your students. This is one of the best tools, everyone should do it at least once per year.

***Audiotape*** – Audiotape at least 20 minutes of your conversation or interactions with students. This can include direct instruction or direction-giving, but should also include some component where the students are interacting with you (question & answer period, lab station work with you checking in, etc.)

***Peer Observation*** – Ask a peer to observe 20-30 minutes of you teaching. It will be most valuable if there are aspects of your teaching upon which the observer should focus (e.g. your interaction with students (verbal and physical presence), how you use the space, how do you ask questions or re-direct thinking, etc.). The observer can certainly note other items of interest that crop up, but should not have to write down everything/anything as that is too much work.

***Student Survey*** – Administer a survey to your students that examines classroom climate or your approach to them (how they view you) or their opinion of how learning occurs in the classroom. I have a classroom climate survey that can be adapted as needed, but we may have to develop the other surveys depending on your need.

***Personal Survey*** – Personally, take a survey of your practice as a teacher. There are a number of surveys in the book “Am I Teaching Well?” that I can make available to you (on teaching style, use of strategies, interactions with students, asking questions, etc.).

In all of these data-gathering scenarios I suggest you narrow to an area that you are questioning, curious about, or trying to figure out. Not only does this narrow your focus so that you are not wading through data/evidence without purpose (which is time consuming), it also provides information to you that is immediately useful.



### **The Reflective Write-up**

Your reflection will be based on the evidence you collected and have three parts. First, identify the evidence gathering method you used, the focus you chose for that method, and explain why you chose that focus. Second, discuss what you discovered about your teaching identifying at least two strengths and two areas of improvement. Be sure to give examples of the evidence that caused you to reach the identification of those strengths and areas of improvement. (Remember to change the names of the innocent, or not so innocent, if you provide representative quotes or discuss specific students.) Third, discuss what this means for you going forward as a facilitator of the learning process. You might think of this as answering the question, “How might you build on your strengths and improve your weaknesses so that students have a better learning experience?” There should be at least one improvement strategy for each area of weakness. The write-up should be as long as you need to adequately cover all three parts. I was imagining a four (4) to five (5) page document, double-spaced, one-inch margins. Please note that I need only the write-up, not the evidence.

*Special note:* If you are videotaping, be sure to note in the permission letter that you are videotaping for your personal reflection, that only you will review the tape, and that the tape will be erased upon completion of your reflection or 30 days from the date of the taping. Also note that you will keep the tape secure until it is erased. In this instance you should note that you will discuss what you see in a written reflection for an assignment, but will use aliases if speaking about individual students as part of your reflection.

Assignment is due on 11 December 2009 for my Tuesday evening students.

Assignment is due on 13 December 2009 for my Thursday evening students.

You may submit electronically or in hard copy.

## Evaluation Rubric

<b>Well Above Standard</b>	<b>Above Standard</b>	<b>Standard</b>
Identifies evidence gathering method and focus of reflection. Describes self as teacher in explaining why focus was chosen and how method of evidence fits that focus.	Identifies evidence gathering method and focus of reflection. Explains why focus was chosen and how method of evidence fits that focus.	Identifies evidence gathering method and focus of reflection. Explains why focus was chosen.
Identifies two areas of strength and three areas of improvement based upon the evidence gathered. Synthesizes this information with the description of themselves as a teacher. A summary or examples of the evidence is provided for each of the identifications.	Identifies two areas of strength and three areas of improvement based upon the evidence gathered. A summary or example of the evidence is provided for each of the identifications.	Identifies two areas of strength and two areas of improvement based upon the evidence gathered. A summary or examples of evidence are provided that led to the identifications.
Presents a coherent picture of how her/his strengths and the adjustment or plan for improvement for each area of improvement will develop her/him as the teacher she/he wants to be to positively impact the learning experience for students.	Identifies an adjustment or plan for improvement for each area of improvement. Discusses how that adjustment or plan will make a difference in the learning experience for students.	Identifies an adjustment or plan for improvement for each area of improvement. Discusses how that adjustment or plan will make a difference in the learning experience for students.

**ED 690: Teacher as Researcher, CRN 22453, 3 credits**  
**Spring 2009 Tuesday, 6:00 – 8:45 pm E305**

**Instructor:** Jim Kilbane  
Office: 163 William St, Room 1112  
Office Hours: 4:30 -5:30 before class or by appointment  
E-mail: [jkilbane@pace.edu](mailto:jkilbane@pace.edu) (checked once a day)  
Distance Learning Site: <http://blackboard.pace.edu>

Cell: (347) 458-9998  
Office Phone: (212) 346-1908

**Course Description:**

In this course, students will develop the skills of reflection and inquiry within the context of their own teaching. The course is designed to provide the teacher-researcher with the necessary competencies to conduct action research / inquiry in classrooms and school districts. Specifically, students will design and implement a research project in their classroom that focuses on an issue of relevance to them in their present teaching situation. The course will integrate theory and practice so that students may develop the skills and dispositions for conducting action research throughout their professional careers.

Requirement for course enrollment: *Students registered for the course must be concurrently enrolled in student teaching or must complete 30 hours of same classroom observation hours by the eighth session of the course.*

**Essential Questions** – Throughout the semester, we will organize our inquiry together around these key questions:

1. What is teacher research and how can I incorporate it into my practice?
2. How can I become a critical consumer of educational research to inform my practice?
3. How can I adopt an inquiry stance so that I can positively impact the overall schooling experience of students in my care?
4. How can I make a difference in schools through teacher research?
5. How can learning communities sustain teacher research that improves educational practice for all students?

**Knowledge Outcomes** - By the end of this course, you will be able to define / describe:

- the nature of action research, how it differs from traditional educational research, and the theoretical frameworks underpinning both (INTASC 1)
- various methods in action research and when, where, and how to use them (INTASC 1, 4, 7)
- the vocabulary of assessment (INTASC 8)
- ethical standards when conducting research (INTASC 9, 10; PACE 1)

**Performance Outcomes and Skills** – By the end of this course, you will be able to:

- identify an area of focus in instruction, curriculum design, classroom management, student diversity, or school community and formulate appropriate research questions to launch your inquiry (INTASC 2, 3, 4, 5, or 6; PACE 1 and 2, 3, or 4)

- research and analyze your topic in conjunction with existing professional literature (INTASC 1; PACE 1)
- design data collection methods and collect a variety of data in relation to your topic – both quantitative and qualitative data, both pre and post intervention (INTASC 4, 8; PACE 2, 3, or 4)
- analyze and interpret data in order to describe findings and formulate conclusions (INTASC 8, 9; PACE 1)
- plan actions based on findings and evaluate the results of any actions taken (INTASC 4, 8, 9; PACE 1)
- articulate research conclusions and share with the broader professional community of learners (INTASC 9, 10; PACE 1)

**Professional Dispositions** – By the end of this course, you will understand the value of:

- inquiring into your practice as a basis for affecting change (INTASC 9; PACE 1, and 2, 3, or 4)
- both action research and traditional research for adopting an inquiry stance as a teacher researcher (INTASC 9; PACE 1)
- reflecting on the process of teacher research as an aspect of your practice (INTASC 8, 9; PACE 1)
- participating in a community of teacher researchers in ways that sustain and build towards greater equity in classrooms and schools (INTASC 10; PACE 1, 2)

**Text/Readings:**

~ Mills, G. (2007). *Action Research: A Guide for the Teacher Researcher* (3rd Edition). Upper Saddle River, NJ: Prentice Hall.

~ Mertler, C. (2009). *Action Research: Teachers as Researchers in the Classroom* (2<sup>nd</sup> Edition). Los Angeles: Sage.

~ Readings on Blackboard or electronic reserve or handed out in class

**Assignments:**

Research question worksheet/proposal (minor)	Due 16 Feb +/- 2
Annotated bibliography (minor)	Due 2 Mar +/- 3
Part 1 of research paper (major)	Due 20 Mar + 5
Part 2 of research paper (major)	Due 20 Apr + 5
Presentation of research (major)	Due 6 May
Reading reflections (6-8) (minor)	Due as requested +/-1
Final Research paper, revised	Due 8 May 1:38 pm

*Please note:* A completed, methodologically coherent research paper is required for satisfactory completion of the course. The separate assignments submitted throughout the semester will not be accepted in lieu of the final paper. A student who does not submit the final paper with all its part will not pass the course, no matter how well the other assignments were completed.

## **Tentative Schedule:**

### **26 January**

What do I know about research?  
What can the research of others tell me?  
What does teacher as researcher mean?

*Prep for next class:* Read Chapter 1 in Mills or Chapter 1 in Mertler  
Read teacher researcher article at:  
<http://education.iupui.edu/gcu/stories.html>  
Come with wonderings about teaching and learning process

### **2 February**

Input: How do I read research to make meaning for my classroom?  
How do I turn my wondering into inquiries?  
How does one design an inquiry into the classroom?  
Work: Getting started on my own inquiry  
Activity: Critical friend groups

**Due:** Reading Reflection (completed in class)

*Prep for next class:* Read Chapter 2 in Mills or Chapter 3 in Mertler  
Potential questions for an inquiry

### **9 February** [Class in computer lab]

Input: How do I access the research of others?  
Activity: What research is there about my questions?  
Work: Research question worksheet

**Due:** Potential questions  
Reading reflection

*Reading prep for next class:* Read Chapter 3 in Mills or Chapter 5 in Mertler

### **16 February** [Potentially on-line plus phone conversation with professor]

Input: In what ways can I best gather data?  
Activity: Data gathering instrument study  
Work: Designing possible instruments for my study

**Due:** Research Proposal – sent electronically 12 hours prior to phone conversation

*Reading prep for next class:* Read Chapter 4 & 5 in Mills or Chapter 4 in Mertler

## **23 February**

Input: What is an inquiry stance?  
Activity: Looking with new eyes  
Work: Data Collection instrument sharing

**Due:** Draft of data gathering instrument for peer review  
Reading Reflection

*Reading prep for next class:* Read Chapter 6 in Mills or Chapter 6 in Mertler

## **2 March** (begin gathering data)

Input: Looking at student work more deeply.  
Activity: Looking at student work protocol  
Work: Data collection instrument sharing

**Due:** Collaborative Inquiry Reflection (completed in class)  
Annotated Bibliography (10 articles)

## **9 March** (continue gathering data)

Input: How does one make a research design trustworthy?  
Activity: Peer analysis of data and collection techniques so far – Charette  
Work: Improving the design of my research

*Reading prep for next class:* Read Chapter 8 in Mills or Chapter 9 in Mertler for 23 March

## **16 March** (continue gathering data)

Input: How do I make sense of my data?  
Activity: Looking at another's research data  
Work: Data Analysis in collaborative inquiry groups

**Due:** Introduction, Literature Review, Methodology sections of research due 20 March, 5 pm

## **23 March** (Coming to the end of gathering data)

Short individual phone conferences will take the place of this class, as well as you dedicating time to organizing and reviewing your data.

**30 March**

**“Spring Break”**

**6 April**

(Finish gathering data)

Input: Drawing conclusions

Activity: Feedback from peers

Work: Analyzing your data and drawing conclusions

**13 April**

Tentative plan is to do individual meetings with instructor on research so far....

**20 April**

Input: How can I share my work?

Activity: Sharing of tentative conclusions for feedback

Work: Putting together a presentation

**Due:** Data, Analysis, Conclusion sections of research due

**27 April** (has potential for an on-line session)

Activity: Peer editing of draft papers

**Due:** Edits of peer’s paper using track changes (equals a reflection)

**6 May – THURSDAY -- combined class presentations**

{if we cannot meet on 6 May, then we will need to meet 11 May, as I am presenting on 4 May}

Input: What are my next steps?

Activity: Research Presentations

**Due:** Research presentation

**Due:** Final research paper as of 8 May 1:38 pm.

### **Course Grading:**

- for an A: All assignments completed at “Above Standard” level or higher (as designated by rubric)  
Two of three major assignments completed at “Well Above Standard” level  
Two of the three other minor assignments completed at “Well Above Standard” level  
Reflections completed regularly  
Support learning community in multiple ways including fully participating
- for a B: All assignments completed at “Standard” level or higher (as designated by rubric)  
Two of the three major assignments completed at “Above Standard” level  
Two of the three other minor assignments completed at “Above Standard” level  
Reflections completed regularly  
Support learning community
- for a C: All assignments completed at “Standard” level or higher (as designated by rubric)  
Reflections all completed  
Support learning community

(Please note: Plus and minus marks will be added to these grades at the discretion of the instructor.)

Plagiarism and cheating are not acceptable. Instances of either are subject to the university discipline policy and receipt of a failing grade for the course. Be sure to cite appropriately.

### **Students with Disabilities:**

Pace University and the School of Education believe that it is important that students receive appropriate accommodation for any disability. In order to receive accommodation for any disability, you must contact the University’s Counseling/Personal Development Office. Trained professional counselors will:

- Evaluate your medical documentation;
- Conduct appropriate tests or refer you for same;
- Make recommendations for your plan of accommodation; and

Contact your professors (with your permission) to arrange for the recommended accommodations. Your professor is not authorized to provide any accommodation prior to arranging for same through the Counseling/ Personal Development Center.

If you have, or believe you have, a disability, be sure to follow the above procedure.

### ***Please Note:***

The syllabus provides an accurate proposal to meet the learning needs of this class. It is, however, subject to revision at any time depending on needs of the class.



## **Annotated Bibliography**

### **ED 690**

**Description:** An annotated bibliography is a list of potential citations for your research project with a short summary of the research discussed in each of the citations. For this assignment you will do ten citations using the APA format as shown in the following examples. All assignments should be word processed using Times New Roman or Arial 12-point font, 1" margins, single spacing for each entry, double spacing between entries. Assignment may be turned in electronically (as a Word document, Wordperfect document or Rich Text Format (.rtf) document) or as hard copy. Please be sure the pages are numbered and that your name appears on each page. Begin your annotated bibliography with a short description of your topic area. A brief overview of why the articles cited are included will assist my assessment.

**Brown, M. & Macatangay, A. (2002). The impact of action research for professional development: Case studies in two Manchester schools. Westminster Studies in Education, 25, 35-45.**

A research collaboration between a local school district and a university examines the impact of action research on teaching and school culture. This case study examined the work of three teachers who had undertaken action research projects. It found that there was a positive impact on teachers to continuously plan and evaluate for effectiveness.

**Caine, R. N. & Caine, G. 1994. Making Connections: Teaching and the Human Brain. New York: Innovative Learning Publications.**

Describes how the brain works using the great amount of knowledge we have recently gained about the brain. Using that knowledge, proceeds to examine the consequences for learning and how that knowledge impacts schooling. The authors conclude that changes are needed for education to match how people learn.

**Giroux, H. & McLaren, P. 1986. "Teacher Education and the Politics of Engagement: The Case for Democratic Schooling" In Teachers, Teaching, & Teacher Education ed. by Okazawa-Rey, M., Anderson, J. and Traver R. pp. 157-182. Cambridge, MA: Harvard Educational Review, 1987.**

Henry Giroux and Peter McLaren argue that the purpose of public education is to prepare a populace to make their community a better place. While in school students should be practicing those very skills by bettering the community. They perceive the role of the teacher to be that of a "transformative intellectual" -- one who strives to create social change. Realizing that teachers do what they are trained or educated to do, Giroux and McLaren offer suggestions for improving teacher education so that teachers with the power to transform leave our educational institutions.

<b>Well Above Standard</b>	<b>Above Standard</b>	<b>Standard</b>
<p>Ten citations are included in APA format.</p> <p>Formatting guidelines are followed.</p>	<p>Ten citations are included in APA format.</p> <p>Formatting guidelines are followed.</p>	<p>Ten citations are included in APA format.</p> <p>Formatting guidelines are followed.</p>
<p>All citations are directly connected to topic and provide a range of information on that topic.</p>	<p>All citations are directly connected to topic.</p>	<p>All citations are connected to topic.</p>
<p>Each summary is written in professional manner giving the reader a concise idea of the focus of the article and its conclusion.</p>	<p>Each summary is written in professional manner giving the reader a concise idea of the focus of the article and its conclusion.</p>	<p>Most summaries are written in professional manner giving the reader a concise idea of the focus of the article.</p>
<p>A single statement for each entry connects its value to the topic area.</p>	<p>A brief overview summarizes how the articles support the topic.</p>	

**DUE: 25 Feb +/-3 for Thursday section**  
**2 March +/- 3 for Tuesday section**

## **Action Research Project**

### **ED 690**

**Purpose:** To give you an experience with action research and inquiry into the teaching and learning process. This will include developing a question, reviewing the findings of others, developing a action plan or intervention, trying that action, gathering data on the impact of the action, then analyzing, concluding, and reflecting on that data.

**Format:** The write-up for your action research project should be in final publishable form using APA format. (Please note that if you are more familiar with another citation format, please discuss using it with me as another possibility.) The format will include the following:

- 1) Introduction to the action research project setting out your question and a brief background into why that is a question for you.
- 2) A review of the literature and research of others. As you will have already completed an annotated bibliography of the written research of others, this review should weave the impact of at least six citations on your thinking about the question. A review of the literature is not simply a compilation of who found out what. While that information will come out in the review, the review should weave the findings of others into a story that tells how it has impacted your thinking in how you developed your action plan or intervention in response to your question.
- 3) A description of your action plan or intervention (often called the “methodology” in research write-ups). This section outlines the details about what you are going to do, to whom you are doing it, how often, and what data you collect. In the first draft due you will be describing what you intend to do, though in the final draft, you will describe what you actually did. You should attend to issues of how you believe that your plan and data will reliably answer your question.
- 4) Your data summarized, tabled, and/or charted as best fits. This section should adequately describe the breadth and depth of your data. Please include any problems with your data collection also.
- 5) An analysis of your data that includes what story the data seems to tell you about your question, any unusual aspects of the data, and your thoughts on any other data that you now realize would have been helpful to collect.
- 6) The answer to your research question (often called the “conclusion” in research write-ups). Your conclusion should directly respond to your question, suggest other questions that this project raises for you, and discuss ways that, if you were to do this same study again, you would redesign your methodology.

**Some Notes:**

- a) Each person is doing an individual inquiry. If you would like to coordinate aspects of a bigger question with others please feel free to collaborate so. If you would like to work on one inquiry with another person, please see me with a plan that clearly delineates each person’s responsibility and how the work the project entails is twice that of a project being done by one person.
  
- b) Items 1 - 3 above are due in a pre-published draft form on **14 March (Thursday section) or 20 March (Tuesday section)** and, as an assignment, will be evaluated using the first three rows (this page) of the Research Project rubric below. You can make adjustments and have these sections re-evaluated when you turn in the final paper at the end of the term. You will need to indicate that you wish a re-evaluation to me and include a brief narrative of what changes you made and why. The re-evaluation can also be done prior to the final due date (such would be much appreciated).
  
- c) Items 4 - 6 above are due in a pre-published draft form on **15 April (Thursday section) or 20 April (Tuesday section)** and, as an assignment, will be evaluated using the last four sections (next page) of the Research Project rubric below by a group of your peers. You can then make any adjustments based on their feedback before turning in the final paper.
  
- d) The final paper is due on **8 May for both sections.**

Well Above Standard	Above Standard	Standard
<p>Articulates question clearly so that reader can identify the focus of the study</p> <p>Provides background as to why answer to question impacts personal theory of teaching/learning</p>	<p>Articulates question</p> <p>Provides background as to why question is important to self</p>	<p>States question</p> <p>Provides background for question</p>
<p>Literature review discusses at least six (6) citations, weaving the citations into a narrative that articulates how each supports the project or intervention and each other.</p> <p>9+ citations</p>	<p>Literature review discusses at least six (6) citations and creates a narrative that articulates how most support the project or intervention</p> <p>7 - 8 citations</p>	<p>Literature review discusses at least six (6) citations and connects them to the project or intervention</p> <p>6+ citations</p>
<p>Describes project or intervention with enough detail so that reader could replicate project</p> <p>Clearly describes all the data that will be (was) collected and articulates how such informs the aspects of teaching/learning raised by the question</p>	<p>Describes project or intervention with enough detail so that reader could replicate project</p> <p>Clearly describes all the data that will be (was) collected and connects the data to the question</p>	<p>Describes project or intervention so that reader can identify actions taken</p> <p>Clearly describes all the data that will be (was) collected</p>

Well Above Standard	Above Standard	Standard
<p>Data is presented with descriptive statistics and/or detailed examples that enable the reader to see the breadth and depth of the data.</p> <p>Charts, graphs, or tables are used to present data, as appropriate. All aspects of charts, graphs, or tables are clearly identified.</p> <p>Challenges to data or its collection are identified with clear articulation as to how such impacts data.</p>	<p>Data is summarized with descriptive statistics and/or examples.</p> <p>Charts, graphs, or tables are used to present data, as appropriate. All aspects of charts, graphs, or tables are clearly identified.</p> <p>Challenges to data or its collection are identified with clear articulation as to how such impacts data.</p>	<p>Data is summarized with descriptive statistics and/or examples.</p> <p>Charts, graphs, or tables are used to present data, as appropriate.</p> <p>Challenges to data or its collection are identified.</p>
<p>Analysis of the data tells a story that consistently references the question.</p> <p>Unusual aspects of the data are reported and the impact on the data/question discussed.</p> <p>Thoughts are included on any other data that would have been helpful to collect, its value to answering the question, and the impact on answering your question now.</p>	<p>Analysis of the data tells a story that consistently references the question.</p> <p>Unusual aspects of the data are reported</p> <p>Thoughts are included on any other data that would have been helpful to collect and its value to answering the question.</p>	<p>Analysis of the data tells a story regarding the question.</p> <p>Unusual aspects of the data are reported</p> <p>Thoughts are included on any other data that would have been helpful to collect.</p>
<p>The conclusion responds solely to the question.</p> <p>Other questions raised by this project are articulated and their connection to your conclusion discussed.</p> <p>Suggestions for a new methodology are included with a brief narrative on their positive impact.</p>	<p>The conclusion responds directly to the question.</p> <p>Other questions raised by this project are articulated and their connection to your conclusion discussed.</p> <p>Suggestions for a new methodology are included with a brief narrative on their positive impact..</p>	<p>The conclusion responds to the question.</p> <p>Other questions raised by this project are articulated.</p> <p>Suggestions for a new methodology are included.</p>
<p>Bibliography using APA style is included.</p> <p>All citations are included in bibliography.</p> <p>All conclusions not based on this study are cited.</p> <p>Work is professional in appearance and style.</p>	<p>Bibliography using APA style is included.</p> <p>All citations are included in bibliography.</p> <p>All conclusions not based on this study are cited.</p> <p>Work is professional in appearance and style.</p>	<p>Bibliography using APA style is included.</p> <p>All citations are included in bibliography.</p> <p>All conclusions not based on this study are cited.</p> <p>Work is professional in appearance and style.</p>

**ED 636: Methods: Science Interdisciplinary Teaching, Grades 1-6, CRN 40278**  
**TCH 420: Methods: Science, Interdisciplinary Teaching, Grades 1-6, CRN 40734**  
**Summer 1, 2009 Room W510 Mondays & Wednesdays, 5:30 – 8:40 pm 3credits**

**Instructor:** Jim Kilbane Office: 163 William St, Room 1112  
Office Hours: 4:30 -5:30 before class or by appointment  
Office Phone: (212) 346-1908 Cell: (347)-458-9998  
E-mail: [jkilbane@pace.edu](mailto:jkilbane@pace.edu) (checked daily, usually in the morning)  
Distance Learning Site: <http://blackboard.pace.edu>

**Course Description:**

In this course, students will learn how to teach elementary science by integrating and extending lesson development through linking the sciences to writing, science, science, and the arts. Given this, students will engage in curriculum development and personal instructional planning with strategies designed to all students, including those with disabilities and special needs to attain the highest level of academic achievement and independence. Students will use formal and informal methods of assessment as a means of not only for analyzing student learning, but also for differentiating instruction. All students will be required to include technology and video as a means of developing and extending personal lesson planning as an adjunct to their professional growth and their ability to fully participate in student overall achievement.

**Texts/ Readings:**

~ Carlson, Humphrey, Reinhardt. Weaving Science Inquiry and Continuous Assessment. Corwin Press, 2003. ISBN 0-7619-4590-3

~ National Research Council. How Students Learn: Science in the Classroom. National Academies Press, 2005. ISBN 0-309-08950-6  
(can also be read on-line at [http://books.nap.edu/openbook.php?record\\_id=11102&page=R1](http://books.nap.edu/openbook.php?record_id=11102&page=R1))

~ Wiggins & McTighe. Understanding by Design, Expanded 2d edition, ASCD, 2005. ISBN 1-4166-0035-3

~ New York City Science Standards

~ Readings on Blackboard or electronic reserve or handed out in class

**Pace University School of Education Theme:** Educators are reflective professionals who promote justice, create caring classroom communities, and enable all students to be successful learners.

**Essential Questions:**

1. What is the nature of science?
2. What does it mean to think like a scientist?
3. What does it mean to be a science educator?
4. Why should we be scientifically literate?

5. What are the best practices for providing instruction and assessment in science for elementary school students?
6. How does one incorporate inquiry in science while meeting local, state, and federal requirements in teaching science?

**Knowledge Outcomes:**

1. Candidates know and understand fundamental concepts in the subject matter of science – including physical, life, and earth and space sciences – as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy (INSTASC 1.11; ACEI 2C; ASSESSMENT 1, 2).
2. Candidates understand how science connects to issues of social justice (INTASC 6.12; CF 4.8; ASSESSMENT 1, 3).
3. Candidates understand the construction of scientific knowledge (INTASC 1.12; CF 4.1; ASSESSMENT 2).
4. Candidates understand their own experiences as a science learner and make connections to how science should be taught at the childhood level. (INTASC 9.12; PACE CF 1.1; ACEI 5B; ASSESSMENT 4).
5. Candidates understand models and strategies used for teaching and assessing science appropriate to students’ stages of development, learning styles and strengths. (INTASC 3.11, 4.11, 4.12, 5.15, 7.11, 7.12; 7.13, 8.11, 8.12; CF 4.6, 4.9; ACEI 3B, 3E, 4; ASSESSMENT 2, 5).
6. Candidates understand the NYS standards and assessments for science (CF 4.10; ASSESSMENT 3).
7. Candidates understand models and strategies for integrating science across the curriculum (INTASC 1.13; ACEI 2I; ASSESSMENT 1).
8. Candidates understand the relationship between technology and science (INTASC 4.13; ASSESSMENT 2).
9. Candidates understand various ways to create just, democratic and caring science classrooms (INTASC 5.14; CF 3.4; ACEI 3D; ASSESSMENT 4).
10. Candidates are aware of scholarly research and professional associations and publications in science education (INTASC 9.13; CF 1.2, 1.3; ASSESSMENT 1).
11. Candidates are aware of strategies for reflecting on their practices (ACEI 5B; CF 1.1; ASSESSMENT 3).

**Skills Outcomes:**

1. Candidates use fundamental concepts in the subject matter of science – including physical, life, and earth and space sciences – as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy (INSTASC 1.34; ACEI 2C; ASSESSMENT 1, 2).
2. Candidates identify connections between science and issues of social justice (INTASC 6.34; ASSESSMENT 1, 3).

3. Candidates use various methods of inquiry to construct scientific knowledge (INTASC 1.31, 1.32, 1.34, 1.35, 2.33, 4.34, 4.35, 6.31, 6.33; CF 4.1, 4.3, 4.4; ASSESSMENT 2).
4. Candidates have skills necessary to organize and provide differentiated instruction and assessment (INTASC 2.31, 3.32, 4.31, 4.33, 7.32, 7.33, 7.34; CF 1.1, 4.2, 4.5, 4.6; ACEI 3B; ASSESSMENT 2, 5).
5. Candidates design and implement science lesson plans and units appropriate to students' stages of development, learning styles and strengths. (INTASC 3.31, 4.32, 7.31, 7.33, 7.34; CF 4.4, ACEI 2C, 3A, 3C; ASSESSMENT 2, 5).
6. Candidates locate and evaluate resource material for teaching science (INTASC 1.33; ASSESSMENT 2, 5).
7. Candidates use instructional design as part of classroom management plan (INTASC 2.32, 3.33, 5.32, 5.33, 5.34, 5.37, 7.35; CF 4.10; ASSESSMENT 2, 5).
8. Candidates evaluate their strengths and weaknesses with regard to content and pedagogical knowledge (INTASC 9.31; CF 1.2, 1.3, ACEI 5B; ASSESSMENT 2, 5).
9. Candidates design and implement lesson plans and assessments that are aligned to the NYS standards for science (INTASC 8.31, 8.33, 8.34, 8.35, CF 4.7, 4.9; ASSESSMENT 2, 5).
10. Candidates design and implement lesson plans and units integrating science across the curriculum (INTASC 1.36; ACEI 2I; ASSESSMENT 1, 5).
11. Candidates appropriately utilize technology in creating learning activities in science (INTASC 4.36, 6.32, 6.35; CF 4.8; ASSESSMENT 2).
12. Candidates identify various ways of creating just, democratic and caring science classrooms (INTASC 3.37, 5.31, 5.35, 5.36; ASSESSMENT 4).
13. Candidates evaluate diverse historical and contemporary perspectives on and within science education and situate themselves within those discussions (INTASC 9.32; CF 2.1; ASSESSMENT 2).
14. Candidates give and receive constructive criticism in a professional manner (CF 1.5; ASSESSMENT 3).

**Dispositions:**

1. Candidates value life-long learning in science. (INTASC 1.21; ASSESSMENT 1, 2).
2. Candidates value the role of science education in the preparation of citizens in a democratic society (INTASC 1.23; ASSESSMENT 1, 3).
3. Candidates value the connections between science and issues of social justice (CF 2.3, 2.4; ASSESSMENT 1, 3).
4. Candidates value the relationship between the methods of inquiry and construction of scientific knowledge (INTASC 1.22, 4.21, 9.21; CF 1.3; ASSESSMENT 2).
5. Candidates believe everyone can learn science (INTASC 2.21, 2.22, 3.21, 3.22, 5.25, 10.21; CF 3.5, 4.1; ASSESSMENT 4).
6. Candidates value self-assessment in instructional choices and professional interactions (INTASC 7.21, 7.22, 8.21, 8.22, 9.22, 9.25; CF 1.1, 1.2, 1.4, 2.1, 4.5; ACEI 5B; ASSESSMENT 2, 5).
7. Candidates believe that meticulous instructional planning can prevent classroom management issues (INTASC 4.22, 5.24; CF 4.6, 4.7; ASSESSMENT 2, 5).
8. Candidates believe that lesson plans and assessments need to be aligned to the NYS standards for science (INTASC 8.21; CF 4.5; 4.7; ASSESSMENT 2, 5).



9. Candidates value planning that integrates science with other disciplines (CF 4.7; ACEI 2I; ASSESSMENT 1).
  10. Candidates value the use of technology with regard to creating learning activities in science (INTASC 4.23, 10.22; ASSESSMENT 2).
  11. Candidates value just, democratic and caring science classrooms (INTASC 5.22, 5.23, 6.24; 10.22; CF 3.1, 3.2, 3.3; ASSESSMENT 4).
  12. Candidates value diversity in classrooms (INTASC 3.23, 3.25; CF 2.2, 4.3, 4.4; ACEI 3B; ASSESSMENT 4).
  13. Candidates value professional development activities (INTASC 1.21, 1.24, 9.24; CF 1.6, 4.2; ASSESSMENT 2).
  14. Candidates value critical input from students and colleagues (INTASC 6.23, 7.23, 9.23, 10.24, 10.25; CF 1.5; ASSESSMENT 3).
- 

### **Tentative Schedule:**

#### **1 June**

Who am I?

Norms

What is inquiry?

How does science work?

*Prep for next class:* Key science concepts or understandings you want to develop in students  
Key science skills or processes you want to instill in students  
Reading of introduction to Project 2061

#### **3 June**

What do we want students to know of science?

What is science learning (education)?

What is the teacher's role in science learning?

In-class work time for Concept Partners

**Assignment Due:** Reflection #1 (completed in class)

*Prep for next class:* Reading on science assessment  
Bring in science assessment that you have found  
Read Chapter 1 in *How Students Learn*  
Read Chapter 1 & 2 in *Weaving*

## **8 June**

How do we know that they have learned?

Looking at what science assessments can tell us

A study of science: Evidence & Explanation

In-class work time for Concept Partners

**Assignment Due:** Reflection #2

*Prep for next class:* Read Chapter 9 in *How Students Learn*

## **10 June**

How do we design for inquiry learning? Introduction to learning experiences

A study of science: Concept Sharing

**Assignment Due:** Science Concept Study (group sharing)

*Prep for next class:* Read Chapter 3 & 4 in *Weaving*

## **15 June**

How do we move to an inquiry-based approach to learning?

Looking at teacher-centered approaches

Lecture

Demonstration/Discrepant Event

Mini-lessons / Workshop Model

Recipe Lab Experiments

A study of science: Models, Scale and Measurement

**Assignment Due:** Reflection #3

*Prep for next class:* Bring in your draft of the science assessment that you will be turning in  
Read hand-out on inquiry in the classroom by Llewellyn

## **17 June**

How do we move to an inquiry-based approach to learning?

Looking at student-centered approaches

Lab stations

Reciprocal/Peer teaching

Socratic Seminar

Guided inquiry

Student-led inquiry

Coaching

A study of science: Patterns

Tuning Protocol: Improving our assessments

**Assignment Due:** Science Concept/Skill Assessment (**due 19 June**)  
Reflection #4 (completed in class)

*Prep for next class:* Read Chapter 10 in *How Students Learn*

## **22 June**

How do we organize for inquiry?

Designing the Big Picture/Conceptual Frame

Developmental thinking and skills of inquiry

A study of science: Constancy & Change

**Assignment Due:** Reflection #5

*Prep for next class:* Handout on thinking and inquiry by Hoffer

## **24 June**

How do we set up the classroom to support inquiry?

Integration

Stations

A study of science: Organization

**Assignment Due:** Science Concept Unit Plan (due 28 June)

*Prep for next class:* Read Chapter 5 in *Weaving*

## **29 June**

What are tools/techniques/what-nots that support inquiry?

Safety & Supplies/Technology in the Classroom/Lab Prep/Field Trips/Science Fair/

Science Olympiad/Olympics of the Mind

A study of science: Form & Function

*Prep for next class:* Read article handed out in class for reflection

## **1 July**

How can I support inquiry and thinking across the curriculum?

A study of science: Cause & Effect

**Assignment Due:** Reflection #6  
Science Learning Experience Plans

*Prep for next class:* Read Chapter 13 in *How Students Learn*

## **6 July**

A study of science: Systems  
Answers to your questions....

*Prep for next class:* Handout article

## **8 July**

Answers to your questions....

**Assignment Due:** Reflection on your theory of action on teaching of science

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### **Assignments:**

Science Concept Study (group project)	<i>Due 10 June</i>
Science Concept/Skill Assessment	<i>Due 19 June</i>
Science Concept Unit Plan	<i>Due 28 June</i>
Science Learning Experience Plan	<i>Due 1 July</i>
Reflection on your theory of action on teaching of science	<i>Due 8 July</i>
Completion of observation log for 10 hours of classroom observations	
Reflections – Four on readings, two on class activities	

### **Course Grading:**

for an A: All assignments completed at “Standard” level or higher (as designated by rubric)  
Four of five assignments completed at “Above Standard” level  
Reflections completed regularly  
Observation log for 10 hours of classroom observation completed  
Support learning community in multiple ways including fully participating

for a B: All assignments completed at “Standard” level or higher (as designated by rubric)  
Two of the five major assignments completed at “Above Standard” level  
Reflections completed regularly  
Observation log for 10 hours of classroom observation completed  
Support learning community

for a C: All assignments completed at “Standard” level or higher (as designated by rubric)  
Four reflections completed  
Observation log for 10 hours of classroom observation completed

(Please note: Plus and minus marks will be added to these grades at the discretion of the instructor.)

Plagiarism and cheating are not acceptable. Instances of either are subject to the university discipline policy and receipt of a failing grade for the course.

**Students with Disabilities:**

Pace University and the School of Education believe that it is important that students receive appropriate accommodation for any disability. In order to receive accommodation for any disability, you must contact the University's Counseling/Personal Development Office. Trained professional counselors will:

- Evaluate your medical documentation;

- Conduct appropriate tests or refer you for same;

- Make recommendations for your plan of accommodation; and

- Contact your professors (with your permission) to arrange for the recommended accommodations. Your professor is not authorized to provide any accommodation prior to arranging for same through the Counseling/ Personal Development Center.

If you have, or believe you have, a disability, be sure to follow the above procedure.

***Please Note:***

The syllabus provides an accurate proposal to meet the learning needs of this class. It is, however, subject to revision at any time depending on needs of the class.



## **Science Learning & Teaching – An integration of ED 629, ED 644, ED656 – Fall 2007 Component**

Meeting in-person on Saturdays (September 29, October 20, November 17 and December 15) from 9:00 a.m. – 3:30 p.m. at 1 Pace Plaza, Room \_\_\_\_ with on-line sessions on weeks in-between CRN: 71861

**Instructor:** Jim Kilbane Office: 163 William Street, Room 1112  
Office Phone: (212) 346-1908 E-mail: [jkilbane@pace.edu](mailto:jkilbane@pace.edu)  
Office Hours: Saturdays 7:45 – 8:45 and by appointment  
Distance Learning Site: <http://blackboard.pace.edu> and choose ED629 as the course

Pace University's School of Education believes that a fundamental aim in education is to create opportunities for individuals to realize their potential within a democratic community. Therefore, we prepare graduates of our programs to be:

- **reflective practitioners who**
- **promote justice,**
- **create caring classroom and school communities and**
- **enable all students to be successful learners.**

This is the first semester of a year-long course, especially designed for Teach for America corps members, as part of the Initial Certification program. The focus of this program will be to help you make sense of your students' progress over time by providing ongoing instruction in assessment techniques, instructional design and student observations.

### **Course Descriptions for Adolescent Program/ Teaching Science**

Year One interweaves the course work of three courses ED 629, ED 656 and ED 644 and includes the following topics:

- long term planning;
- short term planning, including methods specific to the teaching of science with a focus on inquiry;
- close description of individual adolescents and their modes of thinking and learning as a foundation for lesson planning;
- assessment and evaluation.

### **ED 629 Assessment and Evaluation**

This course provides a variety of instructional strategies to facilitate learning in today's secondary classrooms. Students will explore the divergent structures, schedules, student body and philosophies of contemporary secondary schools. Skills emphasized include: curriculum design, lesson planning, procedures for collaboration with peers to encourage high academic achievement and independence for all students including students with disabilities and health-care needs, and instructional uses of technology to acquire information and to communicate to enhance learning. Formal and informal assessment of student learning and instructional practices, including "sizing up," standardized, paper and pencil, standards-based state assessments, and performance assessments and the development of appropriate rubrics will be introduced. Students will learn procedures to use assessment data to differentiate instruction for a wide range of student needs.

### **ED 644 Secondary Methods: Making Science Meaningful, 7-12**

This course is designed to help provide strategies for teachers to prepare instructional materials that are inquiry based and to adapt these materials to meet the interests, abilities, and experiences of students. It will emphasize that science teachers use strategies that develop science understanding through a community of learners, use resources that support inquiry, guide and facilitate learning by promoting collaboration and discourse among students, help students become responsible for their own work and work with colleagues in other disciplines.

### **ED 656 Literacy in the Content Area (Grades 5-12)**

This course explores building literacy in the content areas. Issues discussed include strategies for building reading comprehension, constructing meaning, and building fluency through the use of non-fiction selections in the content areas. Approaches for developing skills in vocabulary, study skills, listening, writing, and speaking are examined. The course includes an analysis of reading/writing tasks on state/local exams. Current scoring/assessment practices of the New York State English Language Arts 8<sup>th</sup> grade are examined. Regents exams are addressed as well as the exploration of diagnostic, informal reading inventories and the use of literacy portfolios at the intermediate and secondary levels.

### **Enduring Understandings**

As a result of this program, candidates will understand that:

1. creating a feedback loop between the analysis of authentic assessments and instructional design allows teachers to be strategic and efficient in supporting students to be successful learners.
2. different assessment tools provide different information about student understanding.
3. analyzing results of assessment, including students metacognitive reflections, provides specific information about effectiveness of instruction and suggests appropriate revisions in teaching and learning activities.
4. when teaching and learning activities are rethought and revised in response to assessment, they are most likely to support student learning over time.
5. challenging the effects of poverty and social injustice requires understanding the social context of schooling, incorporating students' funds of knowledge in teaching and learning, creating caring classroom communities, and helping students develop critical thinking skills.
6. creating an understanding of individual students can inform instruction for an entire class.

### **Essential Questions**

During the program, candidates will learn how to explore the following overarching essential questions:

1. Who are my students?
2. What do my students understand?
3. How can I help my students learn? (How do I develop learning and teaching activities that respond to what I understand about my students?)

Candidates will learn how to explore the following instructional planning questions:

1. How do I determine what assessment tool to use in a given situation?
2. How do I analyze the results of assessment tools to obtain specific information about student understanding?
3. How do I use the specific information about student understanding to design new teaching and learning activities?
4. How does closely observing the thinking and learning of one child/adolescent inform my teaching of that child/adolescent?
5. How does closely observing the thinking and learning of one child/adolescent inform my teaching for all of my students?
6. How does the description of student work inform my teaching practice?

### **Required Books:**

1. Gallagher, J. (2007). *Teaching Science for Understanding: A Practical Guide for Middle and High School Teachers*. Pearson/Prentice-Hall. (Fall and spring semesters)
2. Himley, M. (Ed.) with Carini, P. (2000). *From another angle: Children's strengths and school standards*. New York: Teachers College Press. (Fall and spring semesters)
3. National Research Council. (2005). *How Students Learn: Science in the Classroom*. National Academies Press. (Spring semester)
4. Tovani, C. (2004). *Do I really have to teach reading?* York, ME: Stenhouse Publishers. (Spring semester)
5. Wiggins, G. & McTighe, J. (2005). *Understanding by design, 2<sup>nd</sup> edition*. Alexandria,VA: ASCD. (Fall and spring semesters)

6. Weinstein, C. (2007). *Middle and Secondary Classroom Management: Lessons from Research and Practice*, 3<sup>rd</sup> ed. New York: McGraw-Hill. (Fall and spring semesters)
7. Finn, P. (1999). *Literacy with an attitude: Educating working-class children in their own self-interest*. Albany, NY: SUNY Press (Spring semester)
8. Readings on Blackboard or electronic reserve or handed out in class

**Recommended Books:**

~ Regents Review Text – Choose the subject area in which you will be certified – old editions are fine. If you already have a different review text that you like, substitute that.

9. Let's Review: Physics (2004, ISBN 0764126857)
10. Let's Review: Chemistry (2003, ISBN 0764116649)
11. Let's Review: Biology (2004, ISBN 0764126849)
12. Let's Review: Earth Science (2004, ISBN 076413917)

**Major Assignments for Fall Semester:**

1. How can I help my students learn? – planning long term (55 points all totaled)

The purpose of this project is to expose you to processes and practices that support effective curriculum planning, design, and implementation. Over the course of the fall term, you will learn basic concepts relevant to backwards design, a curriculum design approach outlined in *Understanding By Design* by Wiggins and McTighe (2002) that will support you to develop a unit plan you will teach in Spring 2007.

2. How can I help my students learn? – planning learning experiences (65 points all totaled)

The purpose of this project is for you to develop the skills and habits of an effective instructor and assessor in the service of student learning. In a series of steps that cycle through each month, you will create and implement a variety of pedagogical tools and assessments, developing a wide repertoire of both in order to create a complex and complete understanding of student learning. You will evaluate the effectiveness of your tools and the evidence produced about student learning by these tools. You will make instructional decisions based upon the evidence you collect. In each of these steps you will address student differences in learning and performance.

3. Who are my students? (60 points all totaled)

The purpose of this project is to use detailed descriptions of an adolescent and her work to inform the instruction of both the particular individuals and the class as a whole. The observations and notes required for the study as well as examples of student work will be used to construct an oral descriptive review of the adolescents. The review has an emphasis on a form of teacher-research known as Descriptive Inquiry, which is based on the inquiry processes developed at the Prospect School (Himley, 2000). Based on ongoing observations and reflections, teachers describe a student in five headings: physical presence and gesture, disposition and temperament, connections with peers and adults, strong interests and preferences and modes of thinking and learning. The review is guided by a focusing question that the teacher selects.

4. What do my students understand? (20 points all totaled)

The purpose of this project is to review how science understandings develop in people and how to assess those understandings. Assessment concerns are coordinated with the learning experience assignment.

**General Note:**



This course is designed as a community learning experience. Being an active, good-natured, respectful participant who is willing to speak and to listen in class is critical to your learning in this course. Both in-class and online discussions will be essential to constructing knowledge in this course. The course will require your active, thoughtful and open-minded participation in all discussions and activities. Be prepared to discuss the assigned readings in class. Prepare and hand in assignments on or before the due dates unless prior arrangements have been made with the instructor. Be respectful of the ideas of others and encourage divergent perspectives. Demonstrate through your behaviors that you have the disposition to be a professional educator.

**Grading:**

The yearlong course has a value of 9 credits. Each semester has a total of 200 points. Students will earn credit at the end of the spring semester for 9 credits of course work. The letter grade will be the same for all nine credits and will be determined by averaging the grades earned in fall and spring semesters. Grades have the following breakdown:

LETTER GRADE	PERCENT	Number of Points Required in Spring Semester Only (out of 200 points total)	Number of Points Required Cumulative (Fall and Spring) (out of 400 points total)
A	95 – 100 %	190 -200	380 – 400
A-	90 – 94 %	180 – 189	360 – 379
B+	85 – 89%	170 – 179	340 – 359
B	80 – 84 %	160 – 169	320 – 339
B-	75 – 79%	150 – 159	300 – 319
C+	70 – 74 %	140 – 149	280 – 299
C	65 – 69 %	130 – 139	260 – 299
F	0 – 64 %	0- 129	0 – 259

**Incompletes:** Assignments are expected on designated due dates. A final grade of INC (incomplete) is awarded only if there are documented, substantive reasons for requesting one.

Plagiarism and cheating are not acceptable. Instances of either are subject to the university discipline policy and receipt of a failing grade for the course.

**Attendance Policy**

Teach For America corps members who attend Pace University are part of a specially designed program which meets the requirements of the New York State Education Department Transitional B license. The format of the program, which requires you to attend class one designated Saturday a month with weekly on-line participation, has been designed to allow you to have as much time as possible during the week to be part of the life of your school and to devote the needed time to lesson planning and other teaching-related activities.

Due to the nature of this in person schedule, the program has a **NO ABSENCE POLICY** which means that attendance at *every* Saturday session is mandatory for the full day. Both in class and online active participation are required. The intention of this policy is to uphold the commitment by all parties to provide a rich learning experience for you, while still providing flexibility to your schedule as a first year teacher. Of course, we understand that there may be extreme, unforeseen, and unavoidable circumstances that would arise in your life that could potentially interfere in class attendance. Please note that you will also be required to attend monthly Learning Team sessions.

### **Procedure for Unavoidable Absence:**

You must inform your instructor and the altcert hotline ([altcert@pace.edu](mailto:altcert@pace.edu)) in **advance** of your potential absence. You will need to detail the nature and reason for your absence and provide documentation. Your request will be reviewed by your instructor who will notify you of the grade penalty for your absence.

The make-up work for first year students will be at the discretion of the instructor and will include but not necessarily be limited to:

- 1) Meeting with your instructor
- 2) Completing missed work
- 2) Completing additional assignments

**IMPORTANT!** You **MUST** hand in any assignments that are due on or before the Saturday of your absence. Method of delivery will be at the discretion of the instructor (e-mail, mail, or via a classmate)

**A second absence will result in full grade penalty. A third absence will result in failure for year.**

### **Lateness/Leaving Early/Missing a substantial portion of class:**

If you are consistently late, for either the morning or afternoon class sessions, you will be penalized points from your total grade.

If you leave a class early without a reasonable excuse and/or miss a substantial portion of a class, you will be penalized points from your total grade.

### **Academic Standing Policy**

In order to remain in good academic standing, students must maintain a cumulative grade point average (GPA) of 3.0 or above which is the numeric equivalent to a B. If your cumulative GPA falls below a 3.0, you will be placed on academic probation.

If you are on academic probation, you must receive a 3.0 semester GPA every semester following until your cumulative GPA is a 3.0 or above. If you do not receive the 3.0 semester GPA during any semester on academic probation, the following will occur:

- 1) You will be dismissed from Pace University
- 2) Your Transitional B certification will be cancelled, thus you will not be qualified to teach.
- 3) You will lose your job

Due to the nature of your program, the following are the penalties for course failure:

**Failure of the Fall semester course work will have several consequences:**

- You will not be able to continue in the spring Saturday program with your cohort.
- You will have to take the 3 courses that comprise the full year Saturday program during the regular Pace weeknight schedule, two during the Spring 2008 semester and one in the Summer of 2008. Each class meets once a week, so you will be coming to Pace University twice a week in the Spring 2008 semester.
  - You will be on academic probation (see above) and in danger of losing your Transitional B certification which is required for you to continue teaching.
  - You must retake any class that you have failed at your own expense. The class will cost the current tuition rate per credit plus fees. Upon successful completion of the failed course, you should obtain a **Recomputation Form** from the **Office of Student Assistance (OSA)** to ensure that the F is not calculated into your GPA. This is allowed for only one failed class. The original F will remain on your transcript but not averaged into your GPA.
  - If you are a Master's candidate, you will have to re-take the class after you have completed the coursework on your scope and sequence. You will not have room in your schedule to take it before then as you are only allowed to take 6 credits per semester and will be taking two classes during the summer semester.
  - If you are certification-only candidate, you will be able to re-take the class at your own expense during your second summer if you choose. You could also take it either in the fall or spring (if offered) since you are only taking 1 class per semester.

**Policy on serving students with disabilities:**

Pace University believes that it is important that students receive appropriate accommodation for any disability. In order to receive accommodation for any disability, you must contact the University's Counseling/Personal Development Office (212-346-1526). Trained professional counselors will:

- evaluate your medical documentation;
- conduct appropriate tests or refer you for same;
- make recommendations for your plan of accommodation; and
- contact your professors (with your permission) to arrange for the recommended accommodations.

Your professor is not authorized to provide any accommodations prior to you arranging for the same through the Counseling/Personal Development Center. If you have, or believe you have, a disability, be sure to follow the above procedures.

***Please Note:***

The syllabus provides an accurate proposal to meet the learning needs of this class. It is, however, subject to revision at any time depending on needs of the class.

## Spring 2008 Course Content and Schedule

Due Date	Assignments/Tasks	Required Reading
<b>Saturday 26 January</b> (in-person)	<b>Who are my students?</b> <ul style="list-style-type: none"> <li>• Culture and literacy as topics of consideration</li> </ul> <b>How can I help my students learn?</b> <ul style="list-style-type: none"> <li>• Taking an activity and turning it into a lesson</li> <li>• Designing rubrics</li> </ul>	“Who’s Cheating Whom” By Alfie Kohn  “The Great Game of High School”
Sunday 3 February	<b>Who are my students?</b> <ul style="list-style-type: none"> <li>• Work on Portrait of Student Literacy – choose a student and initial “observation” ~ Writing sample, reading sample, interview</li> </ul> <b>How can I help my students learn? (Learning Experience Cycle #4)</b> <ul style="list-style-type: none"> <li>• By Sunday 3 February, post on Blackboard your lesson plan with rationale and assessment (formal or informal) that you will use in the coming week</li> <li>• After Wednesday 6 February, read feedback from your instructor and to two class mates</li> <li>• React to alignment of assessment and lesson of another student by Friday 8 February</li> </ul>	“Reading for Learning” By Gomez & Gomez  Finn Preface, Ch 1, Ch 2  Weinstein, Ch 10
Sunday 10 February	<b>Who are my students?</b> <ul style="list-style-type: none"> <li>• Work on Portrait of Student Literacy – analysis of literacy</li> <li>• On-line small group discussion on literacy readings due 3 February with group posting and reaction to another group</li> </ul> <b>How can I help my students learn?</b> <ul style="list-style-type: none"> <li>• Websearch on literacy strategies – focus on individual strategies Search aides available on Blackboard</li> </ul>	“Making Science Matter” ASCD Education Update  Finn Ch 3, Ch 4  Weinstein, Ch 11 312-342; Ch 13, 411-417

<p>Sunday 17 February</p>	<p><b>Who are my students?</b></p> <ul style="list-style-type: none"> <li>• Work on Portrait of Student Literacy – implement literacy strategy</li> </ul> <p><b>How can I help my students learn? (Analysis of Learning Experience Cycle #4)</b></p> <ul style="list-style-type: none"> <li>• Respond to the following questions regarding the results of what happened in the lesson posted by 3 February:  What happened?      What learning occurred?      How do you know?  Provide evidence for your claims --- include samples of student work, quotes from class conversation, classroom observations and analysis of student work. Be sure to address literacy.</li> </ul> <p><b>DUE:</b> Submit electronically directly to instructor.</p>	<p>Finn, Ch 5, Ch 6  Tovani, Ch 1, Ch 2</p>
<p>Sunday 24 February</p>	<p><b>Who are my students?</b></p> <ul style="list-style-type: none"> <li>• Work on Portrait of Student Literacy – evaluation of impact of literacy strategy</li> </ul> <p><b>How can I help my students learn?</b></p> <ul style="list-style-type: none"> <li>• Websearch on literacy strategies – focus on group strategies</li> </ul>	<p>Finn, Ch 7, Ch 8  Tovani, Ch 3</p>
<p><b>Saturday 1 March</b> (in-person)</p>	<p><b>Who are my students?</b></p> <ul style="list-style-type: none"> <li>• Building on student strengths</li> <li>• Assessing student knowledge skills</li> </ul> <p><b>How can I help my students learn?</b></p> <ul style="list-style-type: none"> <li>• Reading and writing in science</li> <li>• Thinking in science</li> </ul> <p><b>DUE: Observation/Portrait of Student Literacy</b></p>	<p>Finn, Ch 9, Ch 10  Tovani, Ch 4, Ch 5</p>

<p>Sunday 9 March</p>	<p><b>Who are my students?</b></p> <ul style="list-style-type: none"> <li>On-line group discussion of Finn with group posting and reaction to another group</li> </ul> <p><b>How can I help my students learn?</b></p> <ul style="list-style-type: none"> <li>Work on professional readings or summaries</li> <li>Search for authentic/complex activities for upcoming lessons to generate rich student work</li> </ul>	<p>Finn, Ch 11, Ch 12</p> <p>Tovani, Ch 6</p>
<p>Sunday 16 March</p>	<p><b>Who are my students?</b></p> <p><b>How can I help my students learn? (Learning Experience Cycle #5)</b></p> <ul style="list-style-type: none"> <li>By Sunday 16 March, post on Blackboard your lesson plan with rationale and assessment (formal or informal) that you will use in the coming week. The lesson should be an activity or project resulting in student work that is evidence of complex learning.</li> <li>After Wednesday 19 March, read feedback from your instructor and to two class mates</li> <li>React to alignment of assessment and lesson of another student by Friday 21 March</li> </ul> <p><b>DUE: Finn and Me paper (relaxed due date – this is the earliest you can turn it in)</b></p>	<p>Tovani, Ch 7, Ch 8</p> <p>Weinstein 223-233; 252-262; 264-268</p>
<p>Sunday 30 March</p>	<p><b>How can I help my students learn? (Analysis of Learning Experience Cycle #5)</b></p> <ul style="list-style-type: none"> <li>Respond to the following questions regarding the results of what happened in the lesson posted by 16 March:  What happened? What learning occurred? How do you know?  Provide evidence for your claims --- include samples of student work, quotes from class conversation, classroom observations and analysis of student work – be sure to address ability to communicate effectively, thinking, and conceptual understanding  <b>DUE:</b> Submit electronically directly to instructor.</li> </ul>	<p>Selected Reading (to be determined by instructor)</p> <p>Tovani, Ch 9</p> <p>NRC, Intro to p. 21</p>

<p><b>Saturday 5 April</b> (in-person)</p>	<p><b>Who are my students?</b></p> <ul style="list-style-type: none"> <li>• What does relevant and meaningful mean?</li> </ul> <p><b>How can I help my students learn?</b></p> <ul style="list-style-type: none"> <li>• Student acquisition of science concepts</li> </ul> <p><b>What do my students understand?</b></p> <ul style="list-style-type: none"> <li>• Analysis of student work from Learning Experience Cycle #5</li> </ul> <p><b>DUE: Unit Plan that incorporates literacy strategies</b></p>	<p>NRC, Ch 9</p>
<p>Sunday 13 April</p>	<p><b>Who are my students?</b></p> <ul style="list-style-type: none"> <li>• On-line reading and reaction in discussion groups; posted to Blackboard with reaction to another group</li> </ul> <p><b>How can I help my students learn? (Learning Experience Cycle #6)</b></p> <ul style="list-style-type: none"> <li>• By Sunday 13 April, post on Blackboard your lesson plan with rationale and assessment (formal or informal) that you will use in the coming week. The lesson should implement a literacy strategy as well as result in student work that is evidence of complex learning.</li> <li>• After Wednesday 16 April, read feedback from your instructor and to two class mates</li> <li>• React to alignment of assessment and lesson of another student by Friday 18 April</li> </ul>	<p>NRC, Ch 10</p>
<p>Sunday 27 April</p>	<p><b>How can I help my students learn? (Analysis of Learning Experience Cycle #6)</b></p> <ul style="list-style-type: none"> <li>• Respond to the following questions regarding the results of what happened in the lesson posted by 16 March:  What happened?    What learning occurred?    How do you know?  Provide evidence for your claims --- include samples of student work, quotes from class conversation, classroom observations and analysis of student work.  <b>DUE:</b> Submit electronically directly to instructor.</li> </ul> <p><b>DUE: Professional Readings/Experiences Posted to Blackboard (last day to post)</b></p>	<p>NRC, Ch 11</p>

<p>Sunday 4 May</p>	<p><b>How can I help my students learn?</b></p> <ul style="list-style-type: none"> <li>• Share analysis of student work with another person and offer comment</li> </ul> <p><b>DUE: Analysis of student work from laboratory or activity in unit plan</b></p>	<p>No Readings, but you may want to be reading NRC, Ch 12 and take your time, it is not an easy read...</p>
<p><b>Saturday 10 May</b> (in-person)</p>	<p><b>Who are my students?</b></p> <ul style="list-style-type: none"> <li>• To Be Determined</li> </ul> <p><b>How can I help my students learn?</b></p> <ul style="list-style-type: none"> <li>• To Be Determined</li> </ul> <p><b>DUE: Reflection on Teaching – Portfolio Project</b></p>	<p>NRC, Ch 12</p>

**Grading Breakdown for Assignments**  
Spring 2008 200 points

	Number of Points Allocated	Percent of Grade	Breakdown by Assignment		Due Date
How can I help my students learn – planning and analyzing	115	~ 60%	Learning Experience Cycle 4 – microteach Learning Experience Cycle 5 – student work Learning Experience Cycle 6 – literacy strateg. UbD Unit Plan Analysis of Student Work from Unit	20 points 25 points 25 points 20 points 25 points	10 Feb / 17 Feb 16 Mar / 30 Mar 13 Apr / 27 Apr 5 Apr 4 May
How can I help my students learn – professional development	45	~ 20%	Professional Readings/Experiences Reflection on Teaching Science	20 points 25 points	27 Apr 10 May
Who are my students – literacy and culture?	40	~ 20%	Observation/Portrait of Student Literacy Finn and Me Paper	20 points 20 points	1 Mar 16 Mar



## ***Peer Observations***

- ☞ Rita Silverman, Spring 2009
- ☞ Dianne Zager, Spring 2009
- ☞ Kara Imm, Summer 2009 [forthcoming]
- ☞ Amy Shapiro, Fall 2009 & Summer 2010

## CLASSROOM TEACHING OBSERVATION

Professor: Jim Kilbane

Course: ED 644: Secondary Methods, Making Science Meaningful Grades 7-12

Date of observation: March 5, 2009

Observer: Rita Silverman

**The observation:** The class was scheduled to begin at 6:00 p.m. and when I arrived, just before 6:00, the students were moving the tablet-arm chairs into a semi-circle and Jim was setting up his materials. There were 10 students in the class. Students saw that there was a newspaper with a long strip of wood inside it on the table in the front of the room, and there was some excited chatter about these materials. It was obvious that this was something Jim had mentioned to the class. It turned out that this was an experiment that was to have finished the unit on pressure from the previous week. Jim started class this week by trying the experiment and it didn't work. Students offered suggestions—move the wood strip further inside the newspaper; don't put the strip on the fold. He did what they said, tried again, and this time he was able to break the wood slat by hitting the exposed end. This led to a lot of spontaneous discussion about the experiment, how to “guarantee” that it would work if they did it with their students, why it worked, what the students would learn, and so it. I was very impressed with the level of discussion in the room [at one point, a student went to the board to demonstrate with a drawing the point he was making]. It was clear that Jim had created an environment of safety and freedom to learn. The positive feeling in the room was palpable. While the students teased each other and Jim, they were all engaged in learning and in teaching each other what wasn't clear. It may have been one of the most impressive 15 minutes I have seen in my years of observing my colleagues. Whatever Jim did to get these students to this point, he should bottle it and sell it.

At 6:20, Jim introduced the lesson for that evening, extracting DNA from strawberries. He had a handout that explained the experiment and a detailed lab and teacher's guide for the students to use with their students. Jim had brought enough materials for 4 groups of students to work together to perform the lab. He gave directions and set them off to work. Of the ten students, 3 were men and 7 were women. They grouped themselves into 2 groups of 3 women each and 1 group of the 3 men and one woman, who was sitting next to the 3 men. The two groups of all females went to work immediately, approaching the experiment very seriously. The group of four engaged in a lot of conversation, not necessarily related to the experiment. At 6:30, they were just starting to read the directions for the lab, while the other two groups were nearly done. Ten minutes later, someone in the group of 4 said, “Is that the DNA? Wow!” while using a stick to “grab” the gloppy material that the lab said would be produced. It was very exciting to see them so involved. As Jim described it, seeing the DNA was a “eureka” moment for the students.

After everyone had done the experiment and then cleaned up, Jim sat in a chair in the semi-circle and asked for their comments. Students commented on how much their students would love this lab, what a good way it was for students to visualize DNA, that they might want a microscope handy for the students to use, and so on. Their comments demonstrated their high level of involvement in the lab.

Jim then commented that this might be a “let down lab.” At the end of it, there just might be a “so what?” What would be the purpose of this lab? And, what if the students question it, if they say there's no way to prove that what you got was actually DNA? He distinguished between a recipe lab and an inquiry lab for the students, and asked how they might turn this lab into an inquiry lab. Again, his students had several ideas, some of which other students commented on further. The discussion then extended into how they might successfully use this lab, particularly if they had “so what” or “prove it” comments.

The discussion continued as Jim shared with the students his lack of “deep” knowledge about DNA, chromosomes, genes, etc. and showed them some slides that he found that he thought made the relationship among these discrete segments of information clearly and more meaningful. The slides demonstrated how to pull the information together in a way that would help the students. Jim talked about what students actually “learn” when they are asked to memorize information without any “big picture” knowledge or integration. This generated more conversation among the students about how to help their students see the big picture of scientific information. This led into a discussion that every professor of teacher education with a constructivist bent in NY [and probably across the country] has had with students who are either preparing to be teachers or are teaching and taking coursework to meet certification requirements: How can you follow up with good inquiry when you have to meet the state and national standards and prepare students to pass the Regents’ exams?

The discussion that followed began with Jim talking about what it meant for students if they were allowed to reach deep understanding and to examine and explore the big ideas of science. While acknowledging the importance of the question, Jim stood firm on the value of depth vs. breadth. The students were very tuned into this discussion—you could really feel their involvement.

At 7:20 Jim called a 5 minute break and I said good-bye to Jim and the class.

**Strengths:** The following is a list Jim’s teaching strengths, based on this observation:

1. Jim was well-prepared. He had sufficient and necessary materials and they were ready to go, as well as hand-outs and on-line information.
2. Jim’s interactions with his students were respectful and warm. It’s clear that he is building a community of science teachers in this classroom and that they support each other’s learning and teaching
3. Jim knows his content, and his ability to acknowledge what he didn’t know well was refreshingly honest and good for his students to hear
4. Jim had no problem getting and keeping his students’ attention. He engages the class in hands-on work and discussion, and he is responsive to their issues.
5. Jim’s own public school teaching experience gives him a reality base that the students respect. They trust him and listen carefully to his ideas, suggestions, opinions, etc.
6. Jim models the teaching behaviors he wants his students to exhibit in their classrooms.

**Areas for improvement:** The only area that I would comment on here is to encourage Jim to be more aware of what the students are doing during small group work. The group of four students [3 men and one woman] spent about ten minutes kibitzing before beginning the DNA experiment. Once they started it they were involved, but given the limited amount of classroom time that we all have, and the importance of the depth of discussions that Jim leads, I think those 10 minutes could have been used more productively. Because Jim has created a classroom environment where the students are free to speak, to interact, to be actively involved, I don’t think they also need time to “settle in” to an activity.

**Summary:** Jim is a very thoughtful and creative professor. His teaching skills are those that we would want all SOE faculty members to demonstrate, making him an important asset to the SOE, since teaching is our first priority. SOE faculty should consistently model the most effective learning/teaching processes, and Jim does this at a very high level.

## **Class Observation**

March 24, 2009

Location: One Pace Plaza, Room W303

Professor: Dr. James Kilbane

**Course Description** (copied from syllabus): In this course, students will develop the skills of reflection and inquiry within the context of their own teaching. The course is designed to provide the teacher-researcher with the necessary competencies to conduct action research / inquiry in classrooms and school districts. Specifically, students will design and implement a research project in their classroom that focuses on an issue of relevance to them in their present teaching situation. The course will integrate theory and practice so that students may develop the skills and dispositions for conducting action research throughout their professional careers.

**Initial Impressions:** Dr. Kilbane was welcoming and supportive to his students. As students entered, they were eager to greet Dr. Kilbane. Several students came to class with questions. Excitement about their action research projects permeated the room, as well as some anxiety about obstacles that students reported encountering. Dr. Kilbane put the students at ease, responded to all questions clearly and directly, and helped them to resolve their concerns. Dr. Kilbane had a PowerPoint to enhance his presentation. Students appeared to be developing an appreciation for the process and fundamental practice of action research.

**Today's Class Topics:** Students had begun to collect data. This particular session was focused on (1) how to make sense of the data, (2) consider classmates' data, and (3) discuss data analysis in collaborative groups. Because my visit was for the first hour of class, I did not have an opportunity to observe the group activity. Jim was extremely responsive to students' questions, and a good deal of time was devoted to responding to questions. Nonetheless, Jim stayed on track and did cover the necessary material, while taking care to watch the students and to check that they were following the discussion.

Jim presented an overview of the lesson for the class. The students were involved in their own projects, and much conversation centered on specific questions about ongoing projects. The answers that Jim provided could be generalized to other projects. This was helpful in clarifying how to gather and analyze data, and the students appeared to be focused and engaged.

**Suggestion:** In the beginning of the class, Jim, mentioned that the seating would be moved to facilitate discussion. This did not occur. Especially in a class where so much discussion originates with students, it would be helpful to have the students seated in a circle so that they are not speaking to each others'

backs. Concrete examples of students' actual data could be used to enrich the lecture material.

**Conclusions:** Jim demonstrated an excellent knowledge of his subject matter. At all times, he was respectful of students' opinions and open to new ideas. He was well-organized and prepared. The class moved forward well in developing an understanding of the underlying principles, components, and process of action research. Although the material was challenging, students were comfortable, and the professor joked (sensitively) and related kindly to individuals as they voiced concerns. Through thoughtful questions, Jim encouraged students to arrive at answers themselves. He utilized student questions to stimulate discussion. Presentation of information was straightforward and clear. Jim continuously asked questions to challenge students in their thinking and to cause them to reflect on the situations that they reported, in order to positively impact their own school settings. Participation was encouraged and reinforced, and students appeared to be engaged in active learning.

Submitted by:  
Dianne Zager, Ph.D.  
Michael C. Koffler Professor in Autism



March 3, 2011

To Whom It May Concern:

It is with great pleasure that I write this letter for Professor James Kilbane. I have known Jim for about five years, as a colleague through my adjunct position at Pace University. We have taught the Teach for America Saturday Science program, the New York City Teaching Fellows Summer program and ED 644 Making Science Meaningful together. Most recently, Jim and I worked very closely last summer when we taught the Science Teaching Fellows ED640 Learning to Teach.

Jim and I began planning for our summer session with the Teaching Fellows in May of last year. It had been a few years since I had taught ED640, so Jim started our work together by helping me see the big picture of how this course fit into the structure of the Master's Degree. He explained how concepts and skills are introduced in ED640, and are then further developed in ED644, a course with which I am more familiar. He also reviewed with me the lesson plans he had followed the previous summer, reflecting on which aspects of the course had worked well, why those aspects worked well, and what he thought needed some restructuring. We then worked together to make improvements to the course, with Jim open to my ideas of what could be included. We ended up creating a four week course, with one week being dedicated to each stage of the Understanding by Design process and then the fourth week being dedicated to community development. The course was a good blend of both research and practice, playing to our individual strengths, developed through a true collaborative effort on both of our parts.

Jim and I were both teaching a group of about 18 students each. Recognizing that he and I have very different strengths and experiences, Jim suggested we combine the two classes at various times during the summer, depending upon the activity, so that all of the students could benefit from both of our strengths. We were then able to co-teach a variety of concepts to make the experience richer for the students. For example, one of Jim's strengths is to review the current educational research and help the students learn to apply this research into their teaching practices. This is not a strength of mine, and if we had not combined our two classes as Jim suggested, my students would not have benefited from Jim's expertise.

The previous fall, Jim and I both taught a section of ED644 Making Science Meaningful. Even though these were two separate sections, which met on different evenings, we collaboratively planned the course making sure that we both did the same lessons in our two different sections. We felt this was important so that all of the students met the same learning objectives, and so that they would be in the same place in their development the following semester when they entered the next course. Jim often came to my classes because he wanted to maintain a relationship with the students in my section. He had taught them the previous summer, and wanted to be able to help them through their first year of teaching, even though he was not teaching them that semester. Also, to help provide the students with

a richer experience, and to maintain the sense of community that was developed over the summer, Jim planned a trip to two science museums on a Saturday for both his section and my section of the course.

Jim is truly one of the most thoughtful educators I have ever worked with. He makes a conscious effort to always look at the big and small pictures when planning, and to model practices for the students that he wants them to use in their own classrooms. I learned a lot about teaching adults by working with him, and often seek out his advice on my courses, even when we are not teaching the same courses, because I have a lot of respect for his ideas and thoughts.

Please feel free to contact me if you have any questions.

Sincerely,



Amy Shapiro

Senior Program Associate

## ***Evaluation Documents***

- ☞ Summary of Evaluations for 2007-2008, 2008-2009, 2009-2010.  
Provides percentage of those “agreeing” or “strongly agreeing” with statements.
- ☞ ED 630 Summer 2007 Evaluation & Comments
- ☞ ED 644 Fall 2007 Evaluation & Comments
- ☞ ED 629/644/656 Fall 2007 Evaluation & Comments
- ☞ ED 629/644/656 Spring 2008 Evaluation & Comments
- ☞ ED 630 Summer 2008 Evaluation & Comments
- ☞ ED 640 Summer 2008 Evaluation & Comments
- ☞ ED 644 Fall 2008 Evaluation & Comments (section 1)
- ☞ ED 644 Fall 2008 Evaluation & Comments (section 2)
- ☞ ED 690 Spring 2009 Evaluation & Comments
- ☞ ED 644 Spring 2009 Evaluation & Comments
- ☞ ED 636 Summer 2009 Evaluation & Comments
- ☞ ED 640 Summer 2009 Evaluation & Comments
- ☞ ED 644 Fall 2009 Evaluation & Comments [currently missing]
- ☞ ED 690 Spring 2010 Evaluation & Comments (section 1)
- ☞ ED 690 Spring 2010 Evaluation & Comments (section 2)



<b>Course/Semester</b>	<b>ED 630 Sum 07</b>	<b>ED 644 Fall07</b>	<b>ED629 Fall07</b>	<b>ED 656 Spr 08</b>	<b>ED 630 Sum 08</b>	<b>ED 640 Sum 08</b>	<b>ED 644 Fall 08</b>	<b>ED 644 Fall 08</b>
Number taking survey	<b>27</b>	<b>19</b>	<b>17</b>	<b>16</b>	<b>32</b>	<b>19</b>	<b>18</b>	<b>15</b>
The instructor demonstrated a high level of knowledge in the subject matter.	100%	95%	88%	100%	100%	100%	100%	100%
The instructor was well prepared and organized.	85%	95%	77%	75%	94%	100%	100%	93%
The instructor stimulated students' interest in the subject.	96%	84%	94%	100%	94%	79%	94%	87%
The instructor encouraged questions.	100%	95%	88%	100%	100%	95%	94%	100%
The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.	100%	90%	94%	100%	100%	100%	100%	100%
The instructor made productive use of class time.	85%	74%	88%	81%	91%	89%	94%	93%
The instructor facilitated students' understanding of the subject matter.	93%	95%	94%	100%	97%	84%	100%	87%
The instructor encouraged students to take responsibility for their own learning.	100%	95%	83%	100%	91%	84%	100%	93%
The instructor held high standards for students and communicated these clearly.	100%	95%	56%	81%	94%	79%	94%	93%
Assessments were fair, valid, and matched instruction.	96%	84%	75%	88%	77%	100%	88%	100%
Assignments were returned with meaningful comments.	89%	95%	94%	88%	50%	84%	89%	100%
The instructor's expectations and grading system were clear.	92%	90%	58%	100%	97%	95%	83%	100%
The instructor displayed respect for each student.	100%	95%	94%	100%	100%	100%	100%	100%
The instructor was sensitive to and listened and responded to students' learning needs.	100%	90%	94%	100%	100%	100%	100%	100%
Office hours were in syllabus and instructor was available at those hours and gave help when asked.	83%	90%	83%	81%	87%	84%	88%	93%



<b>Course/Semester</b>	<b>ED690 Spr 09</b>	<b>ED 644 Spr 09</b>	<b>ED 636 Sum 09</b>	<b>ED 640 Sum 09</b>	<b>ED 644 Fall 09</b>	<b>ED 690 Spr 10</b>	<b>ED 690 Spr 10</b>
Number taking survey	<b>15</b>	<b>7</b>	<b>17</b>	<b>16</b>		<b>22</b>	<b>13</b>
The instructor demonstrated a high level of knowledge in the subject matter.	100%	100%	94%	94%		100%	100%
The instructor was well prepared and organized.	100%	100%	70%	56%		95%	77%
The instructor stimulated students' interest in the subject.	86%	100%	78%	69%		95%	92%
The instructor encouraged questions.	100%	100%	94%	93%		95%	100%
The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.	100%	86%	89%	93%		82%	92%
The instructor made productive use of class time.	73%	86%	72%	56%		90%	84%
The instructor facilitated students' understanding of the subject matter.	100%	86%	83%	69%		95%	100%
The instructor encouraged students to take responsibility for their own learning.	100%	86%	89%	75%		95%	92%
The instructor held high standards for students and communicated these clearly.	100%	71%	83%	69%		86%	92%
Assessments were fair, valid, and matched instruction.	100%	100%	81%	56%		86%	92%
Assignments were returned with meaningful comments.	82%	100%	64%	75%		91%	92%
The instructor's expectations and grading system were clear.	100%	100%	69%	50%		82%	92%
The instructor displayed respect for each student.	100%	100%	100%	94%		100%	100%
The instructor was sensitive to and listened and responded to students' learning needs.	100%	100%	88%	88%		100%	100%
Office hours were in syllabus and instructor was available at those hours and gave help when asked.	93%	100%	82%	67%		91%	92%

<b>Course/Semester</b>	<b>ED690 Spr 09</b>	<b>ED 644 Spr 09</b>	<b>ED 636 Sum 09</b>	<b>ED 640 Sum 09</b>	<b>ED 644 Fall 09</b>	<b>ED 690 Spr 10</b>	<b>ED 690 Spr 10</b>
The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.	100%	100%	82%	88%		91%	85%
The instructor was able to stimulate my capacity for independent thought.	87%	100%	88%	81%		100%	85%
There was a high quality of instruction in this course.	100%	100%	75%	62%		95%	100%
The objectives of this course were clear.	100%	71%	88%	75%		86%	92%
The assignments were meaningful and aided in learning.	93%	86%	88%	88%		91%	85%
Assignments required critical and creative thought.	100%	86%	88%	100%		100%	100%
The course design was effective in meeting the objectives of this course.	93%	86%	88%	56%		95%	92%
The course facilitated my development as a professional educator.	100%	100%	75%	88%		95%	92%
My expectations were satisfied by the focus and substance of this course.	100%	100%	82%	75%		86%	85%
The required readings were appropriately current, relevant, and useful.	86%	86%	94%	69%		90%	92%
Supplementary materials were appropriately current, relevant, and useful.	93%	83%	87%	75%		86%	100%
The students were well prepared every week for class.	73%	86%	87%	50%		64%	69%
The students challenged fellow students to do excellent work in the course.	74%	72%	85%	57%		77%	71%
<b>Figures are percentages of students who agreed or strongly agreed with the statement.</b>							

# Count and weight with %

## KILBANE ED630 40853 SUI 2007 NYC

The instructor demonstrated a high level of knowledge in the subject matter.

	Count	Percent	Weight	Weighted Total
SA	23	85.19 %	5	115
A	4	14.81 %	4	16
<b>Total Responses</b>	<b>27</b>	<b>100 %</b>	<b>9</b>	<b>131</b>
<b>Mean (Avg):</b>	<b>4.85185</b>	<b>StDev (Sample):</b>	<b>0.36201</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population)</b>	<b>0.35525</b>

The instructor was well prepared and organized.

	Count	Percent	Weight	Weighted Total
SA	13	50.00 %	5	65
A	9	34.62 %	4	36
N	4	15.38 %	3	12
<b>Total Responses</b>	<b>26</b>	<b>100 %</b>	<b>12</b>	<b>113</b>
<b>Mean (Avg):</b>	<b>4.34615</b>	<b>StDev (Sample):</b>	<b>0.74524</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.73077</b>

The instructor stimulated students' interest in the subject.

	Count	Percent	Weight	Weighted Total
SA	20	71.43 %	5	100
A	7	25.00 %	4	28
N	1	3.57 %	3	3
<b>Total Responses</b>	<b>28</b>	<b>100 %</b>	<b>12</b>	<b>131</b>
<b>Mean (Avg):</b>	<b>4.67857</b>	<b>StDev (Sample):</b>	<b>0.54796</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.53809</b>

The instructor encouraged questions.

	Count	Percent	Weight	Weighted Total
SA	24	92.31 %	5	120
A	2	7.69 %	4	8
<b>Total Responses</b>	<b>26</b>	<b>100 %</b>	<b>9</b>	<b>128</b>
<b>Mean (Avg):</b>	<b>4.92308</b>	<b>StDev (Sample):</b>	<b>0.27175</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population)</b>	<b>0.26647</b>

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
SA	25	92.59 %	5	125

# Count and weight with %

## KILBANE ED630 40853 SUI 2007 NYC

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
A	2	7.41 %	4	8
<b>Total Responses</b>	27	100 %	9	133
<b>Mean (Avg):</b>	4.92593		<b>StDev (Sample):</b>	0.26688
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b>	0.26189

The instructor made productive use of class time.

	Count	Percent	Weight	Weighted Total
SA	14	53.85 %	5	70
A	8	30.77 %	4	32
N	4	15.38 %	3	12
<b>Total Responses</b>	26	100 %	12	114
<b>Mean (Avg):</b>	4.38462		<b>StDev (Sample):</b>	0.75243
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b>	0.73782

The instructor facilitated students' understanding of the subject matter.

	Count	Percent	Weight	Weighted Total
SA	18	66.67 %	5	90
A	7	25.93 %	4	28
N	2	7.41 %	3	6
<b>Total Responses</b>	27	100 %	12	124
<b>Mean (Avg):</b>	4.59259		<b>StDev (Sample):</b>	0.63605
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b>	0.62416

The instructor encouraged students to take responsibility for their own learning.

	Count	Percent	Weight	Weighted Total
SA	15	57.69 %	5	75
A	11	42.31 %	4	44
<b>Total Responses</b>	26	100 %	9	119
<b>Mean (Avg):</b>	4.57692		<b>StDev (Sample):</b>	0.50383
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b>	0.49405

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
SA	19	70.37 %	5	95
A	8	29.63 %	4	32

# Count and weight with %

## KILBANE ED630 40853 SUI 2007 NYC

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	27	100%	9	127
<b>Mean (Avg):</b> 4.70370			<b>StDev (Sample):</b> 0.46532	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.45662	

Assessments were fair, valid, and matched instruction.

	Count	Percent	Weight	Weighted Total
SA	19	76.00 %	5	95
A	5	20.00 %	4	20
N	1	4.00 %	3	3
<b>Total Responses</b>	25	100%	12	118
<b>Mean (Avg):</b> 4.72000			<b>StDev (Sample):</b> 0.54160	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.53066	

Assignments were returned with meaningful comments.

	Count	Percent	Weight	Weighted Total
SA	15	53.57 %	5	75
A	10	35.71 %	4	40
N	3	10.71 %	3	9
<b>Total Responses</b>	28	100%	12	124
<b>Mean (Avg):</b> 4.42857			<b>StDev (Sample):</b> 0.69007	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.67763	

The instructor's expectations and grading system were clear.

	Count	Percent	Weight	Weighted Total
SA	15	60.00 %	5	75
A	8	32.00 %	4	32
N	2	8.00 %	3	6
<b>Total Responses</b>	25	100%	12	113
<b>Mean (Avg):</b> 4.52000			<b>StDev (Sample):</b> 0.65320	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.64000	

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total
SA	25	92.59 %	5	125
A	2	7.41 %	4	8

# Count and weight with %

## KILBANE ED630 40853 SUI 2007 NYC

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	27	100%	9	133
<b>Mean (Avg):</b> 4.92593			<b>StDev (Sample):</b> 0.26688	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.26189	

The instructor was sensitive to and listened and responded to students' learning needs.

	Count	Percent	Weight	Weighted Total
SA	21	80.77 %	5	105
A	5	19.23 %	4	20
<b>Total Responses</b>	26	100%	9	125
<b>Mean (Avg):</b> 4.80769			<b>StDev (Sample):</b> 0.40192	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.39411	

Office hours were in syllabus and instructor was available at those hours and gave help when asked.

	Count	Percent	Weight	Weighted Total
SA	15	62.50 %	5	75
A	5	20.83 %	4	20
N	4	16.67 %	3	12
<b>Total Responses</b>	24	100%	12	107
<b>Mean (Avg):</b> 4.45833			<b>StDev (Sample):</b> 0.77903	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.76263	

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	Count	Percent	Weight	Weighted Total
SA	19	76.00 %	5	95
A	6	24.00 %	4	24
<b>Total Responses</b>	25	100%	9	119
<b>Mean (Avg):</b> 4.76000			<b>StDev (Sample):</b> 0.43589	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.42708	

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
SA	17	65.38 %	5	85
A	9	34.62 %	4	36



# Count and weight with %

## KILBANE ED630 40853 SUI 2007 NYC

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	26	100%	9	121
<b>Mean (Avg):</b> 4.65385			<b>StDev (Sample):</b> 0.48516	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.47574	

There was a high quality of instruction in this course.

	Count	Percent	Weight	Weighted Total
SA	16	64.00 %	5	80
A	9	36.00 %	4	36
<b>Total Responses</b>	25	100%	9	116
<b>Mean (Avg):</b> 4.64000			<b>StDev (Sample):</b> 0.48990	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.48000	

The objectives of this course were clear.

	Count	Percent	Weight	Weighted Total
SA	16	61.54 %	5	80
A	5	19.23 %	4	20
N	4	15.38 %	3	12
D	1	3.85 %	2	2
<b>Total Responses</b>	26	100%	14	114
<b>Mean (Avg):</b> 4.38462			<b>StDev (Sample):</b> 0.89786	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.88042	

The assignments were meaningful and aided in learning.

	Count	Percent	Weight	Weighted Total
SA	17	65.38 %	5	85
A	6	23.08 %	4	24
N	2	7.69 %	3	6
D	1	3.85 %	2	2
<b>Total Responses</b>	26	100%	14	117
<b>Mean (Avg):</b> 4.50000			<b>StDev (Sample):</b> 0.81240	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.79663	

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
SA	18	72.00 %	5	90

# Count and weight with %

## KILBANE ED630 40853 SUI 2007 NYC

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
A	6	24.00 %	4	24
N	1	4.00 %	3	3
<b>Total Responses</b>		<b>25</b>	<b>100 %</b>	<b>12</b>
<b>Mean (Avg):</b> 4.68000		<b>StDev (Sample):</b> 0.55678		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.54553	

The course design was effective in meeting the objectives of this course.

	Count	Percent	Weight	Weighted Total
SA	13	54.17 %	5	65
A	8	33.33 %	4	32
N	2	8.33 %	3	6
D	1	4.17 %	2	2
<b>Total Responses</b>		<b>24</b>	<b>100 %</b>	<b>14</b>
<b>Mean (Avg):</b> 4.37500		<b>StDev (Sample):</b> 0.82423		
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.80687	

The course facilitated my development as a professional educator. (n/a for reading 100)

	Count	Percent	Weight	Weighted Total
SA	17	62.96 %	5	85
A	9	33.33 %	4	36
N	1	3.70 %	3	3
<b>Total Responses</b>		<b>27</b>	<b>100 %</b>	<b>12</b>
<b>Mean (Avg):</b> 4.59259		<b>StDev (Sample):</b> 0.57239		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.56169	

My expectations were satisfied by the focus and substance of this course.

	Count	Percent	Weight	Weighted Total
SA	17	65.38 %	5	85
A	8	30.77 %	4	32
N	1	3.85 %	3	3
<b>Total Responses</b>		<b>26</b>	<b>100 %</b>	<b>12</b>
<b>Mean (Avg):</b> 4.61538		<b>StDev (Sample):</b> 0.57110		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.56001	

The required readings were appropriately current, relevant, and useful.

Count	Percent	Weight	Weighted
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# Count and weight with %

## KILBANE ED630 40853 SUI 2007 NYC

				<b>Total</b>
SA	19	70.37 %	5	95
A	6	22.22 %	4	24
N	2	7.41 %	3	6
<b>Total Responses</b>		27	<b>100 %</b>	12
<b>Mean (Avg):</b> 4.62963		<b>StDev (Sample):</b> 0.62929		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.61753	

Supplementary materials were appropriately current, relevant, and useful.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	14	60.87 %	5	70
A	8	34.78 %	4	32
N	1	4.35 %	3	3
<b>Total Responses</b>		23	<b>100 %</b>	12
<b>Mean (Avg):</b> 4.56522		<b>StDev (Sample):</b> 0.58977		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.57680	

The students were well prepared every week for class.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	11	40.74 %	5	55
A	13	48.15 %	4	52
N	3	11.11 %	3	9
<b>Total Responses</b>		27	<b>100 %</b>	12
<b>Mean (Avg):</b> 4.29630		<b>StDev (Sample):</b> 0.66880		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.65630	

The students challenged fellow students to do excellent work in the course.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	12	48.00 %	5	60
A	10	40.00 %	4	40
N	3	12.00 %	3	9
<b>Total Responses</b>		25	<b>100 %</b>	12
<b>Mean (Avg):</b> 4.36000		<b>StDev (Sample):</b> 0.70000		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.68586	

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR Jim Kilberne

COURSE ED 630 CRN# 40853

1. What did you consider to be the best aspects of this course?

The fact that the professor was so knowledgeable was the best aspect of this course.

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR Kilbane

COURSE ED 630 CRN# 40853

1. What did you consider to be the best aspects of this course?

The instructor was able to answer many important questions

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR KILBANE COURSE ED 630 CRN# 40853

1. What did you consider to be the best aspects of this course?

teacher's perspective on teaching, his style  
encouraged learning + understanding

2. What constructive comments can you offer for improving the teaching of this course?

HAVE J. KILBANE  
TEACH THIS COURSE AGAIN

3. Additional comments you wish to make regarding the course or instructor:

SAME AS 1 + 2

4. If applicable, please comment on the relationship between this course and your field.

HELPED OPEN MY MIND TO  
DIFFERENT APPROACH TO TEACHING

5. Please comment on the facilities supporting the teacher education program.

- V GOOD support for  
teacher + class

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR Jim Kilbane COURSE 630 CRN# 40853

1. What did you consider to be the best aspects of this course?

The opened question + comment discussions

2. What constructive comments can you offer for improving the teaching of this course?

It is a lot of info for a course in just 9 days

Workload not bad.

Maybe tie applications to classroom + theory

3. Additional comments you wish to make regarding the course or instructor:

Be flexible.

Control group discussion

hands on activities great Microteach good

4. If applicable, please comment on the relationship between this course and your field.

Liked that teacher was science also.

B

5. Please comment on the facilities supporting the teacher education program.

Computer time + use was good

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR \_\_\_\_\_ COURSE \_\_\_\_\_ CRN# \_\_\_\_\_

1. What did you consider to be the best aspects of this course?

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

Q: knock knock  
A: who's there?  
Q: AK

A: AK who?  
Q: Gazun teit

5. Please comment on the facilities supporting the teacher education program.



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR James KILBANE COURSE ED 630 CRN# 40853

1. What did you consider to be the best aspects of this course?

Most of the content was ~~to~~ taught in a very informal and comfortable manner

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

The number of days could be increased and the length shorter so students don't zone out by 4 'o'clock

4. If applicable, please comment on the relationship between this course and your field.

This course provided a lot of insight into teaching that I will use when the term ends

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR Jim Kilbane

COURSE ED630

CRN# 40853

1. What did you consider to be the best aspects of this course?

group discussions & stimulating, interesting conversations.

2. What constructive comments can you offer for improving the teaching of this course?

I understand this isn't exactly the nature of the course, but if it could have more concrete relevance to teaching, that'd be helpful.

3. Additional comments you wish to make regarding the course or instructor:

Jim was a great teacher. laid back & interesting, but we still got a lot done & learned a lot.

4. If applicable, please comment on the relationship between this course and your field.

learning psychology of adolescents was/will be helpful in relating to students when teaching.

5. Please comment on the facilities supporting the teacher education program.

good! good use of computer lab.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR KILBANE COURSE ED630 CRN# 40853

1. What did you consider to be the best aspects of this course?

Several fruitful discussions and well lead by instructor

2. What constructive comments can you offer for improving the teaching of this course?

~~Need structure~~ the time issue would make it difficult to make modifications removing good stuff from it. So NO

3. Additional comments you wish to make regarding the course or instructor:

Jim is cool and very helpful w/ his several examples during our discussions of theory. We could really see it happening in the real ~~world~~ M.S./H.S. classroom

4. If applicable, please comment on the relationship between this course and your field.

Very relevant - will definitely help me out

5. Please comment on the facilities supporting the teacher education program.

There were a few times there was some trouble obtaining the OTP - but nothing major

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SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR James Kelbanc COURSE ED630 CRN# 40853

1. What did you consider to be the best aspects of this course?

- Jim's humor
- Jim being concerned more w/ analysis and understanding than memorization and exams
- groupwork

2. What constructive comments can you offer for improving the teaching of this course?

It does not need to be from 9-6:30! Too long. There's not enough stuff to do during the day and it gets so boring. Not Jim's fault!

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR KILBAUE

COURSE ED630

CRN# 40853

1. What did you consider to be the best aspects of this course?

Going to the Bronx and meeting w/ NYC teachers and then reflecting on this experience was the best part of the class. We were able to see how teachers use their knowledge in the classroom.

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR Kilbane COURSE ED 630 CRN# 40853

1. What did you consider to be the best aspects of this course?

Instructor was knowledgeable +  
modelled good practice

2. What constructive comments can you offer for improving the teaching of this course?

More content/theory.  
less assignments - maybe one larger  
project? less short  
papers.

3. Additional comments you wish to make regarding the course or instructor:

Good, fun instructor - made  
~~for~~ a painful situation (i.e. being  
here so long) much more bearable.

4. If applicable, please comment on the relationship between this course and your field.

Not sure-

5. Please comment on the facilities supporting the teacher education program.

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COURSE OPINION SURVEY- 2007

INSTRUCTOR Kilbane

COURSE ED630

CRN# 40853

1. What did you consider to be the best aspects of this course?

The best aspects of the course were able to relate psychological theories to developing lesson plans. I really enjoyed group discussion & adding others ideas to what I want to incorporate into my class.

2. What constructive comments can you offer for improving the teaching of this course?

I have no constructive comments I thoroughly enjoyed the class and framework for facilitation of each lesson. (Spread out the length of the course.)

3. Additional comments you wish to make regarding the course or instructor:

Instructor was very good. Class content was always applicable to future career. Teacher had great insight and advice.

4. If applicable, please comment on the relationship between this course and your field.

I learned how to approach developing lesson plans with fun activities and now to start thinking like a teacher. (Which is much more difficult than one would think)

5. Please comment on the facilities supporting the teacher education program.

N/A

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SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR Kilbane COURSE ED 630 CRN# 40853

1. What did you consider to be the best aspects of this course?

The instructor was informative and flexible about the timing and amount of time we spent on the content.

2. What constructive comments can you offer for improving the teaching of this course?

Spread it out.

3. Additional comments you wish to make regarding the course or instructor:

I feel more ready to run my own classroom.

4. If applicable, please comment on the relationship between this course and your field.

Directly proportional

5. Please comment on the facilities supporting the teacher education program.

Good for the most part.



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR Kilbane

COURSE Ed 630 CRN# \_\_\_\_\_

1. What did you consider to be the best aspects of this course?

Non-lecture technique of the professor.  
Group discussions  
Microteaching assignment

2. What constructive comments can you offer for improving the teaching of this course?

N/A

3. Additional comments you wish to make regarding the course or instructor:

N/A

4. If applicable, please comment on the relationship between this course and your field.

Great intro for new teachers

5. Please comment on the facilities supporting the teacher education program.

N/A

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR Kilbane

COURSE Ed 630

CRN# 40883

1. What did you consider to be the best aspects of this course?

The instructor is very agreeable and facilitates discussions well, making sure to hit key points.

2. What constructive comments can you offer for improving the teaching of this course?

Too many down desks take time out

3. Additional comments you wish to make regarding the course or instructor:

Great job. I really like Jim and want to have him in the fall

4. If applicable, please comment on the relationship between this course and your field.

he has done well to relate development to his experiences and to practical applications in the classroom

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR KILBANE

COURSE ~~ED 40853~~ CRN# 40853  
ED630

1. What did you consider to be the best aspects of this course?

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR KILBANE

COURSE ED 636

CRN# 40853

1. What did you consider to be the best aspects of this course?

Jim was an amazing professor, the way he taught us truly was effective and makes me excited about becoming a teacher. I also liked the input of Jim's experiences to help us.

2. What constructive comments can you offer for improving the teaching of this course?

The nature of this course is quick & stressful. It is hard to always be prepared because of our time constraints but that is the only comment I can make; maybe try to be a little more organized.

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

This course allowed me to understand child development so I will be better able to read my students and their learning abilities & comprehension.

5. Please comment on the facilities supporting the teacher education program.

Great facilities, cold in the classroom. Like how we can use the computer lab & print 30 pages a day! :)

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR KILBANE

COURSE ED 630

CRN# ~~SUMMER A~~  
40853

1. What did you consider to be the best aspects of this course?

Dr. Kilbane!

2. What constructive comments can you offer for improving the teaching of this course?

Less work, but seriously in such a condensed course  
I guess this isn't possible.

3. Additional comments you wish to make regarding the course or instructor:

looking forward to science methods.

4. If applicable, please comment on the relationship between this course and your field.

required for teaching fellows.

5. Please comment on the facilities supporting the teacher education program.

more printing allowance please.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR KILBANE

COURSE ED 636

CRN# 40853

1. What did you consider to be the best aspects of this course?

~~THE~~ INSTRUCTOR PROVIDED SEVERAL VIEWS FOR EACH ELEMENT OF COURSE

2. What constructive comments can you offer for improving the teaching of this course?

I WAS SATISFIED WITH THE TEACHING

3. Additional comments you wish to make regarding the course or instructor:

N

4. If applicable, please comment on the relationship between this course and your field.

↳  
EXPOSED ME TO THEORETICAL SIDE OF WHAT WILL HAPPEN IN THE CLASSROOM

5. Please comment on the facilities supporting the teacher education program.

N/A

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR Kilbane

COURSE ED630

CRN# 40853

1. What did you consider to be the best aspects of this course?

Everything. Jim Kilbane is great!!

2. What constructive comments can you offer for improving the teaching of this course?

None. Everything he did was excellent.

3. Additional comments you wish to make regarding the course or instructor:

NA

4. If applicable, please comment on the relationship between this course and your field.

NA

5. Please comment on the facilities supporting the teacher education program.

Facilities are fine.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR Kilbane

COURSE ED636

CRN# 40853

1. What did you consider to be the best aspects of this course?

The amount of useful side information received which correlated to the lesson and/or answered our questions.

2. What constructive comments can you offer for improving the teaching of this course?

Coordinate with the SAF course more ~~in~~ in order to remove duplicated lessons.

3. Additional comments you wish to make regarding the course or instructor:

The instructor was excellent. He provided examples and was able to give a different prospective of teaching.

4. If applicable, please comment on the relationship between this course and your field.

Required as part of the NYC Fellows' summer training session.

5. Please comment on the facilities supporting the teacher education program.

Well-runned. However, information concerning the course ~~is~~ could be told to us earlier rather than right ~~before~~ before we need to know. the information



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR Kilbane

COURSE ED 630 CRN# 40853

1. What did you consider to be the best aspects of this course?

The material covered was very interesting and applicable to the Education field,

2. What constructive comments can you offer for improving the teaching of this course?

N/A

3. Additional comments you wish to make regarding the course or instructor:

Prof. Kilbane deserves a raise. He's great!

4. If applicable, please comment on the relationship between this course and your field.

N/A

5. Please comment on the facilities supporting the teacher education program.

N/A

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR K. Ibane COURSE ED630 CRN# 40853

1. What did you consider to be the best aspects of this course?

The people and instructor especially the insight and enthusiasm. Cohesiveness and critical thinking on topics.

2. What constructive comments can you offer for improving the teaching of this course?

Some more concrete handouts outlining theoretical ideas and who came up with them.

3. Additional comments you wish to make regarding the course or instructor:

Facilitated individual thought, critical thinking and community. Everything came together in the end and was cathartic. I am bad at note taking and would have liked a hard copy or table breaking down individual theories and ideas.

4. If applicable, please comment on the relationship between this course and your field.

People are different and process information independently this is something one must realize and promote in the classroom. People vary with age and experience you must adapt and take all facets into consideration.

5. Please comment on the facilities supporting the teacher education program.

We used the computer lab. But most of the materials and equipment used was provided by Dr. Kilbane.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR Kilbane

COURSE ED630

CRN# 40853

1. What did you consider to be the best aspects of this course?

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

Jim was great! I look forward to taking his class in the fall (or spring if that's when he teaches). would highly recommend him!

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR Kilbane

COURSE ED 630  
Summar

CRN# 40853

1. What did you consider to be the best aspects of this course?

Lots on "hands-on" activities and thought-provoking assignments.

2. What constructive comments can you offer for improving the teaching of this course?

A little tightening up of the classes in terms of time. We have little time during which to complete assignments and time left over in a lesson could be used to work on the assignments.

3. Additional comments you wish to make regarding the course or instructor:

N/A

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

Plans for the whiteboard, A/V equipment, all seemed to be provided by the prof! ? Seems like pace only provided the room.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR Kilbane COURSE ED 630 CRN# 40853

1. What did you consider to be the best aspects of this course?

UBT, Unit and Lesson Planning,  
Identity, Childhood Development.

2. What constructive comments can you offer for improving the teaching of this course?

Linking Theory to Practice

3. Additional comments you wish to make regarding the course or instructor:

Prof. Kilbane is an excellent  
Instructor. He opened a world  
of possibilities in this course

4. If applicable, please comment on the relationship between this course and your field.

Extremely Relevant

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2007

INSTRUCTOR Dr. Kilbane COURSE ED630 CRN# 42853

1. What did you consider to be the best aspects of this course?

I considered the information applicable to the classroom (I will be teaching in) to be the most relevant. Of course, I enjoyed Dr. Kilbane's style, and mixture of realism and intellectualism, he fostered and contributed to the class. Also, a new dynamic which I was not accustomed, was his aim of developing a "community" of the class.

2. What constructive comments can you offer for improving the teaching of this course?

Be more organized and take better control of the class when things have obviously gone astray.

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

I appreciated peering into the mind of the adolescent from a scientific stance. I wish we had more time to delve, but time was obviously a constraint.

5. Please comment on the facilities supporting the teacher education program.

I didn't have to use any resources but it seemed the staff was helpful and exuberant, and this led to some level of ease for my mind concerning the institution I would be a part of for the next two years.

# Count and weight with %

## KILBANE ED644 73278 FALL 2007 NYC

The instructor demonstrated a high level of knowledge in the subject matter.

	Count	Percent	Weight	Weighted Total
SA	16	84.21 %	5	80
A	2	10.53 %	4	8
SD	1	5.26 %	1	1
<b>Total Responses</b>	<b>19</b>	<b>100 %</b>	<b>10</b>	<b>89</b>
<b>Mean (Avg): 4.68421</b>		<b>StDev (Sample): 0.94591</b>		
<b>Minimum: 1</b>	<b>Maximum: 5</b>	<b>Range: 4</b>	<b>StDev (Population) 0.92068</b>	

The instructor was well prepared and organized.

	Count	Percent	Weight	Weighted Total
SA	13	68.42 %	5	65
A	5	26.32 %	4	20
SD	1	5.26 %	1	1
<b>Total Responses</b>	<b>19</b>	<b>100 %</b>	<b>10</b>	<b>86</b>
<b>Mean (Avg): 4.52632</b>		<b>StDev (Sample): 0.96427</b>		
<b>Minimum: 1</b>	<b>Maximum: 5</b>	<b>Range: 4</b>	<b>StDev (Population) 0.93856</b>	

The instructor stimulated students' interest in the subject.

	Count	Percent	Weight	Weighted Total
SA	12	63.16 %	5	60
A	4	21.05 %	4	16
N	2	10.53 %	3	6
SD	1	5.26 %	1	1
<b>Total Responses</b>	<b>19</b>	<b>100 %</b>	<b>13</b>	<b>83</b>
<b>Mean (Avg): 4.36842</b>		<b>StDev (Sample): 1.06513</b>		
<b>Minimum: 1</b>	<b>Maximum: 5</b>	<b>Range: 4</b>	<b>StDev (Population) 1.03672</b>	

The instructor encouraged questions.

	Count	Percent	Weight	Weighted Total
SA	15	78.95 %	5	75
A	3	15.79 %	4	12
SD	1	5.26 %	1	1
<b>Total Responses</b>	<b>19</b>	<b>100 %</b>	<b>10</b>	<b>88</b>
<b>Mean (Avg): 4.63158</b>		<b>StDev (Sample): 0.95513</b>		
<b>Minimum: 1</b>	<b>Maximum: 5</b>	<b>Range: 4</b>	<b>StDev (Population) 0.92966</b>	

# Count and weight with %

## KILBANE ED644 73278 FALL 2007 NYC

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
SA	15	78.95 %	5	75
A	2	10.53 %	4	8
N	1	5.26 %	3	3
D	1	5.26 %	2	2
<b>Total Responses</b>	<b>19</b>	<b>100 %</b>	<b>14</b>	<b>88</b>
	<b>Mean (Avg): 4.63158</b>		<b>StDev (Sample): 0.83070</b>	
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population) 0.80854</b>	

The instructor made productive use of class time.

	Count	Percent	Weight	Weighted Total
SA	13	68.42 %	5	65
A	1	5.26 %	4	4
N	2	10.53 %	3	6
D	3	15.79 %	2	6
<b>Total Responses</b>	<b>19</b>	<b>100 %</b>	<b>14</b>	<b>81</b>
	<b>Mean (Avg): 4.26316</b>		<b>StDev (Sample): 1.19453</b>	
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population) 1.16267</b>	

The instructor facilitated students' understanding of the subject matter.

	Count	Percent	Weight	Weighted Total
SA	13	68.42 %	5	65
A	5	26.32 %	4	20
SD	1	5.26 %	1	1
<b>Total Responses</b>	<b>19</b>	<b>100 %</b>	<b>10</b>	<b>86</b>
	<b>Mean (Avg): 4.52632</b>		<b>StDev (Sample): 0.96427</b>	
<b>Minimum: 1</b>	<b>Maximum: 5</b>	<b>Range: 4</b>	<b>StDev (Population) 0.93856</b>	

The instructor encouraged students to take responsibility for their own learning.

	Count	Percent	Weight	Weighted Total
SA	14	73.68 %	5	70
A	4	21.05 %	4	16
SD	1	5.26 %	1	1
<b>Total Responses</b>	<b>19</b>	<b>100 %</b>	<b>10</b>	<b>87</b>
	<b>Mean (Avg): 4.57895</b>		<b>StDev (Sample): 0.96124</b>	
<b>Minimum: 1</b>	<b>Maximum: 5</b>	<b>Range: 4</b>	<b>StDev (Population) 0.93560</b>	



# Count and weight with %

## KILBANE ED644 73278 FALL 2007 NYC

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
SA	14	77.78 %	5	70
A	3	16.67 %	4	12
SD	1	5.56 %	1	1
<b>Total Responses</b>	18	<b>100%</b>	10	83
<b>Mean (Avg):</b>	4.61111	<b>StDev (Sample):</b>	0.97853	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b>	0.95096

Assessments were fair, valid, and matched instruction.

	Count	Percent	Weight	Weighted Total
SA	15	78.95 %	5	75
A	1	5.26 %	4	4
D	2	10.53 %	2	4
SD	1	5.26 %	1	1
<b>Total Responses</b>	19	<b>100%</b>	12	84
<b>Mean (Avg):</b>	4.42105	<b>StDev (Sample):</b>	1.26121	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b>	1.22757

Assignments were returned with meaningful comments.

	Count	Percent	Weight	Weighted Total
SA	13	68.42 %	5	65
A	5	26.32 %	4	20
SD	1	5.26 %	1	1
<b>Total Responses</b>	19	<b>100%</b>	10	86
<b>Mean (Avg):</b>	4.52632	<b>StDev (Sample):</b>	0.96427	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b>	0.93856

The instructor's expectations and grading system were clear.

	Count	Percent	Weight	Weighted Total
SA	15	78.95 %	5	75
A	2	10.53 %	4	8
D	1	5.26 %	2	2
SD	1	5.26 %	1	1
<b>Total Responses</b>	19	<b>100%</b>	12	86
<b>Mean (Avg):</b>	4.52632	<b>StDev (Sample):</b>	1.12390	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b>	1.09393

# Count and weight with %

## KILBANE ED644 73278 FALL 2007 NYC

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total
SA	16	84.21 %	5	80
A	2	10.53 %	4	8
SD	1	5.26 %	1	1
<b>Total Responses</b>	19	<b>100 %</b>	10	89
<b>Mean (Avg):</b>	4.68421	<b>StDev (Sample):</b>	0.94591	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b>	0.92068

The instructor was sensitive to and listened and responded to students' learning needs.

	Count	Percent	Weight	Weighted Total
SA	16	84.21 %	5	80
A	1	5.26 %	4	4
N	1	5.26 %	3	3
SD	1	5.26 %	1	1
<b>Total Responses</b>	19	<b>100 %</b>	13	88
<b>Mean (Avg):</b>	4.63158	<b>StDev (Sample):</b>	1.01163	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b>	0.98465

Office hours were in syllabus and instructor was available at those hours and gave help when asked.

	Count	Percent	Weight	Weighted Total
SA	14	73.68 %	5	70
A	3	15.79 %	4	12
N	1	5.26 %	3	3
SD	1	5.26 %	1	1
<b>Total Responses</b>	19	<b>100 %</b>	13	86
<b>Mean (Avg):</b>	4.52632	<b>StDev (Sample):</b>	1.02026	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b>	0.99305

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	Count	Percent	Weight	Weighted Total
SA	12	63.16 %	5	60
A	6	31.58 %	4	24
SD	1	5.26 %	1	1
<b>Total Responses</b>	19	<b>100 %</b>	10	85
<b>Mean (Avg):</b>	4.47368	<b>StDev (Sample):</b>	0.96427	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b>	0.93856

# Count and weight with %

## KILBANE ED644 73278 FALL 2007 NYC

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total	
SA	13	68.42 %	5	65	
A	4	21.05 %	4	16	
D	1	5.26 %	2	2	
SD	1	5.26 %	1	1	
<b>Total Responses</b>		<b>19</b>	<b>100 %</b>	<b>12</b>	<b>84</b>
<b>Mean (Avg):</b> 4.42105		<b>StDev (Sample):</b> 1.12130			
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.09139		

There was a high quality of instruction in this course.

	Count	Percent	Weight	Weighted Total	
SA	14	73.68 %	5	70	
A	2	10.53 %	4	8	
N	1	5.26 %	3	3	
D	1	5.26 %	2	2	
SD	1	5.26 %	1	1	
<b>Total Responses</b>		<b>19</b>	<b>100 %</b>	<b>15</b>	<b>84</b>
<b>Mean (Avg):</b> 4.42105		<b>StDev (Sample):</b> 1.16980			
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.13860		

The objectives of this course were clear.

	Count	Percent	Weight	Weighted Total	
SA	14	73.68 %	5	70	
A	2	10.53 %	4	8	
N	1	5.26 %	3	3	
D	1	5.26 %	2	2	
SD	1	5.26 %	1	1	
<b>Total Responses</b>		<b>19</b>	<b>100 %</b>	<b>15</b>	<b>84</b>
<b>Mean (Avg):</b> 4.42105		<b>StDev (Sample):</b> 1.16980			
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.13860		

The assignments were meaningful and aided in learning.

	Count	Percent	Weight	Weighted Total
SA	14	73.68 %	5	70
A	2	10.53 %	4	8
N	2	10.53 %	3	6
SD	1	5.26 %	1	1

# Count and weight with %

## KILBANE ED644 73278 FALL 2007 NYC

The assignments were meaningful and aided in learning.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	19	100%	13	85
<b>Mean (Avg):</b> 4.47368			<b>StDev (Sample):</b> 1.07333	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population):</b> 1.04471	

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
SA	14	73.68 %	5	70
A	3	15.79 %	4	12
N	1	5.26 %	3	3
SD	1	5.26 %	1	1
<b>Total Responses</b>	19	100%	13	86
<b>Mean (Avg):</b> 4.52632			<b>StDev (Sample):</b> 1.02026	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population):</b> 0.99305	

The course design was effective in meeting the objectives of this course.

	Count	Percent	Weight	Weighted Total
SA	15	78.95 %	5	75
A	1	5.26 %	4	4
N	1	5.26 %	3	3
D	1	5.26 %	2	2
SD	1	5.26 %	1	1
<b>Total Responses</b>	19	100%	15	85
<b>Mean (Avg):</b> 4.47368			<b>StDev (Sample):</b> 1.17229	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population):</b> 1.14103	

The course facilitated my development as a professional educator. (n/a for reading 100)

	Count	Percent	Weight	Weighted Total
SA	14	73.68 %	5	70
A	2	10.53 %	4	8
N	2	10.53 %	3	6
SD	1	5.26 %	1	1
<b>Total Responses</b>	19	100%	13	85
<b>Mean (Avg):</b> 4.47368			<b>StDev (Sample):</b> 1.07333	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population):</b> 1.04471	

# Count and weight with %

## KILBANE ED644 73278 FALL 2007 NYC

My expectations were satisfied by the focus and substance of this course.

	Count	Percent	Weight	Weighted Total	
SA	13	68.42 %	5	65	
A	4	21.05 %	4	16	
N	1	5.26 %	3	3	
SD	1	5.26 %	1	1	
<b>Total Responses</b>		<b>19</b>	<b>100 %</b>	<b>13</b>	<b>85</b>
<b>Mean (Avg):</b> 4.47368		<b>StDev (Sample):</b> 1.02026			
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 0.99305		

The required readings were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total	
SA	13	68.42 %	5	65	
A	3	15.79 %	4	12	
N	2	10.53 %	3	6	
SD	1	5.26 %	1	1	
<b>Total Responses</b>		<b>19</b>	<b>100 %</b>	<b>13</b>	<b>84</b>
<b>Mean (Avg):</b> 4.42105		<b>StDev (Sample):</b> 1.07061			
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.04205		

Supplementary materials were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total	
SA	12	66.67 %	5	60	
A	3	16.67 %	4	12	
N	2	11.11 %	3	6	
SD	1	5.56 %	1	1	
<b>Total Responses</b>		<b>18</b>	<b>100 %</b>	<b>13</b>	<b>79</b>
<b>Mean (Avg):</b> 4.38889		<b>StDev (Sample):</b> 1.09216			
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.06139		

The students were well prepared every week for class.

	Count	Percent	Weight	Weighted Total
SA	9	47.37 %	5	45
A	5	26.32 %	4	20
N	2	10.53 %	3	6
D	2	10.53 %	2	4
SD	1	5.26 %	1	1

# Count and weight with %

## KILBANE ED644 73278 FALL 2007 NYC

The students were well prepared every week for class.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	19	100%	15	76
<b>Mean (Avg):</b> 4.00000			<b>StDev (Sample):</b> 1.24722	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.21395	

The students challenged fellow students to do excellent work in the course.

	Count	Percent	Weight	Weighted Total
SA	11	57.89 %	5	55
A	5	26.32 %	4	20
N	1	5.26 %	3	3
D	1	5.26 %	2	2
SD	1	5.26 %	1	1
<b>Total Responses</b>	19	100%	15	81
<b>Mean (Avg):</b> 4.26316			<b>StDev (Sample):</b> 1.14708	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.11648	

INSTRUCTOR'S NAME : KILBANE

CRN#: \_\_\_\_\_

COURSE NAME: ED 644

Circle One: Fall SP SU1 SU2

Year 07

29. What did you consider to be the best aspects of this course?

great community of learners & teacher

30. What constructive comments can you offer for improving the teaching of this course?

31. Additional comments you wish to make regarding the course or instructor:

32. If applicable, please comment on the relationship between this course and your field.

33. Please comment on the facilities supporting the teacher education program.

INSTRUCTOR'S NAME : Jim Killbane

CRN#: \_\_\_\_\_  
Circle One: Fall SP SU1 SU2  
Year 07

COURSE NAME: 644

29. What did you consider to be the best aspects of this course?

Teacher + students

30. What constructive comments can you offer for improving the teaching of this course?

31. Additional comments you wish to make regarding the course or instructor:

Great

32. If applicable, please comment on the relationship between this course and your field.

I quit.

33. Please comment on the facilities supporting the teacher education program.



INSTRUCTOR'S NAME: Kilbane

CRN#: \_\_\_\_\_

COURSE NAME: Science Methods

Circle One: Fall SP SU1 SU2

Year 2007

29. What did you consider to be the best aspects of this course?

Conversation in class, community.

30. What constructive comments can you offer for improving the teaching of this course?

Make class time more productive.

31. Additional comments you wish to make regarding the course or instructor:

Jim is great - really cares about us all, always responds to emails, gives useful resources.

32. If applicable, please comment on the relationship between this course and your field.

★

33. Please comment on the facilities supporting the teacher education program.

didn't really like Pace high school

INSTRUCTOR'S NAME : Jim Kilbane

CRN#: \_\_\_\_\_

COURSE NAME: Science Methods

Circle One: Fall, SP SU1 SU2

Year \_\_\_\_\_

29. What did you consider to be the best aspects of this course?

30. What constructive comments can you offer for improving the teaching of this course?

31. Additional comments you wish to make regarding the course or instructor:

32. If applicable, please comment on the relationship between this course and your field.

33. Please comment on the facilities supporting the teacher education program.

INSTRUCTOR'S NAME: Kilbone

CRN#: \_\_\_\_\_

COURSE NAME: ED 644

Circle One: Fall  SP  SU1  SU2

Year 2007

29. What did you consider to be the best aspects of this course?

The instructor!

30. What constructive comments can you offer for improving the teaching of this course?

31. Additional comments you wish to make regarding the course or instructor:

32. If applicable, please comment on the relationship between this course and your field.

Well the course starts with "Ed"  
and so does education. Is that a coincidence?

33. Please comment on the facilities supporting the teacher education program.

INSTRUCTOR'S NAME: Jim Kilbase

CRN#: \_\_\_\_\_

Circle One: Fall SP SU1 SU2

COURSE NAME: \_\_\_\_\_

Year 2007

29. What did you consider to be the best aspects of this course?

The instructor

30. What constructive comments can you offer for improving the teaching of this course?

31. Additional comments you wish to make regarding the course or instructor:

Instructor was very helpful and facilitated learning.

32. If applicable, please comment on the relationship between this course and your field.

# taught me activities to use in class

33. Please comment on the facilities supporting the teacher education program.

INSTRUCTOR'S NAME: Kilbane

CRN#: \_\_\_\_\_

COURSE NAME: ED644

Circle One: Fall, SP SU1 SU2

Year 07

29. What did you consider to be the best aspects of this course?

discussion

30. What constructive comments can you offer for improving the teaching of this course?

a lot of writing

31. Additional comments you wish to make regarding the course or instructor:

Post more resources on line  
inc. unit plans

32. If applicable, please comment on the relationship between this course and your field.

I teach science

33. Please comment on the facilities supporting the teacher education program.

I hated pace H.S.

INSTRUCTOR'S NAME: ~~Ed~~ Kilbane

CRN#: 73278

COURSE NAME: ED 644 Sci Methods

Circle One: Fall SP SU1 SU2

Year 2007

29. What did you consider to be the best aspects of this course?

open discussion, idea sharing, good feedback from instructor and extra-class time help.

30. What constructive comments can you offer for improving the teaching of this course?

keeping with the lesson plan.

31. Additional comments you wish to make regarding the course or instructor:

32. If applicable, please comment on the relationship between this course and your field.

33. Please comment on the facilities supporting the teacher education program.

INSTRUCTOR'S NAME: Millhous

CRN#: 73278

COURSE NAME: ED 644

Circle One: Fall SP SU1 SU2

Year 2007

29. What did you consider to be the best aspects of this course?

The instructor

30. What constructive comments can you offer for improving the teaching of this course?

Course was informative and well taught

31. Additional comments you wish to make regarding the course or instructor:

Jim offer many first hand experiences that were relevant and helped me to understand my first teaching year.

32. If applicable, please comment on the relationship between this course and your field.

33. Please comment on the facilities supporting the teacher education program.

INSTRUCTOR'S NAME : Kilbane

CRN#: 73278

COURSE NAME: ED 644

Circle One: Fall SP SU1 SU2

Year 2007

29. What did you consider to be the best aspects of this course?

Jim showed us experiments he used w/ his science classes. This was an excellent way to show us how to do these fun experiments.

30. What constructive comments can you offer for improving the teaching of this course?

31. Additional comments you wish to make regarding the course or instructor:

32. If applicable, please comment on the relationship between this course and your field.

33. Please comment on the facilities supporting the teacher education program.



INSTRUCTOR'S NAME : JIM KILBANE

CRN#: \_\_\_\_\_

COURSE NAME: SCIENCE METHODS

Circle One: Fall SP SU1 SU2

Year 2007

29. What did you consider to be the best aspects of this course?

30. What constructive comments can you offer for improving the teaching of this course?

31. Additional comments you wish to make regarding the course or instructor:

32. If applicable, please comment on the relationship between this course and your field.

33. Please comment on the facilities supporting the teacher education program.

INSTRUCTOR'S NAME : KILBANE

CRN#: \_\_\_\_\_

COURSE NAME: ED 644

Circle One: Fall SP SU1 SU2

Year 2007

29. What did you consider to be the best aspects of this course?

30. What constructive comments can you offer for improving the teaching of this course?

Fewer assignments — too many and too long.

31. Additional comments you wish to make regarding the course or instructor:

32. If applicable, please comment on the relationship between this course and your field.

33. Please comment on the facilities supporting the teacher education program.

INSTRUCTOR'S NAME : KILBANE

CRN#: 73278

COURSE NAME: ED 644

Circle One: Fall SP SU1 SU2

Year \_\_\_\_\_

29. What did you consider to be the best aspects of this course?

30. What constructive comments can you offer for improving the teaching of this course?

31. Additional comments you wish to make regarding the course or instructor:

*Made being a first year teacher a much better experience than it would have been without him ... probably kept a number of people in the program despite difficult conditions.*

32. If applicable, please comment on the relationship between this course and your field.

33. Please comment on the facilities supporting the teacher education program.

INSTRUCTOR'S NAME : Kilbane

CRN#: 73278  
Circle One:  Fall  SP  SU1  SU2  
Year 2007

COURSE NAME: ED 644

29. What did you consider to be the best aspects of this course?

I really enjoyed completing the assignments (not a common thing for me to say). They made me think a lot about my teaching, and analyze what's working (and what's not).

30. What constructive comments can you offer for improving the teaching of this course?

31. Additional comments you wish to make regarding the course or instructor:

Going to miss Jim!

32. If applicable, please comment on the relationship between this course and your field.

33. Please comment on the facilities supporting the teacher education program.

INSTRUCTOR'S NAME: Kilbane

CRN#: 73278

COURSE NAME: ED644

Circle One:  Fall  SP  SU1  SU2

Year 2007

29. What did you consider to be the best aspects of this course?

Teacher +  
Students

30. What constructive comments can you offer for improving the teaching of this course?

Better Students

31. Additional comments you wish to make regarding the course or instructor:

Rock ON!

32. If applicable, please comment on the relationship between this course and your field.

Science and  
Learning!

33. Please comment on the facilities supporting the teacher education program.

Don't know

# Count and weight with %

## KILBANE ED629 71861 FALL 2007 NYC

The instructor demonstrated a high level of knowledge in the subject matter.

	Count	Percent	Weight	Weighted Total	
SA	13	76.47 %	5	65	
A	2	11.76 %	4	8	
N	1	5.88 %	3	3	
D	1	5.88 %	2	2	
<b>Total Responses</b>		<b>17</b>	<b>100 %</b>	<b>14</b>	<b>78</b>
<b>Mean (Avg):</b> 4.58824		<b>StDev (Sample):</b> 0.87026			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.84428		

The instructor was well prepared and organized.

	Count	Percent	Weight	Weighted Total	
SA	5	29.41 %	5	25	
A	8	47.06 %	4	32	
N	3	17.65 %	3	9	
D	1	5.88 %	2	2	
<b>Total Responses</b>		<b>17</b>	<b>100 %</b>	<b>14</b>	<b>68</b>
<b>Mean (Avg):</b> 4.00000		<b>StDev (Sample):</b> 0.86603			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.84017		

The instructor stimulated students' interest in the subject.

	Count	Percent	Weight	Weighted Total	
SA	10	58.82 %	5	50	
A	6	35.29 %	4	24	
N	1	5.88 %	3	3	
<b>Total Responses</b>		<b>17</b>	<b>100 %</b>	<b>12</b>	<b>77</b>
<b>Mean (Avg):</b> 4.52941		<b>StDev (Sample):</b> 0.62426			
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.60563		

The instructor encouraged questions.

	Count	Percent	Weight	Weighted Total	
SA	10	58.82 %	5	50	
A	5	29.41 %	4	20	
N	2	11.76 %	3	6	
<b>Total Responses</b>		<b>17</b>	<b>100 %</b>	<b>12</b>	<b>76</b>
<b>Mean (Avg):</b> 4.47059		<b>StDev (Sample):</b> 0.71743			
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.69601		

# Count and weight with %

## KILBANE ED629 71861 FALL 2007 NYC

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
SA	11	64.71 %	5	55
A	5	29.41 %	4	20
N	1	5.88 %	3	3
<b>Total Responses</b>	17	<b>100 %</b>	12	78
<b>Mean (Avg):</b>	4.58824	<b>StDev (Sample):</b>	0.61835	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b>	0.59988

The instructor made productive use of class time.

	Count	Percent	Weight	Weighted Total
SA	6	35.29 %	5	30
A	9	52.94 %	4	36
N	1	5.88 %	3	3
D	1	5.88 %	2	2
<b>Total Responses</b>	17	<b>100 %</b>	14	71
<b>Mean (Avg):</b>	4.17647	<b>StDev (Sample):</b>	0.80896	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b>	0.78480

The instructor facilitated students' understanding of the subject matter.

	Count	Percent	Weight	Weighted Total
SA	9	56.25 %	5	45
A	6	37.50 %	4	24
N	1	6.25 %	3	3
<b>Total Responses</b>	16	<b>100 %</b>	12	72
<b>Mean (Avg):</b>	4.50000	<b>StDev (Sample):</b>	0.63246	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b>	0.61237

The instructor encouraged students to take responsibility for their own learning.

	Count	Percent	Weight	Weighted Total
SA	11	64.71 %	5	55
A	3	17.65 %	4	12
N	3	17.65 %	3	9
<b>Total Responses</b>	17	<b>100 %</b>	12	76
<b>Mean (Avg):</b>	4.47059	<b>StDev (Sample):</b>	0.79982	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b>	0.77594

# Count and weight with %

## KILBANE ED629 71861 FALL 2007 NYC

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
SA	4	25.00 %	5	20
A	5	31.25 %	4	20
N	6	37.50 %	3	18
D	1	6.25 %	2	2
<b>Total Responses</b>	<b>16</b>	<b>100 %</b>	<b>14</b>	<b>60</b>
	<b>Mean (Avg): 3.75000</b>		<b>StDev (Sample): 0.93095</b>	
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population) 0.90139</b>	

Assessments were fair, valid, and matched instruction.

	Count	Percent	Weight	Weighted Total
SA	7	43.75 %	5	35
A	5	31.25 %	4	20
N	4	25.00 %	3	12
<b>Total Responses</b>	<b>16</b>	<b>100 %</b>	<b>12</b>	<b>67</b>
	<b>Mean (Avg): 4.18750</b>		<b>StDev (Sample): 0.83417</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.80768</b>	

Assignments were returned with meaningful comments.

	Count	Percent	Weight	Weighted Total
SA	10	58.82 %	5	50
A	6	35.29 %	4	24
N	1	5.88 %	3	3
<b>Total Responses</b>	<b>17</b>	<b>100 %</b>	<b>12</b>	<b>77</b>
	<b>Mean (Avg): 4.52941</b>		<b>StDev (Sample): 0.62426</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.60563</b>	

The instructor's expectations and grading system were clear.

	Count	Percent	Weight	Weighted Total
SA	5	29.41 %	5	25
A	5	29.41 %	4	20
N	5	29.41 %	3	15
D	2	11.76 %	2	4
<b>Total Responses</b>	<b>17</b>	<b>100 %</b>	<b>14</b>	<b>64</b>
	<b>Mean (Avg): 3.76471</b>		<b>StDev (Sample): 1.03256</b>	
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population) 1.00173</b>	



# Count and weight with %

## KILBANE ED629 71861 FALL 2007 NYC

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total
SA	14	82.35 %	5	70
A	2	11.76 %	4	8
N	1	5.88 %	3	3
<b>Total Responses</b>	<b>17</b>	<b>100%</b>	<b>12</b>	<b>81</b>
<b>Mean (Avg):</b> 4.76471			<b>StDev (Sample):</b> 0.56230	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.54551	

The instructor was sensitive to and listened and responded to students' learning needs.

	Count	Percent	Weight	Weighted Total
SA	13	81.25 %	5	65
A	2	12.50 %	4	8
N	1	6.25 %	3	3
<b>Total Responses</b>	<b>16</b>	<b>100%</b>	<b>12</b>	<b>76</b>
<b>Mean (Avg):</b> 4.75000			<b>StDev (Sample):</b> 0.57735	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.55902	

Office hours were in syllabus and instructor was available at those hours and gave help when asked.

	Count	Percent	Weight	Weighted Total
SA	10	58.82 %	5	50
A	4	23.53 %	4	16
N	3	17.65 %	3	9
<b>Total Responses</b>	<b>17</b>	<b>100%</b>	<b>12</b>	<b>75</b>
<b>Mean (Avg):</b> 4.41176			<b>StDev (Sample):</b> 0.79521	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.77146	

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	Count	Percent	Weight	Weighted Total
SA	10	58.82 %	5	50
A	6	35.29 %	4	24
N	1	5.88 %	3	3
<b>Total Responses</b>	<b>17</b>	<b>100%</b>	<b>12</b>	<b>77</b>
<b>Mean (Avg):</b> 4.52941			<b>StDev (Sample):</b> 0.62426	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.60563	

The instructor was able to stimulate my capacity for independent thought.

Count	Percent	Weight	Weighted
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# Count and weight with %

## KILBANE ED629 71861 FALL 2007 NYC

				<b>Total</b>
SA	10	58.82 %	5	50
A	6	35.29 %	4	24
N	1	5.88 %	3	3
<b>Total Responses</b>		17	<b>100 %</b>	12
<b>Mean (Avg):</b> 4.52941		<b>StDev (Sample):</b> 0.62426		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.60563	

There was a high quality of instruction in this course.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	9	52.94 %	5	45
A	5	29.41 %	4	20
N	2	11.76 %	3	6
D	1	5.88 %	2	2
<b>Total Responses</b>		17	<b>100 %</b>	14
<b>Mean (Avg):</b> 4.29412		<b>StDev (Sample):</b> 0.91956		
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.89210	

The objectives of this course were clear.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	7	41.18 %	5	35
A	4	23.53 %	4	16
N	6	35.29 %	3	18
<b>Total Responses</b>		17	<b>100 %</b>	12
<b>Mean (Avg):</b> 4.05882		<b>StDev (Sample):</b> 0.89935		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.87249	

The assignments were meaningful and aided in learning.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	8	47.06 %	5	40
A	7	41.18 %	4	28
N	2	11.76 %	3	6
<b>Total Responses</b>		17	<b>100 %</b>	12
<b>Mean (Avg):</b> 4.35294		<b>StDev (Sample):</b> 0.70189		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.68093	

Assignments required critical and creative thought.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
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# Count and weight with %

## KILBANE ED629 71861 FALL 2007 NYC

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
SA	11	64.71 %	5	55
A	5	29.41 %	4	20
N	1	5.88 %	3	3
<b>Total Responses</b>	<b>17</b>	<b>100 %</b>	<b>12</b>	<b>78</b>
<b>Mean (Avg):</b>	<b>4.58824</b>	<b>StDev (Sample):</b>	<b>0.61835</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.59988</b>

The course design was effective in meeting the objectives of this course.

	Count	Percent	Weight	Weighted Total
SA	8	47.06 %	5	40
A	6	35.29 %	4	24
N	3	17.65 %	3	9
<b>Total Responses</b>	<b>17</b>	<b>100 %</b>	<b>12</b>	<b>73</b>
<b>Mean (Avg):</b>	<b>4.29412</b>	<b>StDev (Sample):</b>	<b>0.77174</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.74870</b>

The course facilitated my development as a professional educator. (n/a for reading 100)

	Count	Percent	Weight	Weighted Total
SA	10	58.82 %	5	50
A	6	35.29 %	4	24
N	1	5.88 %	3	3
<b>Total Responses</b>	<b>17</b>	<b>100 %</b>	<b>12</b>	<b>77</b>
<b>Mean (Avg):</b>	<b>4.52941</b>	<b>StDev (Sample):</b>	<b>0.62426</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.60563</b>

My expectations were satisfied by the focus and substance of this course.

	Count	Percent	Weight	Weighted Total
SA	8	47.06 %	5	40
A	5	29.41 %	4	20
N	3	17.65 %	3	9
D	1	5.88 %	2	2
<b>Total Responses</b>	<b>17</b>	<b>100 %</b>	<b>14</b>	<b>71</b>
<b>Mean (Avg):</b>	<b>4.17647</b>	<b>StDev (Sample):</b>	<b>0.95101</b>	
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population)</b>	<b>0.92261</b>

# Count and weight with %

## KILBANE ED629 71861 FALL 2007 NYC

The required readings were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total	
SA	6	35.29 %	5	30	
A	6	35.29 %	4	24	
N	4	23.53 %	3	12	
D	1	5.88 %	2	2	
<b>Total Responses</b>		17	<b>100 %</b>	14	68
<b>Mean (Avg):</b> 4.00000		<b>StDev (Sample):</b> 0.93541			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.90749		

Supplementary materials were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total	
SA	6	35.29 %	5	30	
A	6	35.29 %	4	24	
N	3	17.65 %	3	9	
D	2	11.76 %	2	4	
<b>Total Responses</b>		17	<b>100 %</b>	14	67
<b>Mean (Avg):</b> 3.94118		<b>StDev (Sample):</b> 1.02899			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.99827		

The students were well prepared every week for class.

	Count	Percent	Weight	Weighted Total	
SA	2	11.76 %	5	10	
A	8	47.06 %	4	32	
N	6	35.29 %	3	18	
D	1	5.88 %	2	2	
<b>Total Responses</b>		17	<b>100 %</b>	14	62
<b>Mean (Avg):</b> 3.64706		<b>StDev (Sample):</b> 0.78591			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.76244		

The students challenged fellow students to do excellent work in the course.

	Count	Percent	Weight	Weighted Total
SA	3	17.65 %	5	15
A	7	41.18 %	4	28
N	7	41.18 %	3	21

# Count and weight with %

## KILBANE ED629 71861 FALL 2007 NYC

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The students challenged fellow students to do excellent work in the course.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	17	100%	12	64
<b>Mean (Avg):</b> 3.76471			<b>StDev (Sample):</b> 0.75245	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.72998	

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INSTRUCTOR'S NAME: Kilbane, James

CRN#: 71861

COURSE NAME: ED629

Circle One:  Fall  SP  SU1  SU2

Year 2007

29. What did you consider to be the best aspects of this course?

I loved the demos, I have used a couple for my class as inquiry labs. The assignments were meaningful, even though I didn't think so at first.

30. What constructive comments can you offer for improving the teaching of this course?

I really enjoyed the handouts: "10 tips for..." More of this teaching wisdom would have been great to see.

31. Additional comments you wish to make regarding the course or instructor:

Thank you for being flexible on due dates. As a first year teacher, you've made life so much easier for me!

32. If applicable, please comment on the relationship between this course and your field.

33. Please comment on the facilities supporting the teacher education program.

Wonderful.

INSTRUCTOR'S NAME: James Kilbane

CRN#: 71861

COURSE NAME: ED 629

Circle One: Fall SP SU1 SU2

Year 2007

29. What did you consider to be the best aspects of this course?

I loved that you would start classes with experiments and discovery activities that we could use with our kids. It was engaging and gave me some concrete ideas that I could actually utilize in my classroom.

30. What constructive comments can you offer for improving the teaching of this course?

I would suggest clarity when writing up assignments. Towards the beginning of the course, I often felt like I didn't know what you were looking for in assignments.

31. Additional comments you wish to make regarding the course or instructor:

I really liked how easy-going my instructor was. I felt very comfortable and enjoyed the course because of this. I also appreciated his flexibility regarding assignments.

32. If applicable, please comment on the relationship between this course and your field.

This course is designed specifically for science teachers, and I felt like the content of the course was extremely pertinent to my field.

33. Please comment on the facilities supporting the teacher education program.

There should be a free copier somewhere!

INSTRUCTOR'S NAME: Kilbane

CRN#: 71861

COURSE NAME: ED 629

Circle One: Fall SP SU1 SU2

Year 2007

29. What did you consider to be the best aspects of this course?

- great reading  
- useful assignments  
- good discussions

30. What constructive comments can you offer for improving the teaching of this course?

- more discussion of readings

31. Additional comments you wish to make regarding the course or instructor:

n/a

32. If applicable, please comment on the relationship between this course and your field.

- applicable work + discussion for  
immediate + long term use  
in my classroom

33. Please comment on the facilities supporting the teacher education program.

?



INSTRUCTOR'S NAME: Jim Kilbane

CRN#: 71861

COURSE NAME: Assessment + Evaluation  
ED 629

Circle One: Fall SP SU1 SU2

Year \_\_\_\_\_

29. What did you consider to be the best aspects of this course?

• classroom activities vary in structure  
• we receive excellent ideas for demos (activities)  
• flexible deadlines  
• assignments are relevant and applicable to things we should be doing as first year teachers

30. What constructive comments can you offer for improving the teaching of this course?

• this is a pro and con. I need slightly more pressure to keep up w/ assignments.

31. Additional comments you wish to make regarding the course or instructor:

• Quicker feedback on email questions.

32. If applicable, please comment on the relationship between this course and your field.

• help w/ purposeful lesson planning; especially in the area of student laboratory exercises

33. Please comment on the facilities supporting the teacher education program.

• adequate

INSTRUCTOR'S NAME : Kilbane

CRN#: ~~8629~~ 71861  
Circle One: **Fall** SP SU1 SU2  
Year 2007

COURSE NAME: Evaluation & Assessment

29. What did you consider to be the best aspects of this course?

The labs we did the first session were very helpful  
Also, the feedback on assignments was great.

30. What constructive comments can you offer for improving the teaching of this course?

We could probably condense a lot of what we  
did into a shorter class period.

31. Additional comments you wish to make regarding the course or instructor:

Awesome!

32. If applicable, please comment on the relationship between this course and your field.

33. Please comment on the facilities supporting the teacher education program.

great classrooms.

INSTRUCTOR'S NAME : Kilbane

CRN#: 71861

Circle One:  Fall  SP  SU1  SU2

COURSE NAME: ED629

Year 2007

29. What did you consider to be the best aspects of this course?

30. What constructive comments can you offer for improving the teaching of this course?

31. Additional comments you wish to make regarding the course or instructor:

32. If applicable, please comment on the relationship between this course and your field.

33. Please comment on the facilities supporting the teacher education program.

INSTRUCTOR'S NAME : KILBANE

CRN#: 71861

Circle One: Fall SP SU1 SU2

COURSE NAME: ED629

Year 2007

29. What did you consider to be the best aspects of this course?

Science demos.

30. What constructive comments can you offer for improving the teaching of this course?

More structure.  
Know what assignments entail.  
Prof. more prepared.

31. Additional comments you wish to make regarding the course or instructor:

32. If applicable, please comment on the relationship between this course and your field.

33. Please comment on the facilities supporting the teacher education program.

INSTRUCTOR'S NAME: Kilbane

CRN#: 11861  
Circle One: Fall SP SU1 SU2  
Year 2001

COURSE NAME: Evaluation & Assessment

29. What did you consider to be the best aspects of this course?

The experiments we did were great because we could use them in our own classrooms.

30. What constructive comments can you offer for improving the teaching of this course?

31. Additional comments you wish to make regarding the course or instructor:

32. If applicable, please comment on the relationship between this course and your field.

I am teaching science, so this class was helpful to my preparation for my classroom.

33. Please comment on the facilities supporting the teacher education program.

INSTRUCTOR'S NAME: Killbane

CRN#: 71861

COURSE NAME: Assessment + Evaluation

Circle One: (Fall) SP SU1 SU2

Year 2007

ED 629

29. What did you consider to be the best aspects of this course?

Applicability of class material to teaching

30. What constructive comments can you offer for improving the teaching of this course?

Clearer instructions for assignment criteria and deadline  
Less middle school focus

31. Additional comments you wish to make regarding the course or instructor:

Very useful + accomodating

32. If applicable, please comment on the relationship between this course and your field.

Directly applicable to my daily teaching

33. Please comment on the facilities supporting the teacher education program.

INSTRUCTOR'S NAME: J. Kilbane

CRN#: 71861

COURSE NAME: ED629

Circle One:  Fall  SP  SU1  SU2

Year 2007

29. What did you consider to be the best aspects of this course?

Receiving experiment ideas and different ways to connect the science concepts.

30. What constructive comments can you offer for improving the teaching of this course?

The reflection and other student feedback feel unnecessary. They don't help very much and take up a lot of time.

31. Additional comments you wish to make regarding the course or instructor:

I appreciate Jim's laid-back and very supportive attitude. He has provided a comfortable + safe space for us to learn.

32. If applicable, please comment on the relationship between this course and your field.

I teach high school chemistry so this is very relevant.

33. Please comment on the facilities supporting the teacher education program.

The facility is fine - the chairs are uncomfortable considering how long we sit here.

INSTRUCTOR'S NAME: Jim Kilbane

CRN#: 71861  
Circle One: Fall SP SU1 SU2  
Year 07

COURSE NAME: ED629

29. What did you consider to be the best aspects of this course?

I got a lot of use out of our discussions on questions → writing better questions and also scaffolding/delivering them more appropriately.

30. What constructive comments can you offer for improving the teaching of this course?

Hopefully we can come up with a better schedule for assignments, so we are all clear on what is due & when.

31. Additional comments you wish to make regarding the course or instructor:

I am so appreciative of your understanding toward our busy schedules!

32. If applicable, please comment on the relationship between this course and your field.

Helpful in a lot of ways → since I am a first year teacher, the most helpful things were ones I could turn right back around for instruction.

33. Please comment on the facilities supporting the teacher education program.



INSTRUCTOR'S NAME: KILBANE

CRN#: 71861

COURSE NAME: ED024

Circle One: Fall SP SU1 SU2

Year 2007

29. What did you consider to be the best aspects of this course?

The mini-labs were very useful, interesting, and informative, especially the diffusion lab and the ooblock lab. We were able to do the labs ourselves, which increased our understanding of how to implement them.

30. What constructive comments can you offer for improving the teaching of this course?

I would like to have a syllabus / due dates for assignments that is up to date when changes are made, because I am having trouble keeping track of what is due when once changes are made.

31. Additional comments you wish to make regarding the course or instructor:

Jim is very thoughtful and creative.

32. If applicable, please comment on the relationship between this course and your field.

This course reminds me of what I want to be doing as a teacher and challenges me to be more creative and give my students more responsibility.

33. Please comment on the facilities supporting the teacher education program.

The facilities are fine.

INSTRUCTOR'S NAME: DR. KILBANE

CRN#: 71861

COURSE NAME: ED 629

Circle One: Fall SP SU1 SU2

Year 2007

29. What did you consider to be the best aspects of this course?

It was very interesting to get different ideas of labs/projects/teaching techniques & practicing with our peers before trying it out with our students.

30. What constructive comments can you offer for improving the teaching of this course?

None really. I have a hard time engaging myself in the course because it is once/month.

31. Additional comments you wish to make regarding the course or instructor:

I do enjoy the course & the professor.

32. If applicable, please comment on the relationship between this course and your field.

This course does apply to my field as a "biochem" teacher ... on the other hand my school's curriculum makes it difficult to apply certain projects

33. Please comment on the facilities supporting the teacher education program.

INSTRUCTOR'S NAME: Kilbane

CRN#: 71861

COURSE NAME: ED629

Circle One: Fall SP SU1 SU2

Year 2007

29. What did you consider to be the best aspects of this course?

instructor's patience, vibrance, understanding, creativity,  
other students + collaboration time

30. What constructive comments can you offer for improving the teaching of this course?

I would like for assignments to be more clear - maybe  
a lot of it's meant to be open-ended, but I feel more  
confident + comfortable with work that I know is exactly  
what the teacher expects/wants

31. Additional comments you wish to make regarding the course or instructor:

Please continue to be patient + understanding. That is the  
thing I appreciate most about this course, b/c the professor  
understands we are full-time teachers first + foremost. I  
feel I am optimally effective + productive as a teacher b/c he is.

32. If applicable, please comment on the relationship between this course and your field.

the sciences are very different, so a Liv. Environ.  
section would be nice maybe?

33. Please comment on the facilities supporting the teacher education program.

facilities? this room is fine... security can be a pain!!

INSTRUCTOR'S NAME: Kilbane

CRN#: 71861

COURSE NAME: ED 629

Circle One  Fall  SP  SU1  SU2

Year 2007

29. What did you consider to be the best aspects of this course?

I think this course (and prof. Kilbane) structured class well so that we had opportunities to work w/ other teachers to talk about and share best practices & ideas for instruction.

30. What constructive comments can you offer for improving the teaching of this course?

less, but larger & more meaningful assignments possibly w/ presentations / group work

31. Additional comments you wish to make regarding the course or instructor:

Very open to student needs, organized classes to allow students opportunity to work on what they needed

32. If applicable, please comment on the relationship between this course and your field.

Good ideas go from the prof. and other peers for practices, activities, protocols to engage students in learning science.

33. Please comment on the facilities supporting the teacher education program.

High?

INSTRUCTOR'S NAME : Kilbane

CRN#: 71861

COURSE NAME: ED 629

Circle One: Fall SP SU1 SU2

Year 2007

29. What did you consider to be the best aspects of this course?

The Observation Cycles gave me a new and valuable way to interact with students.

30. What constructive comments can you offer for improving the teaching of this course?

- Help show how Assessment & evaluation & instruction can be paired better.

31. Additional comments you wish to make regarding the course or instructor:

None

32. If applicable, please comment on the relationship between this course and your field.

None

33. Please comment on the facilities supporting the teacher education program.

All facilities meet my needs at this time.

INSTRUCTOR'S NAME: J. Kilbane

CRN#: 71861

COURSE NAME: ED629

Circle One: Fall SP SUI SU2

Year 2007

29. What did you consider to be the best aspects of this course?

The amount of interaction that we, as students had with each other in structured settings. ~~For~~ Professor Kilbane skillfully modeled how to structure learning experiences for our own students, which motivates me to do the same for my students. Additionally, he modeled many accessible and engaging lab experiences.

30. What constructive comments can you offer for improving the teaching of this course?

I felt that the course was maturely structured, though I confess that I have fallen behind on the reading. Perhaps guilt will drive me to make that up over break. ~~Perhaps I can catch up on the reading.~~ Honestly, though, I have nothing to add.

31. Additional comments you wish to make regarding the course or instructor:

Excellent!

32. If applicable, please comment on the relationship between this course and your field.

This course matched my teaching precisely. Professor Kilbane focused on student interaction, guided inquiry, and accessible experiences, all of which are core aspects of my courses. I do not teach a Regents-based curriculum, and so the aspects of teaching that were emphasized here were useful.

33. Please comment on the facilities supporting the teacher education program.

Excellent; only good things to say.

# Count and weight with %

## KILBANE ED656 21529 SP 2008 NYC

The instructor demonstrated a high level of knowledge in the subject matter.

	Count	Percent	Weight	Weighted Total
SA	11	68.75 %	5	55
A	5	31.25 %	4	20
<b>Total Responses</b>	<b>16</b>	<b>100 %</b>	<b>9</b>	<b>75</b>
	<b>Mean (Avg): 4.68750</b>		<b>StDev (Sample): 0.47871</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population) 0.46351</b>	

The instructor was well prepared and organized.

	Count	Percent	Weight	Weighted Total
SA	5	31.25 %	5	25
A	7	43.75 %	4	28
N	4	25.00 %	3	12
<b>Total Responses</b>	<b>16</b>	<b>100 %</b>	<b>12</b>	<b>65</b>
	<b>Mean (Avg): 4.06250</b>		<b>StDev (Sample): 0.77190</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.74739</b>	

The instructor stimulated students' interest in the subject.

	Count	Percent	Weight	Weighted Total
SA	8	50.00 %	5	40
A	8	50.00 %	4	32
<b>Total Responses</b>	<b>16</b>	<b>100 %</b>	<b>9</b>	<b>72</b>
	<b>Mean (Avg): 4.50000</b>		<b>StDev (Sample): 0.51640</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population) 0.50000</b>	

The instructor encouraged questions.

	Count	Percent	Weight	Weighted Total
SA	14	87.50 %	5	70
A	2	12.50 %	4	8
<b>Total Responses</b>	<b>16</b>	<b>100 %</b>	<b>9</b>	<b>78</b>
	<b>Mean (Avg): 4.87500</b>		<b>StDev (Sample): 0.34157</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population) 0.33072</b>	

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
SA	13	81.25 %	5	65
A	3	18.75 %	4	12

# Count and weight with %

## KILBANE ED656 21529 SP 2008 NYC

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	16	100%	9	77
<b>Mean (Avg):</b> 4.81250			<b>StDev (Sample):</b> 0.40311	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.39031	

The instructor made productive use of class time.

	Count	Percent	Weight	Weighted Total
SA	6	37.50 %	5	30
A	7	43.75 %	4	28
N	3	18.75 %	3	9
<b>Total Responses</b>	16	100%	12	67
<b>Mean (Avg):</b> 4.18750			<b>StDev (Sample):</b> 0.75000	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.72618	

The instructor facilitated students' understanding of the subject matter.

	Count	Percent	Weight	Weighted Total
SA	7	43.75 %	5	35
A	9	56.25 %	4	36
<b>Total Responses</b>	16	100%	9	71
<b>Mean (Avg):</b> 4.43750			<b>StDev (Sample):</b> 0.51235	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.49608	

The instructor encouraged students to take responsibility for their own learning.

	Count	Percent	Weight	Weighted Total
SA	10	62.50 %	5	50
A	6	37.50 %	4	24
<b>Total Responses</b>	16	100%	9	74
<b>Mean (Avg):</b> 4.62500			<b>StDev (Sample):</b> 0.50000	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.48412	

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
SA	5	31.25 %	5	25
A	8	50.00 %	4	32
N	3	18.75 %	3	9



# Count and weight with %

## KILBANE ED656 21529 SP 2008 NYC

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	16	100%	12	66
<b>Mean (Avg):</b> 4.12500			<b>StDev (Sample):</b> 0.71880	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.69597	

Assessments were fair, valid, and matched instruction.

	Count	Percent	Weight	Weighted Total
SA	7	43.75 %	5	35
A	7	43.75 %	4	28
N	2	12.50 %	3	6
<b>Total Responses</b>	16	100%	12	69
<b>Mean (Avg):</b> 4.31250			<b>StDev (Sample):</b> 0.70415	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.68179	

Assignments were returned with meaningful comments.

	Count	Percent	Weight	Weighted Total
SA	12	75.00 %	5	60
A	2	12.50 %	4	8
N	2	12.50 %	3	6
<b>Total Responses</b>	16	100%	12	74
<b>Mean (Avg):</b> 4.62500			<b>StDev (Sample):</b> 0.71880	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.69597	

The instructor's expectations and grading system were clear.

	Count	Percent	Weight	Weighted Total
SA	9	56.25 %	5	45
A	7	43.75 %	4	28
<b>Total Responses</b>	16	100%	9	73
<b>Mean (Avg):</b> 4.56250			<b>StDev (Sample):</b> 0.51235	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.49608	

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total
SA	14	87.50 %	5	70
A	2	12.50 %	4	8

# Count and weight with %

## KILBANE ED656 21529 SP 2008 NYC

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	16	100%	9	78
<b>Mean (Avg):</b> 4.87500			<b>StDev (Sample):</b> 0.34157	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.33072	

The instructor was sensitive to and listened and responded to students' learning needs.

	Count	Percent	Weight	Weighted Total
SA	13	81.25 %	5	65
A	3	18.75 %	4	12
<b>Total Responses</b>	16	100%	9	77
<b>Mean (Avg):</b> 4.81250			<b>StDev (Sample):</b> 0.40311	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.39031	

Office hours were in syllabus and instructor was available at those hours and gave help when asked.

	Count	Percent	Weight	Weighted Total
SA	9	56.25 %	5	45
A	4	25.00 %	4	16
N	3	18.75 %	3	9
<b>Total Responses</b>	16	100%	12	70
<b>Mean (Avg):</b> 4.37500			<b>StDev (Sample):</b> 0.80623	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.78062	

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	Count	Percent	Weight	Weighted Total
SA	10	62.50 %	5	50
A	5	31.25 %	4	20
N	1	6.25 %	3	3
<b>Total Responses</b>	16	100%	12	73
<b>Mean (Avg):</b> 4.56250			<b>StDev (Sample):</b> 0.62915	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.60917	

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
SA	7	43.75 %	5	35
A	8	50.00 %	4	32
N	1	6.25 %	3	3

# Count and weight with %

## KILBANE ED656 21529 SP 2008 NYC

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	16	100%	12	70
<b>Mean (Avg):</b> 4.37500			<b>StDev (Sample):</b> 0.61914	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.59948	

There was a high quality of instruction in this course.

	Count	Percent	Weight	Weighted Total
SA	7	46.67 %	5	35
A	7	46.67 %	4	28
N	1	6.67 %	3	3
<b>Total Responses</b>	15	100%	12	66
<b>Mean (Avg):</b> 4.40000			<b>StDev (Sample):</b> 0.63246	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.61101	

The objectives of this course were clear.

	Count	Percent	Weight	Weighted Total
SA	8	50.00 %	5	40
A	6	37.50 %	4	24
N	2	12.50 %	3	6
<b>Total Responses</b>	16	100%	12	70
<b>Mean (Avg):</b> 4.37500			<b>StDev (Sample):</b> 0.71880	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.69597	

The assignments were meaningful and aided in learning.

	Count	Percent	Weight	Weighted Total
SA	11	68.75 %	5	55
A	4	25.00 %	4	16
N	1	6.25 %	3	3
<b>Total Responses</b>	16	100%	12	74
<b>Mean (Avg):</b> 4.62500			<b>StDev (Sample):</b> 0.61914	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.59948	

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
SA	8	50.00 %	5	40
A	7	43.75 %	4	28

# Count and weight with %

## KILBANE ED656 21529 SP 2008 NYC

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
N	1	6.25 %	3	3
<b>Total Responses</b>		<b>16</b>	<b>100 %</b>	<b>12</b>
<b>Mean (Avg):</b> 4.43750		<b>StDev (Sample):</b> 0.62915		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.60917	

The course design was effective in meeting the objectives of this course.

	Count	Percent	Weight	Weighted Total
SA	9	56.25 %	5	45
A	5	31.25 %	4	20
N	2	12.50 %	3	6
<b>Total Responses</b>		<b>16</b>	<b>100 %</b>	<b>12</b>
<b>Mean (Avg):</b> 4.43750		<b>StDev (Sample):</b> 0.72744		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.70434	

The course facilitated my development as a professional educator. (n/a for reading 100)

	Count	Percent	Weight	Weighted Total
SA	10	62.50 %	5	50
A	5	31.25 %	4	20
N	1	6.25 %	3	3
<b>Total Responses</b>		<b>16</b>	<b>100 %</b>	<b>12</b>
<b>Mean (Avg):</b> 4.56250		<b>StDev (Sample):</b> 0.62915		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.60917	

My expectations were satisfied by the focus and substance of this course.

	Count	Percent	Weight	Weighted Total
SA	7	43.75 %	5	35
A	6	37.50 %	4	24
N	3	18.75 %	3	9
<b>Total Responses</b>		<b>16</b>	<b>100 %</b>	<b>12</b>
<b>Mean (Avg):</b> 4.25000		<b>StDev (Sample):</b> 0.77460		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.75000	

The required readings were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	9	56.25 %	5	45

# Count and weight with %

## KILBANE ED656 21529 SP 2008 NYC

The required readings were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
A	5	31.25 %	4	20
N	1	6.25 %	3	3
SD	1	6.25 %	1	1
<b>Total Responses</b>	16	<b>100 %</b>	13	69
<b>Mean (Avg):</b>	4.31250	<b>StDev (Sample):</b>	1.07819	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b>	1.04396

Supplementary materials were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	8	50.00 %	5	40
A	7	43.75 %	4	28
D	1	6.25 %	2	2
<b>Total Responses</b>	16	<b>100 %</b>	11	70
<b>Mean (Avg):</b>	4.37500	<b>StDev (Sample):</b>	0.80623	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b>	0.78062

The students were well prepared every week for class.

	Count	Percent	Weight	Weighted Total
SA	2	13.33 %	5	10
A	3	20.00 %	4	12
N	5	33.33 %	3	15
D	5	33.33 %	2	10
<b>Total Responses</b>	15	<b>100 %</b>	14	47
<b>Mean (Avg):</b>	3.13333	<b>StDev (Sample):</b>	1.06010	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b>	1.02415

The students challenged fellow students to do excellent work in the course.

	Count	Percent	Weight	Weighted Total
SA	2	12.50 %	5	10
A	5	31.25 %	4	20
N	6	37.50 %	3	18
D	2	12.50 %	2	4
SD	1	6.25 %	1	1

# Count and weight with %

## KILBANE ED656 21529 SP 2008 NYC

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The students challenged fellow students to do excellent work in the course.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	16	100%	15	53
<b>Mean (Avg):</b> 3.31250			<b>StDev (Sample):</b> 1.07819	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.04396	

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# Count and weight with %

## KILBANE ED630 40485 SU 08 NYC

The instructor demonstrated a high level of knowledge in the subject matter.

	Count	Percent	Weight	Weighted Total
SA	25	78.13 %	5	125
A	7	21.88 %	4	28
<b>Total Responses</b>	<b>32</b>	<b>100 %</b>	<b>9</b>	<b>153</b>
	<b>Mean (Avg): 4.78125</b>		<b>StDev (Sample): 0.42001</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population) 0.41340</b>	

The instructor was well prepared and organized.

	Count	Percent	Weight	Weighted Total
SA	13	40.63 %	5	65
A	17	53.13 %	4	68
N	2	6.25 %	3	6
<b>Total Responses</b>	<b>32</b>	<b>100 %</b>	<b>12</b>	<b>139</b>
	<b>Mean (Avg): 4.34375</b>		<b>StDev (Sample): 0.60158</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.59210</b>	

The instructor stimulated students' interest in the subject.

	Count	Percent	Weight	Weighted Total
SA	25	78.13 %	5	125
A	5	15.63 %	4	20
N	2	6.25 %	3	6
<b>Total Responses</b>	<b>32</b>	<b>100 %</b>	<b>12</b>	<b>151</b>
	<b>Mean (Avg): 4.71875</b>		<b>StDev (Sample): 0.58112</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.57197</b>	

The instructor encouraged questions.

	Count	Percent	Weight	Weighted Total
SA	29	90.63 %	5	145
A	3	9.38 %	4	12
<b>Total Responses</b>	<b>32</b>	<b>100 %</b>	<b>9</b>	<b>157</b>
	<b>Mean (Avg): 4.90625</b>		<b>StDev (Sample): 0.29614</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population) 0.29148</b>	

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
SA	26	81.25 %	5	130

# Count and weight with %

## KILBANE ED630 40485 SU 08 NYC

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
A	6	18.75 %	4	24
<b>Total Responses</b>	32	100 %	9	154
<b>Mean (Avg):</b> 4.81250			<b>StDev (Sample):</b> 0.39656	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.39031	

The instructor made productive use of class time.

	Count	Percent	Weight	Weighted Total
SA	18	56.25 %	5	90
A	11	34.38 %	4	44
N	3	9.38 %	3	9
<b>Total Responses</b>	32	100 %	12	143
<b>Mean (Avg):</b> 4.46875			<b>StDev (Sample):</b> 0.67127	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.66070	

The instructor facilitated students' understanding of the subject matter.

	Count	Percent	Weight	Weighted Total
SA	23	71.88 %	5	115
A	8	25.00 %	4	32
N	1	3.13 %	3	3
<b>Total Responses</b>	32	100 %	12	150
<b>Mean (Avg):</b> 4.68750			<b>StDev (Sample):</b> 0.53506	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.52663	

The instructor encouraged students to take responsibility for their own learning.

	Count	Percent	Weight	Weighted Total
SA	17	53.13 %	5	85
A	12	37.50 %	4	48
N	2	6.25 %	3	6
D	1	3.13 %	2	2
<b>Total Responses</b>	32	100 %	14	141
<b>Mean (Avg):</b> 4.40625			<b>StDev (Sample):</b> 0.75602	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.74412	

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
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# Count and weight with %

## KILBANE ED630 40485 SU 08 NYC

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
SA	19	59.38 %	5	95
A	11	34.38 %	4	44
N	2	6.25 %	3	6
<b>Total Responses</b>	<b>32</b>	<b>100 %</b>	<b>12</b>	<b>145</b>
<b>Mean (Avg): 4.53125</b>		<b>StDev (Sample): 0.62136</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.61157</b>	

Assessments were fair, valid, and matched instruction.

	Count	Percent	Weight	Weighted Total
SA	18	58.06 %	5	90
A	6	19.35 %	4	24
N	7	22.58 %	3	21
<b>Total Responses</b>	<b>31</b>	<b>100 %</b>	<b>12</b>	<b>135</b>
<b>Mean (Avg): 4.35484</b>		<b>StDev (Sample): 0.83859</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.82495</b>	

Assignments were returned with meaningful comments.

	Count	Percent	Weight	Weighted Total
SA	8	26.67 %	5	40
A	7	23.33 %	4	28
N	12	40.00 %	3	36
D	1	3.33 %	2	2
SD	2	6.67 %	1	2
<b>Total Responses</b>	<b>30</b>	<b>100 %</b>	<b>15</b>	<b>108</b>
<b>Mean (Avg): 3.60000</b>		<b>StDev (Sample): 1.13259</b>		
<b>Minimum: 1</b>	<b>Maximum: 5</b>	<b>Range: 4</b>	<b>StDev (Population) 1.11355</b>	

The instructor's expectations and grading system were clear.

	Count	Percent	Weight	Weighted Total
SA	25	78.13 %	5	125
A	6	18.75 %	4	24
N	1	3.13 %	3	3
<b>Total Responses</b>	<b>32</b>	<b>100 %</b>	<b>12</b>	<b>152</b>
<b>Mean (Avg): 4.75000</b>		<b>StDev (Sample): 0.50800</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.50000</b>	

# Count and weight with %

## KILBANE ED630 40485 SU 08 NYC

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total
SA	29	90.63 %	5	145
A	3	9.38 %	4	12
<b>Total Responses</b>	<b>32</b>	<b>100 %</b>	<b>9</b>	<b>157</b>
<b>Mean (Avg):</b>	<b>4.90625</b>	<b>StDev (Sample):</b>	<b>0.29614</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population)</b>	<b>0.29148</b>

The instructor was sensitive to and listened and responded to students' learning needs.

	Count	Percent	Weight	Weighted Total
SA	29	90.63 %	5	145
A	3	9.38 %	4	12
<b>Total Responses</b>	<b>32</b>	<b>100 %</b>	<b>9</b>	<b>157</b>
<b>Mean (Avg):</b>	<b>4.90625</b>	<b>StDev (Sample):</b>	<b>0.29614</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population)</b>	<b>0.29148</b>

Office hours were in syllabus and instructor was available at those hours and gave help when asked.

	Count	Percent	Weight	Weighted Total
SA	21	67.74 %	5	105
A	3	9.68 %	4	12
N	7	22.58 %	3	21
<b>Total Responses</b>	<b>31</b>	<b>100 %</b>	<b>12</b>	<b>138</b>
<b>Mean (Avg):</b>	<b>4.45161</b>	<b>StDev (Sample):</b>	<b>0.85005</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.83622</b>

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	Count	Percent	Weight	Weighted Total
SA	19	59.38 %	5	95
A	12	37.50 %	4	48
N	1	3.13 %	3	3
<b>Total Responses</b>	<b>32</b>	<b>100 %</b>	<b>12</b>	<b>146</b>
<b>Mean (Avg):</b>	<b>4.56250</b>	<b>StDev (Sample):</b>	<b>0.56440</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.55551</b>

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
SA	20	62.50 %	5	100

# Count and weight with %

## KILBANE ED630 40485 SU 08 NYC

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
A	10	31.25 %	4	40
N	2	6.25 %	3	6
<b>Total Responses</b>	<b>32</b>	<b>100 %</b>	<b>12</b>	<b>146</b>
<b>Mean (Avg):</b>	<b>4.56250</b>	<b>StDev (Sample):</b>	<b>0.61892</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.60917</b>

There was a high quality of instruction in this course.

	Count	Percent	Weight	Weighted Total
SA	24	75.00 %	5	120
A	6	18.75 %	4	24
N	2	6.25 %	3	6
<b>Total Responses</b>	<b>32</b>	<b>100 %</b>	<b>12</b>	<b>150</b>
<b>Mean (Avg):</b>	<b>4.68750</b>	<b>StDev (Sample):</b>	<b>0.59229</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.58296</b>

The objectives of this course were clear.

	Count	Percent	Weight	Weighted Total
SA	21	65.63 %	5	105
A	6	18.75 %	4	24
N	5	15.63 %	3	15
<b>Total Responses</b>	<b>32</b>	<b>100 %</b>	<b>12</b>	<b>144</b>
<b>Mean (Avg):</b>	<b>4.50000</b>	<b>StDev (Sample):</b>	<b>0.76200</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.75000</b>

The assignments were meaningful and aided in learning.

	Count	Percent	Weight	Weighted Total
SA	18	58.06 %	5	90
A	7	22.58 %	4	28
N	6	19.35 %	3	18
<b>Total Responses</b>	<b>31</b>	<b>100 %</b>	<b>12</b>	<b>136</b>
<b>Mean (Avg):</b>	<b>4.38710</b>	<b>StDev (Sample):</b>	<b>0.80322</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.79016</b>

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
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# Count and weight with %

## KILBANE ED630 40485 SU 08 NYC

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
SA	23	74.19 %	5	115
A	7	22.58 %	4	28
N	1	3.23 %	3	3
<b>Total Responses</b>	<b>31</b>	<b>100 %</b>	<b>12</b>	<b>146</b>
<b>Mean (Avg): 4.70968</b>		<b>StDev (Sample): 0.52874</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.52015</b>	

The course design was effective in meeting the objectives of this course.

	Count	Percent	Weight	Weighted Total
SA	14	43.75 %	5	70
A	11	34.38 %	4	44
N	7	21.88 %	3	21
<b>Total Responses</b>	<b>32</b>	<b>100 %</b>	<b>12</b>	<b>135</b>
<b>Mean (Avg): 4.21875</b>		<b>StDev (Sample): 0.79248</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.78000</b>	

The course facilitated my development as a professional educator. (n/a for reading 100)

	Count	Percent	Weight	Weighted Total
SA	19	59.38 %	5	95
A	11	34.38 %	4	44
N	2	6.25 %	3	6
<b>Total Responses</b>	<b>32</b>	<b>100 %</b>	<b>12</b>	<b>145</b>
<b>Mean (Avg): 4.53125</b>		<b>StDev (Sample): 0.62136</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.61157</b>	

My expectations were satisfied by the focus and substance of this course.

	Count	Percent	Weight	Weighted Total
SA	15	46.88 %	5	75
A	9	28.13 %	4	36
N	8	25.00 %	3	24
<b>Total Responses</b>	<b>32</b>	<b>100 %</b>	<b>12</b>	<b>135</b>
<b>Mean (Avg): 4.21875</b>		<b>StDev (Sample): 0.83219</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.81908</b>	

The required readings were appropriately current, relevant, and useful.

Count	Percent	Weight	Weighted
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# Count and weight with %

## KILBANE ED630 40485 SU 08 NYC

				<b>Total</b>
SA	19	59.38 %	5	95
A	10	31.25 %	4	40
N	3	9.38 %	3	9
<b>Total Responses</b>		32	<b>100 %</b>	12
<b>Mean (Avg):</b> 4.50000		<b>StDev (Sample):</b> 0.67202		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.66144	

Supplementary materials were appropriately current, relevant, and useful.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	17	53.13 %	5	85
A	12	37.50 %	4	48
N	3	9.38 %	3	9
<b>Total Responses</b>		32	<b>100 %</b>	12
<b>Mean (Avg):</b> 4.43750		<b>StDev (Sample):</b> 0.66901		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.65848	

The students were well prepared every week for class.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	15	46.88 %	5	75
A	13	40.63 %	4	52
N	2	6.25 %	3	6
D	1	3.13 %	2	2
SD	1	3.13 %	1	1
<b>Total Responses</b>		32	<b>100 %</b>	15
<b>Mean (Avg):</b> 4.25000		<b>StDev (Sample):</b> 0.95038		
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 0.93541	

The students challenged fellow students to do excellent work in the course.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	16	50.00 %	5	80
A	11	34.38 %	4	44
N	4	12.50 %	3	12
SD	1	3.13 %	1	1
<b>Total Responses</b>		32	<b>100 %</b>	13
<b>Mean (Avg):</b> 4.28125		<b>StDev (Sample):</b> 0.92403		
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 0.90948	

# Count and weight with %

## KILBANE ED640 40491 SU 08 NYC

The instructor demonstrated a high level of knowledge in the subject matter.

	Count	Percent	Weight	Weighted Total
SA	15	78.95 %	5	75
A	4	21.05 %	4	16
<b>Total Responses</b>	<b>19</b>	<b>100 %</b>	<b>9</b>	<b>91</b>
	<b>Mean (Avg): 4.78947</b>		<b>StDev (Sample): 0.41885</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population) 0.40768</b>	

The instructor was well prepared and organized.

	Count	Percent	Weight	Weighted Total
SA	13	68.42 %	5	65
A	6	31.58 %	4	24
<b>Total Responses</b>	<b>19</b>	<b>100 %</b>	<b>9</b>	<b>89</b>
	<b>Mean (Avg): 4.68421</b>		<b>StDev (Sample): 0.47757</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population) 0.46483</b>	

The instructor stimulated students' interest in the subject.

	Count	Percent	Weight	Weighted Total
SA	12	63.16 %	5	60
A	3	15.79 %	4	12
N	3	15.79 %	3	9
D	1	5.26 %	2	2
<b>Total Responses</b>	<b>19</b>	<b>100 %</b>	<b>14</b>	<b>83</b>
	<b>Mean (Avg): 4.36842</b>		<b>StDev (Sample): 0.95513</b>	
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population) 0.92966</b>	

The instructor encouraged questions.

	Count	Percent	Weight	Weighted Total
SA	15	78.95 %	5	75
A	3	15.79 %	4	12
N	1	5.26 %	3	3
<b>Total Responses</b>	<b>19</b>	<b>100 %</b>	<b>12</b>	<b>90</b>
	<b>Mean (Avg): 4.73684</b>		<b>StDev (Sample): 0.56195</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.54696</b>	

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
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# Count and weight with %

## KILBANE ED640 40491 SU 08 NYC

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
SA	13	68.42 %	5	65
A	6	31.58 %	4	24
<b>Total Responses</b>	<b>19</b>	<b>100 %</b>	<b>9</b>	<b>89</b>
<b>Mean (Avg):</b>	<b>4.68421</b>	<b>StDev (Sample):</b>	<b>0.47757</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population)</b>	<b>0.46483</b>

The instructor made productive use of class time.

	Count	Percent	Weight	Weighted Total
SA	8	42.11 %	5	40
A	9	47.37 %	4	36
N	2	10.53 %	3	6
<b>Total Responses</b>	<b>19</b>	<b>100 %</b>	<b>12</b>	<b>82</b>
<b>Mean (Avg):</b>	<b>4.31579</b>	<b>StDev (Sample):</b>	<b>0.67104</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.65314</b>

The instructor facilitated students' understanding of the subject matter.

	Count	Percent	Weight	Weighted Total
SA	13	68.42 %	5	65
A	3	15.79 %	4	12
N	3	15.79 %	3	9
<b>Total Responses</b>	<b>19</b>	<b>100 %</b>	<b>12</b>	<b>86</b>
<b>Mean (Avg):</b>	<b>4.52632</b>	<b>StDev (Sample):</b>	<b>0.77233</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.75173</b>

The instructor encouraged students to take responsibility for their own learning.

	Count	Percent	Weight	Weighted Total
SA	13	68.42 %	5	65
A	3	15.79 %	4	12
N	3	15.79 %	3	9
<b>Total Responses</b>	<b>19</b>	<b>100 %</b>	<b>12</b>	<b>86</b>
<b>Mean (Avg):</b>	<b>4.52632</b>	<b>StDev (Sample):</b>	<b>0.77233</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.75173</b>

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
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# Count and weight with %

## KILBANE ED640 40491 SU 08 NYC

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
SA	10	52.63 %	5	50
A	5	26.32 %	4	20
N	3	15.79 %	3	9
D	1	5.26 %	2	2
<b>Total Responses</b>	19	<b>100 %</b>	14	81
<b>Mean (Avg):</b> 4.26316			<b>StDev (Sample):</b> 0.93346	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.90856	

Assessments were fair, valid, and matched instruction.

	Count	Percent	Weight	Weighted Total
SA	10	52.63 %	5	50
A	9	47.37 %	4	36
<b>Total Responses</b>	19	<b>100 %</b>	9	86
<b>Mean (Avg):</b> 4.52632			<b>StDev (Sample):</b> 0.51299	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.49931	

Assignments were returned with meaningful comments.

	Count	Percent	Weight	Weighted Total
SA	11	57.89 %	5	55
A	5	26.32 %	4	20
N	3	15.79 %	3	9
<b>Total Responses</b>	19	<b>100 %</b>	12	84
<b>Mean (Avg):</b> 4.42105			<b>StDev (Sample):</b> 0.76853	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.74804	

The instructor's expectations and grading system were clear.

	Count	Percent	Weight	Weighted Total
SA	12	63.16 %	5	60
A	6	31.58 %	4	24
N	1	5.26 %	3	3
<b>Total Responses</b>	19	<b>100 %</b>	12	87
<b>Mean (Avg):</b> 4.57895			<b>StDev (Sample):</b> 0.60698	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.59079	

The instructor displayed respect for each student.

Count	Percent	Weight	Weighted
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# Count and weight with %

## KILBANE ED640 40491 SU 08 NYC

				<b>Total</b>
SA	15	78.95 %	5	75
A	4	21.05 %	4	16
<b>Total Responses</b>		19	<b>100 %</b>	9
<b>Mean (Avg):</b> 4.78947		<b>StDev (Sample):</b> 0.41885		
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.40768	

The instructor was sensitive to and listened and responded to students' learning needs.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	14	73.68 %	5	70
A	5	26.32 %	4	20
<b>Total Responses</b>		19	<b>100 %</b>	9
<b>Mean (Avg):</b> 4.73684		<b>StDev (Sample):</b> 0.45241		
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.44035	

Office hours were in syllabus and instructor was available at those hours and gave help when asked.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	11	57.89 %	5	55
A	5	26.32 %	4	20
N	3	15.79 %	3	9
<b>Total Responses</b>		19	<b>100 %</b>	12
<b>Mean (Avg):</b> 4.42105		<b>StDev (Sample):</b> 0.76853		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.74804	

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	12	63.16 %	5	60
A	7	36.84 %	4	28
<b>Total Responses</b>		19	<b>100 %</b>	9
<b>Mean (Avg):</b> 4.63158		<b>StDev (Sample):</b> 0.49559		
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.48238	

The instructor was able to stimulate my capacity for independent thought.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	11	57.89 %	5	55
A	7	36.84 %	4	28
N	1	5.26 %	3	3

# Count and weight with %

## KILBANE ED640 40491 SU 08 NYC

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	19	100%	12	86
<b>Mean (Avg):</b> 4.52632			<b>StDev (Sample):</b> 0.61178	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.59546	

There was a high quality of instruction in this course.

	Count	Percent	Weight	Weighted Total
SA	11	57.89 %	5	55
A	7	36.84 %	4	28
N	1	5.26 %	3	3
<b>Total Responses</b>	19	100%	12	86
<b>Mean (Avg):</b> 4.52632			<b>StDev (Sample):</b> 0.61178	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.59546	

The objectives of this course were clear.

	Count	Percent	Weight	Weighted Total
SA	10	52.63 %	5	50
A	6	31.58 %	4	24
N	2	10.53 %	3	6
D	1	5.26 %	2	2
<b>Total Responses</b>	19	100%	14	82
<b>Mean (Avg):</b> 4.31579			<b>StDev (Sample):</b> 0.88523	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.86162	

The assignments were meaningful and aided in learning.

	Count	Percent	Weight	Weighted Total
SA	12	63.16 %	5	60
A	5	26.32 %	4	20
N	2	10.53 %	3	6
<b>Total Responses</b>	19	100%	12	86
<b>Mean (Avg):</b> 4.52632			<b>StDev (Sample):</b> 0.69669	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.67811	

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
SA	14	73.68 %	5	70

# Count and weight with %

## KILBANE ED640 40491 SU 08 NYC

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total	
A	3	15.79 %	4	12	
D	2	10.53 %	2	4	
<b>Total Responses</b>		19	<b>100%</b>	11	86
<b>Mean (Avg):</b> 4.52632		<b>StDev (Sample):</b> 0.96427			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.93856		

The course design was effective in meeting the objectives of this course.

	Count	Percent	Weight	Weighted Total	
SA	9	47.37 %	5	45	
A	7	36.84 %	4	28	
N	1	5.26 %	3	3	
D	2	10.53 %	2	4	
<b>Total Responses</b>		19	<b>100%</b>	14	80
<b>Mean (Avg):</b> 4.21053		<b>StDev (Sample):</b> 0.97633			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.95029		

The course facilitated my development as a professional educator. (n/a for reading 100)

	Count	Percent	Weight	Weighted Total	
SA	12	63.16 %	5	60	
A	5	26.32 %	4	20	
N	2	10.53 %	3	6	
<b>Total Responses</b>		19	<b>100%</b>	12	86
<b>Mean (Avg):</b> 4.52632		<b>StDev (Sample):</b> 0.69669			
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.67811		

My expectations were satisfied by the focus and substance of this course.

	Count	Percent	Weight	Weighted Total	
SA	11	57.89 %	5	55	
A	5	26.32 %	4	20	
N	1	5.26 %	3	3	
D	1	5.26 %	2	2	
SD	1	5.26 %	1	1	
<b>Total Responses</b>		19	<b>100%</b>	15	81
<b>Mean (Avg):</b> 4.26316		<b>StDev (Sample):</b> 1.14708			
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.11648		

# Count and weight with %

## KILBANE ED640 40491 SU 08 NYC

The required readings were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	11	57.89 %	5	55
A	7	36.84 %	4	28
N	1	5.26 %	3	3
<b>Total Responses</b>	19	<b>100%</b>	12	86
<b>Mean (Avg):</b>	4.52632	<b>StDev (Sample):</b>	0.61178	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b>	0.59546

Supplementary materials were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	8	42.11 %	5	40
A	9	47.37 %	4	36
N	2	10.53 %	3	6
<b>Total Responses</b>	19	<b>100%</b>	12	82
<b>Mean (Avg):</b>	4.31579	<b>StDev (Sample):</b>	0.67104	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b>	0.65314

The students were well prepared every week for class.

	Count	Percent	Weight	Weighted Total
SA	6	31.58 %	5	30
A	6	31.58 %	4	24
N	6	31.58 %	3	18
D	1	5.26 %	2	2
<b>Total Responses</b>	19	<b>100%</b>	14	74
<b>Mean (Avg):</b>	3.89474	<b>StDev (Sample):</b>	0.93659	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b>	0.91161

The students challenged fellow students to do excellent work in the course.

	Count	Percent	Weight	Weighted Total
SA	5	26.32 %	5	25
A	7	36.84 %	4	28
N	4	21.05 %	3	12
D	3	15.79 %	2	6
<b>Total Responses</b>	19	<b>100%</b>	14	71
<b>Mean (Avg):</b>	3.73684	<b>StDev (Sample):</b>	1.04574	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b>	1.01785

# Count and weight with %

## KILBANE ED644 73699 FA08 NYC

The instructor demonstrated a high level of knowledge in the subject matter.

	Count	Percent	Weight	Weighted Total
SA	18	100.00 %	5	90
<b>Total Responses</b>	18	<b>100%</b>	5	90
<b>Mean (Avg):</b> 5.00000			<b>StDev (Sample):</b> 0.00000	
<b>Minimum:</b> 5	<b>Maximum:</b> 5	<b>Range:</b> 0	<b>StDev (Population)</b> 0.00000	

The instructor was well prepared and organized.

	Count	Percent	Weight	Weighted Total
SA	11	61.11 %	5	55
A	7	38.89 %	4	28
<b>Total Responses</b>	18	<b>100%</b>	9	83
<b>Mean (Avg):</b> 4.61111			<b>StDev (Sample):</b> 0.50163	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.48750	

The instructor stimulated students' interest in the subject.

	Count	Percent	Weight	Weighted Total
SA	8	44.44 %	5	40
A	9	50.00 %	4	36
N	1	5.56 %	3	3
<b>Total Responses</b>	18	<b>100%</b>	12	79
<b>Mean (Avg):</b> 4.38889			<b>StDev (Sample):</b> 0.60768	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.59056	

The instructor encouraged questions.

	Count	Percent	Weight	Weighted Total
SA	15	83.33 %	5	75
A	2	11.11 %	4	8
N	1	5.56 %	3	3
<b>Total Responses</b>	18	<b>100%</b>	12	86
<b>Mean (Avg):</b> 4.77778			<b>StDev (Sample):</b> 0.54832	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.53287	

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
SA	14	82.35 %	5	70
A	3	17.65 %	4	12

# Count and weight with %

## KILBANE ED644 73699 FA08 NYC

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	17	100%	9	82
<b>Mean (Avg):</b> 4.82353			<b>StDev (Sample):</b> 0.39295	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.38122	

The instructor made productive use of class time.

	Count	Percent	Weight	Weighted Total
SA	7	38.89 %	5	35
A	10	55.56 %	4	40
N	1	5.56 %	3	3
<b>Total Responses</b>	18	100%	12	78
<b>Mean (Avg):</b> 4.33333			<b>StDev (Sample):</b> 0.59409	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.57735	

The instructor facilitated students' understanding of the subject matter.

	Count	Percent	Weight	Weighted Total
SA	9	50.00 %	5	45
A	9	50.00 %	4	36
<b>Total Responses</b>	18	100%	9	81
<b>Mean (Avg):</b> 4.50000			<b>StDev (Sample):</b> 0.51450	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.50000	

The instructor encouraged students to take responsibility for their own learning.

	Count	Percent	Weight	Weighted Total
SA	9	50.00 %	5	45
A	9	50.00 %	4	36
<b>Total Responses</b>	18	100%	9	81
<b>Mean (Avg):</b> 4.50000			<b>StDev (Sample):</b> 0.51450	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.50000	

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
SA	12	66.67 %	5	60
A	5	27.78 %	4	20
N	1	5.56 %	3	3

# Count and weight with %

## KILBANE ED644 73699 FA08 NYC

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	18	100%	12	83
<b>Mean (Avg):</b> 4.61111			<b>StDev (Sample):</b> 0.60768	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.59056	

Assessments were fair, valid, and matched instruction.

	Count	Percent	Weight	Weighted Total
SA	7	41.18 %	5	35
A	8	47.06 %	4	32
N	2	11.76 %	3	6
<b>Total Responses</b>	17	100%	12	73
<b>Mean (Avg):</b> 4.29412			<b>StDev (Sample):</b> 0.68599	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.66551	

Assignments were returned with meaningful comments.

	Count	Percent	Weight	Weighted Total
SA	12	66.67 %	5	60
A	4	22.22 %	4	16
N	1	5.56 %	3	3
D	1	5.56 %	2	2
<b>Total Responses</b>	18	100%	14	81
<b>Mean (Avg):</b> 4.50000			<b>StDev (Sample):</b> 0.85749	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.83333	

The instructor's expectations and grading system were clear.

	Count	Percent	Weight	Weighted Total
SA	11	61.11 %	5	55
A	4	22.22 %	4	16
N	2	11.11 %	3	6
SD	1	5.56 %	1	1
<b>Total Responses</b>	18	100%	13	78
<b>Mean (Avg):</b> 4.33333			<b>StDev (Sample):</b> 1.08465	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.05409	

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total
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# Count and weight with %

## KILBANE ED644 73699 FA08 NYC

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total
SA	17	100.00 %	5	85
<b>Total Responses</b>	17	<b>100 %</b>	5	85
<b>Mean (Avg):</b> 5.00000			<b>StDev (Sample):</b> 0.00000	
<b>Minimum:</b> 5	<b>Maximum:</b> 5	<b>Range:</b> 0	<b>StDev (Population)</b> 0.00000	

The instructor was sensitive to and listened and responded to students' learning needs.

	Count	Percent	Weight	Weighted Total
SA	18	100.00 %	5	90
<b>Total Responses</b>	18	<b>100 %</b>	5	90
<b>Mean (Avg):</b> 5.00000			<b>StDev (Sample):</b> 0.00000	
<b>Minimum:</b> 5	<b>Maximum:</b> 5	<b>Range:</b> 0	<b>StDev (Population)</b> 0.00000	

Office hours were in syllabus and instructor was available at those hours and gave help when asked.

	Count	Percent	Weight	Weighted Total
SA	10	55.56 %	5	50
A	4	22.22 %	4	16
N	4	22.22 %	3	12
<b>Total Responses</b>	18	<b>100 %</b>	12	78
<b>Mean (Avg):</b> 4.33333			<b>StDev (Sample):</b> 0.84017	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.81650	

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	Count	Percent	Weight	Weighted Total
SA	11	61.11 %	5	55
A	6	33.33 %	4	24
N	1	5.56 %	3	3
<b>Total Responses</b>	18	<b>100 %</b>	12	82
<b>Mean (Avg):</b> 4.55556			<b>StDev (Sample):</b> 0.61570	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.59835	

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
SA	9	50.00 %	5	45
A	8	44.44 %	4	32
N	1	5.56 %	3	3



# Count and weight with %

## KILBANE ED644 73699 FA08 NYC

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	18	100%	12	80
<b>Mean (Avg):</b> 4.44444			<b>StDev (Sample):</b> 0.61570	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.59835	

There was a high quality of instruction in this course.

	Count	Percent	Weight	Weighted Total
SA	12	66.67 %	5	60
A	5	27.78 %	4	20
N	1	5.56 %	3	3
<b>Total Responses</b>	18	100%	12	83
<b>Mean (Avg):</b> 4.61111			<b>StDev (Sample):</b> 0.60768	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.59056	

The objectives of this course were clear.

	Count	Percent	Weight	Weighted Total
SA	11	64.71 %	5	55
A	1	5.88 %	4	4
N	3	17.65 %	3	9
D	2	11.76 %	2	4
<b>Total Responses</b>	17	100%	14	72
<b>Mean (Avg):</b> 4.23529			<b>StDev (Sample):</b> 1.14725	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 1.11299	

The assignments were meaningful and aided in learning.

	Count	Percent	Weight	Weighted Total
SA	6	33.33 %	5	30
A	8	44.44 %	4	32
N	2	11.11 %	3	6
D	2	11.11 %	2	4
<b>Total Responses</b>	18	100%	14	72
<b>Mean (Avg):</b> 4.00000			<b>StDev (Sample):</b> 0.97014	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.94281	

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
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# Count and weight with %

## KILBANE ED644 73699 FA08 NYC

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
SA	9	50.00 %	5	45
A	8	44.44 %	4	32
N	1	5.56 %	3	3
<b>Total Responses</b>	<b>18</b>	<b>100 %</b>	<b>12</b>	<b>80</b>
<b>Mean (Avg): 4.44444</b>		<b>StDev (Sample): 0.61570</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.59835</b>	

The course design was effective in meeting the objectives of this course.

	Count	Percent	Weight	Weighted Total
SA	8	44.44 %	5	40
A	6	33.33 %	4	24
N	4	22.22 %	3	12
<b>Total Responses</b>	<b>18</b>	<b>100 %</b>	<b>12</b>	<b>76</b>
<b>Mean (Avg): 4.22222</b>		<b>StDev (Sample): 0.80845</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.78567</b>	

The course facilitated my development as a professional educator. (n/a for reading 100)

	Count	Percent	Weight	Weighted Total
SA	8	44.44 %	5	40
A	8	44.44 %	4	32
N	2	11.11 %	3	6
<b>Total Responses</b>	<b>18</b>	<b>100 %</b>	<b>12</b>	<b>78</b>
<b>Mean (Avg): 4.33333</b>		<b>StDev (Sample): 0.68599</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.66667</b>	

My expectations were satisfied by the focus and substance of this course.

	Count	Percent	Weight	Weighted Total
SA	8	44.44 %	5	40
A	7	38.89 %	4	28
N	3	16.67 %	3	9
<b>Total Responses</b>	<b>18</b>	<b>100 %</b>	<b>12</b>	<b>77</b>
<b>Mean (Avg): 4.27778</b>		<b>StDev (Sample): 0.75190</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.73072</b>	

The required readings were appropriately current, relevant, and useful.

Count	Percent	Weight	Weighted
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# Count and weight with %

## KILBANE ED644 73699 FA08 NYC

				<b>Total</b>
SA	8	44.44 %	5	40
A	7	38.89 %	4	28
N	2	11.11 %	3	6
D	1	5.56 %	2	2
<b>Total Responses</b>		18	<b>100 %</b>	14
<b>Mean (Avg):</b> 4.22222		<b>StDev (Sample):</b> 0.87820		
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.85346	

Supplementary materials were appropriately current, relevant, and useful.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	8	44.44 %	5	40
A	8	44.44 %	4	32
N	1	5.56 %	3	3
D	1	5.56 %	2	2
<b>Total Responses</b>		18	<b>100 %</b>	14
<b>Mean (Avg):</b> 4.27778		<b>StDev (Sample):</b> 0.82644		
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.80316	

The students were well prepared every week for class.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	3	17.65 %	5	15
A	4	23.53 %	4	16
N	4	23.53 %	3	12
D	3	17.65 %	2	6
SD	3	17.65 %	1	3
<b>Total Responses</b>		17	<b>100 %</b>	15
<b>Mean (Avg):</b> 3.05882		<b>StDev (Sample):</b> 1.39062		
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.34910	

The students challenged fellow students to do excellent work in the course.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	7	38.89 %	5	35
A	4	22.22 %	4	16
N	4	22.22 %	3	12
D	2	11.11 %	2	4
SD	1	5.56 %	1	1

# Count and weight with %

## KILBANE ED644 73699 FA08 NYC

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The students challenged fellow students to do excellent work in the course.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	18	100%	15	68
<b>Mean (Avg):</b> 3.77778			<b>StDev (Sample):</b> 1.26284	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.22726	

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PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR Kilbane COURSE ED 644 CRN# 73699

1. What did you consider to be the best aspects of this course?

The discussions were great Revealing and useful

2. What constructive comments can you offer for improving the teaching of this course?

Be more considerate for the 1st time teachers and the stress.

3. Additional comments you wish to make regarding the course or instructor:

Great course. Useful stuff, Great discussions

4. If applicable, please comment on the relationship between this course and your field.

Very relevant and I use all the material.  
The discussions are useful in dealing with different situations

5. Please comment on the facilities supporting the teacher education program.

OK.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR KILBANE

COURSE ED644

CRN# 73699

1. What did you consider to be the best aspects of this course?

- Discussion in class was valuable and engaging. The instructor facilitated these well.

2. What constructive comments can you offer for improving the teaching of this course?

- More explicit modeling and explanations for how to plan lessons + structure units.

3. Additional comments you wish to make regarding the course or instructor:

- The instructor was competent and understanding. I appreciated his style and approach, but found it difficult as his experience in NYC public school was limited.

4. If applicable, please comment on the relationship between this course and your field.

- Instructor provided some interesting "lab / think" ideas.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR KILBANE COURSE ED644 CRN# 73699

1. What did you consider to be the best aspects of this course?

The instructor is very knowledgeable and helpful. He not only teaches us but also supports us in our stress of being first year teachers.

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

~~\_\_\_\_\_~~ Mrs. Kilbane is a terrific instructor and I feel lucky to have had him as a teacher.

4. If applicable, please comment on the relationship between this course and your field.

This course prepared me to teach science.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR JIM Kilbane COURSE ED 644 CRN# 73699

1. What did you consider to be the best aspects of this course?

The instructor.

2. What constructive comments can you offer for improving the teaching of this course?

Im sorry - Jim is an inspiration &  
I cannot suggest anything better.

3. Additional comments you wish to make regarding the course or instructor:

Jim was wonderful!

4. If applicable, please comment on the relationship between this course and your field.

directly related

5. Please comment on the facilities supporting the teacher education program.

fine -



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR LILBANE COURSE ED 644 CRN# 73699

1. What did you consider to be the best aspects of this course?

One night a week  
class time to do work

2. What constructive comments can you offer for improving the teaching of this course?

No homework? Ha, I joke.  
No constructive comments.

3. Additional comments you wish to make regarding the course or instructor:

Thank you for your understanding.  
I + was very much appreciated.  
😊

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

No problem

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR Kilbane COURSE ED 644 CRN# 73699

1. What did you consider to be the best aspects of this course?

The teacher and students. we had a wonderful classroom dynamic

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

Very intelligent and nice.

4. If applicable, please comment on the relationship between this course and your field.

Extremely applicable to teaching field + addressed many important concerns of first year teacher

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR Kilbane COURSE ED 644 CRN# 73699

1. What did you consider to be the best aspects of this course?

The instructor responded to assignments with thoughtful & constructive feedback.

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

The rooms were equipped for powerpoint and animations.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR Kilbane COURSE ED644 CRN# 73699

1. What did you consider to be the best aspects of this course?

The other fellows were very resourceful.  
Also, the articles.

2. What constructive comments can you offer for improving the teaching of this course?

Better activities. Too much venting among  
the fellows.

3. Additional comments you wish to make regarding the course or instructor:

—

4. If applicable, please comment on the relationship between this course and your field.

This course was very informative to my  
field. The professor provided many resources  
(websites).

5. Please comment on the facilities supporting the teacher education program.

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PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR Kilbane COURSE ED 644 CRN# 73699

1. What did you consider to be the best aspects of this course?

Jim was very effective in articulating the goals and was helpful throughout.

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR Kilbane

COURSE ED644

CRN# 73699

1. What did you consider to be the best aspects of this course?

*Class discussions - sometimes based on readings.*

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR Kilbane

COURSE ED 644

CRN# 73679

1. What did you consider to be the best aspects of this course?

Getting together with people everyweek in the "same boat" as I am in.

2. What constructive comments can you offer for improving the teaching of this course?

- Keep the deadlines. For me, I am not disciplined to hand things in on time if the teacher is too lenient.
- I gave initially a hotmail email but was sent emails to the Pace acct. So some deadlines were missed cause I couldn't find an email (My fault not yours)

3. Additional comments you wish to make regarding the course or instructor:

Very kind man. Very considerate + compassionate but kept the rigor of the course high.

4. If applicable, please comment on the relationship between this course and your field.

helpful but the theories didn't help much.

5. Please comment on the facilities supporting the teacher education program.

+ No internet or lack of connection in class.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR KILBANE

COURSE ED 644

CRN# 73699

1. What did you consider to be the best aspects of this course?

- Discussions (weekly)
- Teacher instruction and feedback

2. What constructive comments can you offer for improving the teaching of this course?

- Readings that are more meaningful (wider) less focus on African Americans within the society and shift to look at other ethnic groups that are found within the urban setting.

3. Additional comments you wish to make regarding the course or instructor:

- Continue doing the great job he is doing (Jim)

4. If applicable, please comment on the relationship between this course and your field.

- Course is directly related to my field of education

5. Please comment on the facilities supporting the teacher education program.

The facilities were decent, acceptable and worked well



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR KILBANE COURSE 644 CRN# 73699

1. What did you consider to be the best aspects of this course?

It was great to see everyone from the summer  
and talk about first year teaching.  
Jim led some great discussions.

2. What constructive comments can you offer for improving the teaching of this course?

I wish Jim would make the rubrics a  
little clearer

3. Additional comments you wish to make regarding the course or instructor:

It was hard to fully participate in the  
course b/c we're all exhausted.

4. If applicable, please comment on the relationship between this course and your field.

This course was on point.

5. Please comment on the facilities supporting the teacher education program.

Fine.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR Kilban COURSE ED644 CRN# 73699

1. What did you consider to be the best aspects of this course?

Fellow students, Jim's great experiences & insight

2. What constructive comments can you offer for improving the teaching of this course?

His grading rubrics are very intense. Needs to think more about workload

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

I am a teaching fellow and apparently need this class

5. Please comment on the facilities supporting the teacher education program.

but, need technology

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR Kilbane COURSE ED644 CRN# 73699

1. What did you consider to be the best aspects of this course?

Every aspect of this course was great.

2. What constructive comments can you offer for improving the teaching of this course?

Nothing should be improved, great course.

3. Additional comments you wish to make regarding the course or instructor:

The instructor is fantastic!!!

4. If applicable, please comment on the relationship between this course and your field.

It is very relevant & greatly related to my field.

5. Please comment on the facilities supporting the teacher education program.

Everything was great.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR Kilbane COURSE ED 644 CRN# 73699

1. What did you consider to be the best aspects of this course?

GROUP WORK

2. What constructive comments can you offer for improving the teaching of this course?

NONE

3. Additional comments you wish to make regarding the course or instructor:

The instructor was great.

4. If applicable, please comment on the relationship between this course and your field.

It was very relevant & related to teaching

5. Please comment on the facilities supporting the teacher education program.

Everything was great

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR Kilbane COURSE ED 644 CRN# 73699

1. What did you consider to be the best aspects of this course?

The professor

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

Dr Kilbane will go out of his way to help the individual student if approached

4. If applicable, please comment on the relationship between this course and your field.

I am a Bio teacher

5. Please comment on the facilities supporting the teacher education program.

FINE but no inter net in our classroom

# Count and weight with %

## KILBANE ED644 73700 FA08 NYC

The instructor demonstrated a high level of knowledge in the subject matter.

	Count	Percent	Weight	Weighted Total
SA	12	80.00 %	5	60
A	3	20.00 %	4	12
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>	<b>9</b>	<b>72</b>
<b>Mean (Avg):</b>	<b>4.80000</b>	<b>StDev (Sample):</b>	<b>0.41404</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population)</b>	<b>0.40000</b>

The instructor was well prepared and organized.

	Count	Percent	Weight	Weighted Total
SA	6	40.00 %	5	30
A	8	53.33 %	4	32
D	1	6.67 %	2	2
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>	<b>11</b>	<b>64</b>
<b>Mean (Avg):</b>	<b>4.26667</b>	<b>StDev (Sample):</b>	<b>0.79881</b>	
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population)</b>	<b>0.77172</b>

The instructor stimulated students' interest in the subject.

	Count	Percent	Weight	Weighted Total
SA	5	33.33 %	5	25
A	8	53.33 %	4	32
N	1	6.67 %	3	3
D	1	6.67 %	2	2
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>	<b>14</b>	<b>62</b>
<b>Mean (Avg):</b>	<b>4.13333</b>	<b>StDev (Sample):</b>	<b>0.83381</b>	
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population)</b>	<b>0.80554</b>

The instructor encouraged questions.

	Count	Percent	Weight	Weighted Total
SA	11	73.33 %	5	55
A	4	26.67 %	4	16
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>	<b>9</b>	<b>71</b>
<b>Mean (Avg):</b>	<b>4.73333</b>	<b>StDev (Sample):</b>	<b>0.45774</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population)</b>	<b>0.44222</b>

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
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# Count and weight with %

## KILBANE ED644 73700 FA08 NYC

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
SA	12	80.00 %	5	60
A	3	20.00 %	4	12
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>	<b>9</b>	<b>72</b>
<b>Mean (Avg):</b>	<b>4.80000</b>	<b>StDev (Sample):</b>	<b>0.41404</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population)</b>	<b>0.40000</b>

The instructor made productive use of class time.

	Count	Percent	Weight	Weighted Total
SA	7	46.67 %	5	35
A	7	46.67 %	4	28
N	1	6.67 %	3	3
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>	<b>12</b>	<b>66</b>
<b>Mean (Avg):</b>	<b>4.40000</b>	<b>StDev (Sample):</b>	<b>0.63246</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.61101</b>

The instructor facilitated students' understanding of the subject matter.

	Count	Percent	Weight	Weighted Total
SA	5	33.33 %	5	25
A	8	53.33 %	4	32
N	2	13.33 %	3	6
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>	<b>12</b>	<b>63</b>
<b>Mean (Avg):</b>	<b>4.20000</b>	<b>StDev (Sample):</b>	<b>0.67612</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.65320</b>

The instructor encouraged students to take responsibility for their own learning.

	Count	Percent	Weight	Weighted Total
SA	8	53.33 %	5	40
A	6	40.00 %	4	24
N	1	6.67 %	3	3
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>	<b>12</b>	<b>67</b>
<b>Mean (Avg):</b>	<b>4.46667</b>	<b>StDev (Sample):</b>	<b>0.63994</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.61824</b>

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
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# Count and weight with %

## KILBANE ED644 73700 FA08 NYC

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
SA	7	46.67 %	5	35
A	7	46.67 %	4	28
N	1	6.67 %	3	3
<b>Total Responses</b>	15	<b>100 %</b>	12	66
<b>Mean (Avg):</b>	4.40000	<b>StDev (Sample):</b>	0.63246	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b>	0.61101

Assessments were fair, valid, and matched instruction.

	Count	Percent	Weight	Weighted Total
SA	8	53.33 %	5	40
A	7	46.67 %	4	28
<b>Total Responses</b>	15	<b>100 %</b>	9	68
<b>Mean (Avg):</b>	4.53333	<b>StDev (Sample):</b>	0.51640	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b>	0.49889

Assignments were returned with meaningful comments.

	Count	Percent	Weight	Weighted Total
SA	12	80.00 %	5	60
A	3	20.00 %	4	12
<b>Total Responses</b>	15	<b>100 %</b>	9	72
<b>Mean (Avg):</b>	4.80000	<b>StDev (Sample):</b>	0.41404	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b>	0.40000

The instructor's expectations and grading system were clear.

	Count	Percent	Weight	Weighted Total
SA	9	60.00 %	5	45
A	6	40.00 %	4	24
<b>Total Responses</b>	15	<b>100 %</b>	9	69
<b>Mean (Avg):</b>	4.60000	<b>StDev (Sample):</b>	0.50709	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b>	0.48990

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total
SA	14	93.33 %	5	70
A	1	6.67 %	4	4



# Count and weight with %

## KILBANE ED644 73700 FA08 NYC

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	15	100%	9	74
<b>Mean (Avg):</b> 4.93333			<b>StDev (Sample):</b> 0.25820	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.24944	

The instructor was sensitive to and listened and responded to students' learning needs.

	Count	Percent	Weight	Weighted Total
SA	13	86.67 %	5	65
A	2	13.33 %	4	8
<b>Total Responses</b>	15	100%	9	73
<b>Mean (Avg):</b> 4.86667			<b>StDev (Sample):</b> 0.35187	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.33993	

Office hours were in syllabus and instructor was available at those hours and gave help when asked.

	Count	Percent	Weight	Weighted Total
SA	10	66.67 %	5	50
A	4	26.67 %	4	16
N	1	6.67 %	3	3
<b>Total Responses</b>	15	100%	12	69
<b>Mean (Avg):</b> 4.60000			<b>StDev (Sample):</b> 0.63246	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.61101	

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	Count	Percent	Weight	Weighted Total
SA	10	66.67 %	5	50
A	4	26.67 %	4	16
N	1	6.67 %	3	3
<b>Total Responses</b>	15	100%	12	69
<b>Mean (Avg):</b> 4.60000			<b>StDev (Sample):</b> 0.63246	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.61101	

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
SA	6	40.00 %	5	30
A	9	60.00 %	4	36

# Count and weight with %

## KILBANE ED644 73700 FA08 NYC

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	15	100%	9	66
<b>Mean (Avg):</b> 4.40000			<b>StDev (Sample):</b> 0.50709	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.48990	

There was a high quality of instruction in this course.

	Count	Percent	Weight	Weighted Total
SA	9	60.00 %	5	45
A	5	33.33 %	4	20
N	1	6.67 %	3	3
<b>Total Responses</b>	15	100%	12	68
<b>Mean (Avg):</b> 4.53333			<b>StDev (Sample):</b> 0.63994	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.61824	

The objectives of this course were clear.

	Count	Percent	Weight	Weighted Total
SA	8	53.33 %	5	40
A	5	33.33 %	4	20
N	2	13.33 %	3	6
<b>Total Responses</b>	15	100%	12	66
<b>Mean (Avg):</b> 4.40000			<b>StDev (Sample):</b> 0.73679	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.71181	

The assignments were meaningful and aided in learning.

	Count	Percent	Weight	Weighted Total
SA	7	46.67 %	5	35
A	7	46.67 %	4	28
N	1	6.67 %	3	3
<b>Total Responses</b>	15	100%	12	66
<b>Mean (Avg):</b> 4.40000			<b>StDev (Sample):</b> 0.63246	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.61101	

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
SA	8	53.33 %	5	40
A	6	40.00 %	4	24

# Count and weight with %

## KILBANE ED644 73700 FA08 NYC

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
N	1	6.67 %	3	3
<b>Total Responses</b>		<b>15</b>	<b>100 %</b>	<b>12</b>
<b>Mean (Avg):</b>		<b>4.46667</b>	<b>StDev (Sample): 0.63994</b>	
<b>Minimum:</b>	<b>3</b>	<b>Maximum:</b>	<b>5</b>	<b>Range:</b>
			<b>2</b>	<b>StDev (Population) 0.61824</b>

The course design was effective in meeting the objectives of this course.

	Count	Percent	Weight	Weighted Total
SA	6	40.00 %	5	30
A	7	46.67 %	4	28
N	2	13.33 %	3	6
<b>Total Responses</b>		<b>15</b>	<b>100 %</b>	<b>12</b>
<b>Mean (Avg):</b>		<b>4.26667</b>	<b>StDev (Sample): 0.70373</b>	
<b>Minimum:</b>	<b>3</b>	<b>Maximum:</b>	<b>5</b>	<b>Range:</b>
			<b>2</b>	<b>StDev (Population) 0.67987</b>

The course facilitated my development as a professional educator. (n/a for reading 100)

	Count	Percent	Weight	Weighted Total
SA	8	53.33 %	5	40
A	5	33.33 %	4	20
N	2	13.33 %	3	6
<b>Total Responses</b>		<b>15</b>	<b>100 %</b>	<b>12</b>
<b>Mean (Avg):</b>		<b>4.40000</b>	<b>StDev (Sample): 0.73679</b>	
<b>Minimum:</b>	<b>3</b>	<b>Maximum:</b>	<b>5</b>	<b>Range:</b>
			<b>2</b>	<b>StDev (Population) 0.71181</b>

My expectations were satisfied by the focus and substance of this course.

	Count	Percent	Weight	Weighted Total
SA	7	46.67 %	5	35
A	3	20.00 %	4	12
N	4	26.67 %	3	12
D	1	6.67 %	2	2
<b>Total Responses</b>		<b>15</b>	<b>100 %</b>	<b>14</b>
<b>Mean (Avg):</b>		<b>4.06667</b>	<b>StDev (Sample): 1.03280</b>	
<b>Minimum:</b>	<b>2</b>	<b>Maximum:</b>	<b>5</b>	<b>Range:</b>
			<b>3</b>	<b>StDev (Population) 0.99778</b>

The required readings were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
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# Count and weight with %

## KILBANE ED644 73700 FA08 NYC

The required readings were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	6	40.00 %	5	30
A	6	40.00 %	4	24
N	3	20.00 %	3	9
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>	<b>12</b>	<b>63</b>
<b>Mean (Avg):</b>	<b>4.20000</b>	<b>StDev (Sample):</b>	<b>0.77460</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.74833</b>

Supplementary materials were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	6	40.00 %	5	30
A	9	60.00 %	4	36
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>	<b>9</b>	<b>66</b>
<b>Mean (Avg):</b>	<b>4.40000</b>	<b>StDev (Sample):</b>	<b>0.50709</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population)</b>	<b>0.48990</b>

The students were well prepared every week for class.

	Count	Percent	Weight	Weighted Total
SA	2	13.33 %	5	10
A	6	40.00 %	4	24
N	4	26.67 %	3	12
D	3	20.00 %	2	6
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>	<b>14</b>	<b>52</b>
<b>Mean (Avg):</b>	<b>3.46667</b>	<b>StDev (Sample):</b>	<b>0.99043</b>	
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population)</b>	<b>0.95685</b>

The students challenged fellow students to do excellent work in the course.

	Count	Percent	Weight	Weighted Total
SA	3	20.00 %	5	15
A	3	20.00 %	4	12
N	6	40.00 %	3	18
D	3	20.00 %	2	6
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>	<b>14</b>	<b>51</b>
<b>Mean (Avg):</b>	<b>3.40000</b>	<b>StDev (Sample):</b>	<b>1.05560</b>	
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population)</b>	<b>1.01980</b>

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - 2008

INSTRUCTOR Kilbane COURSE ED644 CRN# 73700

1. What did you consider to be the best aspects of this course?

Getting a chance to confer with fellow teachers each week → and with Jim  
Jim is a very supportive & understanding teacher!

2. What constructive comments can you offer for improving the teaching of this course?

Forget Unit Plan or concept assignment.  
Just do me. 1st semester teaching is too overwhelming. How about we keep a journal each week & track at strengths/weaknesses over the period sept. → Dec.

3. Additional comments you wish to make regarding the course or instructor:

It is not realistic to do detailed plans, unit plans, concept assigns, etc...  
Plus we do them over the summer.

Keeping a detailed journal & using it for focused reflection in class would be more practical/helpful & realistic

5. Please comment on the facilities supporting the teacher education program.

— More support with time management & classroom management!

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR J. Kilbane COURSE ED 644 CRN# 73700

1. What did you consider to be the best aspects of this course?

Ability to revise work  
Good feedback on assignments

2. What constructive comments can you offer for improving the teaching of this course?

Make attending class more  
meaningful

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

Overall it is related but could be  
more theoretical

5. Please comment on the facilities supporting the teacher education program.

Good

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR Jim Kilbane COURSE ED 644 CRN# 73700

1. What did you consider to be the best aspects of this course?

Jim is very smart.

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR KILBANE COURSE ED644 CRN# 73700

1. What did you consider to be the best aspects of this course?

Practical applications of Science Teaching

2. What constructive comments can you offer for improving the teaching of this course?

None of the above

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR Kilbane COURSE ED644 CRN# 73760

1. What did you consider to be the best aspects of this course?

Laid back , good discussions,

2. What constructive comments can you offer for improving the teaching of this course?

Newer articles, less jargon  
in articles

3. Additional comments you wish to make regarding the course or instructor:

more practical demos +  
things to use in class  
would be nice

4. If applicable, please comment on the relationship between this course and your field.

Provides theories + practical  
teaching strategies

5. Please comment on the facilities supporting the teacher education program.

Jim is the best

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR Kilbane COURSE ED644 CRN# 73700

1. What did you consider to be the best aspects of this course?

flexible schedule and the ability to revise work

2. What constructive comments can you offer for improving the teaching of this course?

I think I need more time to vent

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR Kilburn

COURSE ED 644

CRN# 73700

1. What did you consider to be the best aspects of this course?

Exposure to new perspectives

2. What constructive comments can you offer for improving the teaching of this course?

I bow to the master

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

Very clear & direct application

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR Dr. Kilbane COURSE ED 644 CRN# 73700

1. What did you consider to be the best aspects of this course?

Class Discussions & listening to anecdotal remarks from Prof. Kilbane.

2. What constructive comments can you offer for improving the teaching of this course?

More structure & etc.

3. Additional comments you wish to make regarding the course or instructor:

Professor Kilbane rocks!  
The Best.

4. If applicable, please comment on the relationship between this course and your field.

Direct.

5. Please comment on the facilities supporting the teacher education program.

Excellent. Always available & sufficient.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR Kilbane COURSE ED 644 CRN# 75706

1. What did you consider to be the best aspects of this course?

This course enable me to test my teaching strategies in an academic environment

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

This course was the core course for my field.

5. Please comment on the facilities supporting the teacher education program.

Facilities were adequate

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR Kilbane, James

COURSE ED 644

CRN# 73700

1. What did you consider to be the best aspects of this course?

The assignments were the best because they enabled the student to do work that "required" as a teacher, but in an atmosphere where they were comfortable answering + giving feedback.

2. What constructive comments can you offer for improving the teaching of this course?

Stay the same. Open, honesty works -

3. Additional comments you wish to make regarding the course or instructor:

Thank you!

4. If applicable, please comment on the relationship between this course and your field.

Some of the readings really helped to understand some of the positions of my students ... and it has made classroom management much more "manageable".

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- 2008

INSTRUCTOR Kilbane COURSE ED644 CRN# 73700

1. What did you consider to be the best aspects of this course?

The materials that we were given and some of the readings

2. What constructive comments can you offer for improving the teaching of this course?

Make students more accountable so more meaningful dialogues can be undertaken

3. Additional comments you wish to make regarding the course or instructor:

A little more clarity. Smaller bits of assignments more often

4. If applicable, please comment on the relationship between this course and your field.

Good for me actually finally seeing this is meaningful

5. Please comment on the facilities supporting the teacher education program.

fine.

# Count and weight with %

## KILBANE ED690 23533 SP09 NYC

The instructor demonstrated a high level of knowledge in the subject matter.

	Count	Percent	Weight	Weighted Total
SA	12	80.00 %	5	60
A	3	20.00 %	4	12
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>	<b>9</b>	<b>72</b>
<b>Mean (Avg):</b>	<b>4.80000</b>	<b>StDev (Sample):</b>	<b>0.41404</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population)</b>	<b>0.40000</b>

The instructor was well prepared and organized.

	Count	Percent	Weight	Weighted Total
SA	10	66.67 %	5	50
A	5	33.33 %	4	20
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>	<b>9</b>	<b>70</b>
<b>Mean (Avg):</b>	<b>4.66667</b>	<b>StDev (Sample):</b>	<b>0.48795</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population)</b>	<b>0.47140</b>

The instructor stimulated students' interest in the subject.

	Count	Percent	Weight	Weighted Total
SA	6	40.00 %	5	30
A	7	46.67 %	4	28
N	1	6.67 %	3	3
SD	1	6.67 %	1	1
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>	<b>13</b>	<b>62</b>
<b>Mean (Avg):</b>	<b>4.13333</b>	<b>StDev (Sample):</b>	<b>1.06010</b>	
<b>Minimum: 1</b>	<b>Maximum: 5</b>	<b>Range: 4</b>	<b>StDev (Population)</b>	<b>1.02415</b>

The instructor encouraged questions.

	Count	Percent	Weight	Weighted Total
SA	10	66.67 %	5	50
A	5	33.33 %	4	20
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>	<b>9</b>	<b>70</b>
<b>Mean (Avg):</b>	<b>4.66667</b>	<b>StDev (Sample):</b>	<b>0.48795</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population)</b>	<b>0.47140</b>

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
SA	9	60.00 %	5	45



# Count and weight with %

## KILBANE ED690 23533 SP09 NYC

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
A	6	40.00 %	4	24
<b>Total Responses</b>	15	100 %	9	69
<b>Mean (Avg):</b> 4.60000			<b>StDev (Sample):</b> 0.50709	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.48990	

The instructor made productive use of class time.

	Count	Percent	Weight	Weighted Total
SA	7	46.67 %	5	35
A	4	26.67 %	4	16
N	3	20.00 %	3	9
SD	1	6.67 %	1	1
<b>Total Responses</b>	15	100 %	13	61
<b>Mean (Avg):</b> 4.06667			<b>StDev (Sample):</b> 1.16292	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.12349	

The instructor facilitated students' understanding of the subject matter.

	Count	Percent	Weight	Weighted Total
SA	8	53.33 %	5	40
A	7	46.67 %	4	28
<b>Total Responses</b>	15	100 %	9	68
<b>Mean (Avg):</b> 4.53333			<b>StDev (Sample):</b> 0.51640	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.49889	

The instructor encouraged students to take responsibility for their own learning.

	Count	Percent	Weight	Weighted Total
SA	10	66.67 %	5	50
A	5	33.33 %	4	20
<b>Total Responses</b>	15	100 %	9	70
<b>Mean (Avg):</b> 4.66667			<b>StDev (Sample):</b> 0.48795	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.47140	

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
SA	10	66.67 %	5	50
A	5	33.33 %	4	20

# Count and weight with %

## KILBANE ED690 23533 SP09 NYC

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	15	100%	9	70
<b>Mean (Avg):</b> 4.66667			<b>StDev (Sample):</b> 0.48795	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.47140	

Assessments were fair, valid, and matched instruction.

	Count	Percent	Weight	Weighted Total
SA	8	53.33 %	5	40
A	7	46.67 %	4	28
<b>Total Responses</b>	15	100%	9	68
<b>Mean (Avg):</b> 4.53333			<b>StDev (Sample):</b> 0.51640	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.49889	

Assignments were returned with meaningful comments.

	Count	Percent	Weight	Weighted Total
SA	7	53.85 %	5	35
A	5	38.46 %	4	20
D	1	7.69 %	2	2
<b>Total Responses</b>	13	100%	11	57
<b>Mean (Avg):</b> 4.38462			<b>StDev (Sample):</b> 0.86972	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.83560	

The instructor's expectations and grading system were clear.

	Count	Percent	Weight	Weighted Total
SA	10	66.67 %	5	50
A	5	33.33 %	4	20
<b>Total Responses</b>	15	100%	9	70
<b>Mean (Avg):</b> 4.66667			<b>StDev (Sample):</b> 0.48795	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.47140	

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total
SA	13	86.67 %	5	65
A	2	13.33 %	4	8

# Count and weight with %

## KILBANE ED690 23533 SP09 NYC

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	15	100%	9	73
<b>Mean (Avg):</b> 4.86667			<b>StDev (Sample):</b> 0.35187	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.33993	

The instructor was sensitive to and listened and responded to students' learning needs.

	Count	Percent	Weight	Weighted Total
SA	13	86.67 %	5	65
A	2	13.33 %	4	8
<b>Total Responses</b>	15	100%	9	73
<b>Mean (Avg):</b> 4.86667			<b>StDev (Sample):</b> 0.35187	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.33993	

Office hours were in syllabus and instructor was available at those hours and gave help when asked.

	Count	Percent	Weight	Weighted Total
SA	10	71.43 %	5	50
A	3	21.43 %	4	12
N	1	7.14 %	3	3
<b>Total Responses</b>	14	100%	12	65
<b>Mean (Avg):</b> 4.64286			<b>StDev (Sample):</b> 0.63332	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.61029	

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	Count	Percent	Weight	Weighted Total
SA	10	66.67 %	5	50
A	5	33.33 %	4	20
<b>Total Responses</b>	15	100%	9	70
<b>Mean (Avg):</b> 4.66667			<b>StDev (Sample):</b> 0.48795	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.47140	

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
SA	10	66.67 %	5	50
A	3	20.00 %	4	12
N	2	13.33 %	3	6

# Count and weight with %

## KILBANE ED690 23533 SP09 NYC

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	15	100%	12	68
<b>Mean (Avg):</b> 4.53333			<b>StDev (Sample):</b> 0.74322	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.71802	

There was a high quality of instruction in this course.

	Count	Percent	Weight	Weighted Total
SA	11	73.33 %	5	55
A	4	26.67 %	4	16
<b>Total Responses</b>	15	100%	9	71
<b>Mean (Avg):</b> 4.73333			<b>StDev (Sample):</b> 0.45774	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.44222	

The objectives of this course were clear.

	Count	Percent	Weight	Weighted Total
SA	11	73.33 %	5	55
A	4	26.67 %	4	16
<b>Total Responses</b>	15	100%	9	71
<b>Mean (Avg):</b> 4.73333			<b>StDev (Sample):</b> 0.45774	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.44222	

The assignments were meaningful and aided in learning.

	Count	Percent	Weight	Weighted Total
SA	10	66.67 %	5	50
A	4	26.67 %	4	16
D	1	6.67 %	2	2
<b>Total Responses</b>	15	100%	11	68
<b>Mean (Avg):</b> 4.53333			<b>StDev (Sample):</b> 0.83381	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.80554	

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
SA	8	53.33 %	5	40
A	7	46.67 %	4	28

# Count and weight with %

## KILBANE ED690 23533 SP09 NYC

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	15	100%	9	68
<b>Mean (Avg):</b> 4.53333			<b>StDev (Sample):</b> 0.51640	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.49889	

The course design was effective in meeting the objectives of this course.

	Count	Percent	Weight	Weighted Total
SA	9	60.00 %	5	45
A	5	33.33 %	4	20
D	1	6.67 %	2	2
<b>Total Responses</b>	15	100%	11	67
<b>Mean (Avg):</b> 4.46667			<b>StDev (Sample):</b> 0.83381	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.80554	

The course facilitated my development as a professional educator. (n/a for reading 100)

	Count	Percent	Weight	Weighted Total
SA	8	53.33 %	5	40
A	7	46.67 %	4	28
<b>Total Responses</b>	15	100%	9	68
<b>Mean (Avg):</b> 4.53333			<b>StDev (Sample):</b> 0.51640	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.49889	

My expectations were satisfied by the focus and substance of this course.

	Count	Percent	Weight	Weighted Total
SA	7	46.67 %	5	35
A	8	53.33 %	4	32
<b>Total Responses</b>	15	100%	9	67
<b>Mean (Avg):</b> 4.46667			<b>StDev (Sample):</b> 0.51640	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.49889	

The required readings were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	8	53.33 %	5	40
A	5	33.33 %	4	20
N	1	6.67 %	3	3
D	1	6.67 %	2	2

# Count and weight with %

## KILBANE ED690 23533 SP09 NYC

The required readings were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	15	100%	14	65
<b>Mean (Avg):</b> 4.33333			<b>StDev (Sample):</b> 0.89974	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.86923	

Supplementary materials were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	8	53.33 %	5	40
A	6	40.00 %	4	24
D	1	6.67 %	2	2
<b>Total Responses</b>	15	100%	11	66
<b>Mean (Avg):</b> 4.40000			<b>StDev (Sample):</b> 0.82808	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.80000	

The students were well prepared every week for class.

	Count	Percent	Weight	Weighted Total
SA	5	33.33 %	5	25
A	6	40.00 %	4	24
N	2	13.33 %	3	6
D	2	13.33 %	2	4
<b>Total Responses</b>	15	100%	14	59
<b>Mean (Avg):</b> 3.93333			<b>StDev (Sample):</b> 1.03280	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.99778	

The students challenged fellow students to do excellent work in the course.

	Count	Percent	Weight	Weighted Total
SA	7	46.67 %	5	35
A	4	26.67 %	4	16
N	2	13.33 %	3	6
D	2	13.33 %	2	4
<b>Total Responses</b>	15	100%	14	61
<b>Mean (Avg):</b> 4.06667			<b>StDev (Sample):</b> 1.09978	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 1.06249	

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE ED690 CRN# 23533

1. What did you consider to be the best aspects of this course?

- The Instructor
- The Classmates
- The Action Research Project

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

Great!

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE EDU690 CRN# 23533

1. What did you consider to be the best aspects of this course?

independent work time - computer lab  
w/ instructor present  
for questions.

2. What constructive comments can you offer for improving the teaching of this course?

meaningful classwork - not as much lecture.

3. Additional comments you wish to make regarding the course or instructor:

would like to only have a few big assignments.  
check in points were helpful  
IND/meetings instead of group of class

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

Fine



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR KILBANE COURSE ED690 CRN# 23533

1. What did you consider to be the best aspects of this course?

independent project allowed reflection

2. What constructive comments can you offer for improving the teaching of this course?

more time for project 2 sems

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

v. relevant

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Jim Kilbane COURSE ED690 CRN# 23533

1. What did you consider to be the best aspects of this course?

Carrying out an action research project

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR

*Albani*

COURSE

*ED 690*

CRN#

*23533*

1. What did you consider to be the best aspects of this course?

*interesting to develop own project*

2. What constructive comments can you offer for improving the teaching of this course?

*less class time, more work time*

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR KILBANE COURSE ED690 CRN# 23533

1. What did you consider to be the best aspects of this course?

A research project in a semester is completely invalid.

2. What constructive comments can you offer for improving the teaching of this course?

Nothing- the idea of it alone bothers me.

3. Additional comments you wish to make regarding the course or instructor:

Jim, you're awesome, Thanks man!

4. If applicable, please comment on the relationship between this course and your field.

The course was ANNOYING and took time away from working with my students

5. Please comment on the facilities supporting the teacher education program.

FINE

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbuck COURSE EDCA0 CRN# 23533

1. What did you consider to be the best aspects of this course?

one-on-one feedback

2. What constructive comments can you offer for improving the teaching of this course?

Better meeting protocols

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE ED690 CRN# 23533

1. What did you consider to be the best aspects of this course?

- One on one mentoring
- A lot of room for independent work

2. What constructive comments can you offer for improving the teaching of this course?

more stimulating/relevant class discussions  
and activities.

3. Additional comments you wish to make regarding the course or instructor:

N/A!

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kiibane

COURSE ED690

CRN# 23533

1. What did you consider to be the best aspects of this course?

Not meeting every week

2. What constructive comments can you offer for improving the teaching of this course?

more feedback about research  
or not as heavy research

3. Additional comments you wish to make regarding the course or instructor:



4. If applicable, please comment on the relationship between this course and your field.

Good to look at students + interview and  
gather data.

5. Please comment on the facilities supporting the teacher education program.

Fine.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE ED690 CRN# 23533

1. What did you consider to be the best aspects of this course?

The 30 page paper.

2. What constructive comments can you offer for improving the teaching of this course?

Shorten class time to  
2 hours.

3. Additional comments you wish to make regarding the course or instructor:

Dr. Jim K. is a  
thoughtful man.

4. If applicable, please comment on the relationship between this course and your field.

Teaches Teachers to  
be better teachers and how  
to do teacher research.

5. Please comment on the facilities supporting the teacher education program.

The cafeteria is  
horrible.



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR KILBANE COURSE ED 690 CRN# 23533

1. What did you consider to be the best aspects of this course?

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

AWESOME !!

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR KILBANE COURSE ED 690 CRN# 23533

1. What did you consider to be the best aspects of this course?

It was great to get our class from summer training back together! Nice to catch up but also to see that we made it.

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR James Kilbane COURSE ED690 CRN# 23533

1. What did you consider to be the best aspects of this course?

2. What constructive comments can you offer for improving the teaching of this course?

*This course should be a year long.*

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

*Good location*

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE ED690 CRN# 23533

1. What did you consider to be the best aspects of this course?

- The Instructor
- The Classmates
- The Action Research Project

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

Great!

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE EDU 690 CRN# 23533

1. What did you consider to be the best aspects of this course?

independent work time - computer lab  
w/ instructor present  
for questions.

2. What constructive comments can you offer for improving the teaching of this course?

meaningful classwork - not as much lecture.

3. Additional comments you wish to make regarding the course or instructor:

would like to only have a few big assignments.  
check in points were helpful  
IND/meetings instead of group class

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

Fine

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR KILBANE COURSE ED690 CRN# 23533

1. What did you consider to be the best aspects of this course?

Independent project allowed reflection

2. What constructive comments can you offer for improving the teaching of this course?

more time for project 2 sems.

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

v. relevant

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Jim Kilhane COURSE ED690 CRN# 23533

1. What did you consider to be the best aspects of this course?

Carrying out an action research project

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Albani COURSE ED 690 CRN# 23533

1. What did you consider to be the best aspects of this course?

interesting to develop own project

2. What constructive comments can you offer for improving the teaching of this course?

less class time, more work time

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR KILBANE COURSE ED690 CRN# 23533

1. What did you consider to be the best aspects of this course?

A research project in a semester is completely invalid.

2. What constructive comments can you offer for improving the teaching of this course?

Nothing- the idea of it alone bothers me.

3. Additional comments you wish to make regarding the course or instructor:

Jim, you're awesome, Thanks man!

4. If applicable, please comment on the relationship between this course and your field.

The course was ANNOYING and took time away from working with my students

5. Please comment on the facilities supporting the teacher education program.

FINE

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbome COURSE EDCA0 CRN# 23533

1. What did you consider to be the best aspects of this course?

One-on-one feedback

2. What constructive comments can you offer for improving the teaching of this course?

Better meeting protocols

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE ED690 CRN# 23533

1. What did you consider to be the best aspects of this course?

- One on one mentoring
- A lot of room for independent work

2. What constructive comments can you offer for improving the teaching of this course?

more stimulating/relevant class discussions  
and activities.

3. Additional comments you wish to make regarding the course or instructor:

N/A!

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kiibane COURSE ED690 CRN# 23533

1. What did you consider to be the best aspects of this course?

Not meeting every week

2. What constructive comments can you offer for improving the teaching of this course?

More feedback about research  
or not as heavy research.

3. Additional comments you wish to make regarding the course or instructor:

Ø

4. If applicable, please comment on the relationship between this course and your field.

Good to look at students + interview and  
gather data.

5. Please comment on the facilities supporting the teacher education program.

Fine.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Wilbane COURSE ED690 CRN# 23533

1. What did you consider to be the best aspects of this course?

The 30 page paper.

2. What constructive comments can you offer for improving the teaching of this course?

Shorten class time to 2 hours.

3. Additional comments you wish to make regarding the course or instructor:

Dr. Jim K. is a thoughtful man.

4. If applicable, please comment on the relationship between this course and your field.

Teaches Teachers to be better teachers and how to do teacher research.

5. Please comment on the facilities supporting the teacher education program.

The cafeteria is horrible.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR KILBANE COURSE ED 690 CRN# 23533

1. What did you consider to be the best aspects of this course?

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

AWESOME !!

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR KILBANE

COURSE ED 690

CRN# 23533

1. What did you consider to be the best aspects of this course?

It was great to get our class from summer training back together! Nice to catch up but also to see that we made it.

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR James Kilbane COURSE ED690 CRN# 23533

1. What did you consider to be the best aspects of this course?

2. What constructive comments can you offer for improving the teaching of this course?

*This course should be a year long.*

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

*Good location*



# Count and weight with %

## KILBANE ED644 21221 SP09 NYC

The instructor demonstrated a high level of knowledge in the subject matter.

	Count	Percent	Weight	Weighted Total
SA	7	100.00 %	5	35
<b>Total Responses</b>	7	<b>100%</b>	5	35
<b>Mean (Avg):</b> 5.00000			<b>StDev (Sample):</b> 0.00000	
<b>Minimum:</b> 5	<b>Maximum:</b> 5	<b>Range:</b> 0	<b>StDev (Population)</b> 0.00000	

The instructor was well prepared and organized.

	Count	Percent	Weight	Weighted Total
SA	2	28.57 %	5	10
A	5	71.43 %	4	20
<b>Total Responses</b>	7	<b>100%</b>	9	30
<b>Mean (Avg):</b> 4.28571			<b>StDev (Sample):</b> 0.48795	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.45175	

The instructor stimulated students' interest in the subject.

	Count	Percent	Weight	Weighted Total
SA	6	85.71 %	5	30
A	1	14.29 %	4	4
<b>Total Responses</b>	7	<b>100%</b>	9	34
<b>Mean (Avg):</b> 4.85714			<b>StDev (Sample):</b> 0.37796	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.34993	

The instructor encouraged questions.

	Count	Percent	Weight	Weighted Total
SA	6	85.71 %	5	30
A	1	14.29 %	4	4
<b>Total Responses</b>	7	<b>100%</b>	9	34
<b>Mean (Avg):</b> 4.85714			<b>StDev (Sample):</b> 0.37796	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.34993	

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
SA	4	57.14 %	5	20
A	2	28.57 %	4	8
N	1	14.29 %	3	3

# Count and weight with %

## KILBANE ED644 21221 SP09 NYC

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	7	100%	12	31
<b>Mean (Avg):</b> 4.42857			<b>StDev (Sample):</b> 0.78680	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.72843	

The instructor made productive use of class time.

	Count	Percent	Weight	Weighted Total
SA	2	28.57 %	5	10
A	4	57.14 %	4	16
N	1	14.29 %	3	3
<b>Total Responses</b>	7	100%	12	29
<b>Mean (Avg):</b> 4.14286			<b>StDev (Sample):</b> 0.69007	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.63888	

The instructor facilitated students' understanding of the subject matter.

	Count	Percent	Weight	Weighted Total
SA	4	57.14 %	5	20
A	2	28.57 %	4	8
N	1	14.29 %	3	3
<b>Total Responses</b>	7	100%	12	31
<b>Mean (Avg):</b> 4.42857			<b>StDev (Sample):</b> 0.78680	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.72843	

The instructor encouraged students to take responsibility for their own learning.

	Count	Percent	Weight	Weighted Total
SA	4	57.14 %	5	20
A	2	28.57 %	4	8
N	1	14.29 %	3	3
<b>Total Responses</b>	7	100%	12	31
<b>Mean (Avg):</b> 4.42857			<b>StDev (Sample):</b> 0.78680	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.72843	

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
SA	1	14.29 %	5	5
A	4	57.14 %	4	16

# Count and weight with %

## KILBANE ED644 21221 SP09 NYC

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
N	2	28.57 %	3	6
<b>Total Responses</b>		<b>7</b>	<b>100 %</b>	<b>12</b>
<b>Mean (Avg):</b> 3.85714		<b>StDev (Sample):</b> 0.69007		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.63888	

Assessments were fair, valid, and matched instruction.

	Count	Percent	Weight	Weighted Total
SA	5	71.43 %	5	25
A	2	28.57 %	4	8
<b>Total Responses</b>		<b>7</b>	<b>100 %</b>	<b>9</b>
<b>Mean (Avg):</b> 4.71429		<b>StDev (Sample):</b> 0.48795		
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.45175	

Assignments were returned with meaningful comments.

	Count	Percent	Weight	Weighted Total
SA	4	57.14 %	5	20
A	3	42.86 %	4	12
<b>Total Responses</b>		<b>7</b>	<b>100 %</b>	<b>9</b>
<b>Mean (Avg):</b> 4.57143		<b>StDev (Sample):</b> 0.53452		
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.49487	

The instructor's expectations and grading system were clear.

	Count	Percent	Weight	Weighted Total
SA	3	42.86 %	5	15
A	4	57.14 %	4	16
<b>Total Responses</b>		<b>7</b>	<b>100 %</b>	<b>9</b>
<b>Mean (Avg):</b> 4.42857		<b>StDev (Sample):</b> 0.53452		
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.49487	

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total
SA	6	85.71 %	5	30
A	1	14.29 %	4	4

# Count and weight with %

## KILBANE ED644 21221 SP09 NYC

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	7	100%	9	34
<b>Mean (Avg):</b> 4.85714			<b>StDev (Sample):</b> 0.37796	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.34993	

The instructor was sensitive to and listened and responded to students' learning needs.

	Count	Percent	Weight	Weighted Total
SA	7	100.00 %	5	35
<b>Total Responses</b>	7	100%	5	35
<b>Mean (Avg):</b> 5.00000			<b>StDev (Sample):</b> 0.00000	
<b>Minimum:</b> 5	<b>Maximum:</b> 5	<b>Range:</b> 0	<b>StDev (Population)</b> 0.00000	

Office hours were in syllabus and instructor was available at those hours and gave help when asked.

	Count	Percent	Weight	Weighted Total
SA	4	57.14 %	5	20
A	3	42.86 %	4	12
<b>Total Responses</b>	7	100%	9	32
<b>Mean (Avg):</b> 4.57143			<b>StDev (Sample):</b> 0.53452	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.49487	

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	Count	Percent	Weight	Weighted Total
SA	6	85.71 %	5	30
A	1	14.29 %	4	4
<b>Total Responses</b>	7	100%	9	34
<b>Mean (Avg):</b> 4.85714			<b>StDev (Sample):</b> 0.37796	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.34993	

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
SA	4	57.14 %	5	20
A	3	42.86 %	4	12
<b>Total Responses</b>	7	100%	9	32
<b>Mean (Avg):</b> 4.57143			<b>StDev (Sample):</b> 0.53452	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.49487	

# Count and weight with %

## KILBANE ED644 21221 SP09 NYC

There was a high quality of instruction in this course.

	Count	Percent	Weight	Weighted Total
SA	4	57.14 %	5	20
A	3	42.86 %	4	12
<b>Total Responses</b>	<b>7</b>	<b>100 %</b>	<b>9</b>	<b>32</b>
<b>Mean (Avg):</b>	<b>4.57143</b>	<b>StDev (Sample):</b>	<b>0.53452</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population)</b>	<b>0.49487</b>

The objectives of this course were clear.

	Count	Percent	Weight	Weighted Total
SA	2	28.57 %	5	10
A	3	42.86 %	4	12
N	2	28.57 %	3	6
<b>Total Responses</b>	<b>7</b>	<b>100 %</b>	<b>12</b>	<b>28</b>
<b>Mean (Avg):</b>	<b>4.00000</b>	<b>StDev (Sample):</b>	<b>0.81650</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.75593</b>

The assignments were meaningful and aided in learning.

	Count	Percent	Weight	Weighted Total
SA	5	71.43 %	5	25
A	1	14.29 %	4	4
N	1	14.29 %	3	3
<b>Total Responses</b>	<b>7</b>	<b>100 %</b>	<b>12</b>	<b>32</b>
<b>Mean (Avg):</b>	<b>4.57143</b>	<b>StDev (Sample):</b>	<b>0.78680</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.72843</b>

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
SA	4	57.14 %	5	20
A	2	28.57 %	4	8
N	1	14.29 %	3	3
<b>Total Responses</b>	<b>7</b>	<b>100 %</b>	<b>12</b>	<b>31</b>
<b>Mean (Avg):</b>	<b>4.42857</b>	<b>StDev (Sample):</b>	<b>0.78680</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.72843</b>

The course design was effective in meeting the objectives of this course.

	Count	Percent	Weight	Weighted Total
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# Count and weight with %

## KILBANE ED644 21221 SP09 NYC

The course design was effective in meeting the objectives of this course.

	Count	Percent	Weight	Weighted Total
SA	5	71.43 %	5	25
A	1	14.29 %	4	4
N	1	14.29 %	3	3
<b>Total Responses</b>	<b>7</b>	<b>100 %</b>	<b>12</b>	<b>32</b>
<b>Mean (Avg): 4.57143</b>		<b>StDev (Sample): 0.78680</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.72843</b>	

The course facilitated my development as a professional educator. (n/a for reading 100)

	Count	Percent	Weight	Weighted Total
SA	5	71.43 %	5	25
A	2	28.57 %	4	8
<b>Total Responses</b>	<b>7</b>	<b>100 %</b>	<b>9</b>	<b>33</b>
<b>Mean (Avg): 4.71429</b>		<b>StDev (Sample): 0.48795</b>		
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population) 0.45175</b>	

My expectations were satisfied by the focus and substance of this course.

	Count	Percent	Weight	Weighted Total
SA	6	85.71 %	5	30
A	1	14.29 %	4	4
<b>Total Responses</b>	<b>7</b>	<b>100 %</b>	<b>9</b>	<b>34</b>
<b>Mean (Avg): 4.85714</b>		<b>StDev (Sample): 0.37796</b>		
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population) 0.34993</b>	

The required readings were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	5	71.43 %	5	25
A	1	14.29 %	4	4
N	1	14.29 %	3	3
<b>Total Responses</b>	<b>7</b>	<b>100 %</b>	<b>12</b>	<b>32</b>
<b>Mean (Avg): 4.57143</b>		<b>StDev (Sample): 0.78680</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.72843</b>	

Supplementary materials were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	2	33.33 %	5	10

# Count and weight with %

## KILBANE ED644 21221 SP09 NYC

Supplementary materials were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
A	3	50.00 %	4	12
N	1	16.67 %	3	3
<b>Total Responses</b>		<b>6</b>	<b>100 %</b>	<b>12</b>
<b>Mean (Avg):</b> 4.16667		<b>StDev (Sample):</b> 0.75277		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.68718	

The students were well prepared every week for class.

	Count	Percent	Weight	Weighted Total
SA	1	14.29 %	5	5
A	5	71.43 %	4	20
D	1	14.29 %	2	2
<b>Total Responses</b>		<b>7</b>	<b>100 %</b>	<b>11</b>
<b>Mean (Avg):</b> 3.85714		<b>StDev (Sample):</b> 0.89974		
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.83299	

The students challenged fellow students to do excellent work in the course.

	Count	Percent	Weight	Weighted Total
SA	3	42.86 %	5	15
A	2	28.57 %	4	8
N	1	14.29 %	3	3
D	1	14.29 %	2	2
<b>Total Responses</b>		<b>7</b>	<b>100 %</b>	<b>14</b>
<b>Mean (Avg):</b> 4.00000		<b>StDev (Sample):</b> 1.15470		
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 1.06904	

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE 644 CRN# 21221

1. What did you consider to be the best aspects of this course?

JIM IS AWESOME and is clearly an excellent teacher with a wealth of

2. What constructive comments can you offer for improving the teaching of this course? <sup>knowledge.</sup>

More... I don't know? Honestly, very engaging for a sem course. Loved it.

3. Additional comments you wish to make regarding the course or instructor:

See #1

4. If applicable, please comment on the relationship between this course and your field.

1st year teacher of HS Bio, so very useful.

5. Please comment on the facilities supporting the teacher education program.

fine; no worries



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE 644 CRN# 21221

1. What did you consider to be the best aspects of this course?

The anecdotes that Jim shared and ideas for lessons.

2. What constructive comments can you offer for improving the teaching of this course?

I would say that showing more videos would be great

3. Additional comments you wish to make regarding the course or instructor:

Great course/instructor.

4. If applicable, please comment on the relationship between this course and your field.

This course directly helps me in the work that I am currently doing in the classroom

5. Please comment on the facilities supporting the teacher education program.

satisfactory

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR K. Ibane COURSE ED 644 CRN# 21221

1. What did you consider to be the best aspects of this course?

The professor just understood where we were coming from as firsties. He wasn't trying to give us busy work but meaningful work unlike some other PACE profs.

2. What constructive comments can you offer for improving the teaching of this course?

Perhaps to pay students more for answers. It was very easy for me to blend into the background bc of my shy nature although I had plenty to say.

3. Additional comments you wish to make regarding the course or instructor:

The practicality of the course was most helpful - I used all that was relevant (labs) and they worked very well for me.

4. If applicable, please comment on the relationship between this course and your field.

Making Science Meaningful - the course & instructor were true to the main objective! Thank you.

5. Please comment on the facilities supporting the teacher education program.

No probs here.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR KILBANE COURSE ED644 CRN# 21221

1. What did you consider to be the best aspects of this course?

JIM WAS GREAT AND LEAD ME TO SERIOUSLY RECONSIDER  
HOW TO BEST TEACH SCIENCE & INQUIRY  
LOVED THE VIDEOS AND THE IN-CLASS DEMOS/LABS.

2. What constructive comments can you offer for improving the teaching of this course?

SLIGHTLY MORE ORGANIZATION.

3. Additional comments you wish to make regarding the course or instructor:

NO.

4. If applicable, please comment on the relationship between this course and your field.

SEE TITLE NO. assignment assignment  
SCIENCE [ED644] [catalyst] MEANINGFUL SCIENCE  
time

5. Please comment on the facilities supporting the teacher education program.

MILLENNIUM HS > PACE

ID CARDS ARE HIGHLY OVERRATED

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Jim Kilbane COURSE ED644 CRN# 21221

1. What did you consider to be the best aspects of this course?

I liked your diversions, Jim. Your points about school reform (though not on the syllabus) were the things I take away. I am, honestly, thinking about

studying reform in the future b/c of the thoughts you stimulated.

2. What constructive comments can you offer for improving the teaching of this course?

- Unclear grading + grading policy, since we swayed so far from the rubric.

- Unclear + Disorganized classes + class expectations

3. Additional comments you wish to make regarding the course or instructor:

Great guy, great thoughts. For first year teachers at 4 pm on a Thursday, though, class needs to be more to-the-point +

abbreviated.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

Eh...

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbore, Jim COURSE ED 644 CRN# 21221

1. What did you consider to be the best aspects of this course?

The discussions in the class ... They were very helpful.

2. What constructive comments can you offer for improving the teaching of this course?

Perhaps hold us more accountable for work.

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

Very helpful in getting me to think about teaching chemistry in the urban setting.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE DE 44 CRN# 21221

1. What did you consider to be the best aspects of this course?

The course served as an open forum for relevant concerns. I think ~~the~~ this structure was extremely helpful and positively impacted my level of instruction.

2. What constructive comments can you offer for improving the teaching of this course?

Some more structure would be helpful

3. Additional comments you wish to make regarding the course or instructor:

Great class, very helpful — Jim was concerned and understanding + respected all students.

4. If applicable, please comment on the relationship between this course and your field.

Positive correlation — this class  $\oplus$  ively impacted my professional development

5. Please comment on the facilities supporting the teacher education program.

I like class at Millenium, but this was ok. I dont like the security card check-in

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE 644 CRN# 21221

1. What did you consider to be the best aspects of this course?

JIM IS AWESOME and is clearly an excellent teacher with a wealth of

2. What constructive comments can you offer for improving the teaching of this course? <sup>Knowledge</sup>

more... I don't know? Honestly, very engaging for a sem course. Loved it.

3. Additional comments you wish to make regarding the course or instructor:

See #1

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1st year teacher of HS Bio, so very useful.

5. Please comment on the facilities supporting the teacher education program.

fine; no worries

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE 644 CRN# 21221

1. What did you consider to be the best aspects of this course?

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satisfactory



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR K. Ibanc COURSE ED 644 CRN# 21221

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The professor just understood where we were coming from as firsties. He wasn't trying to give us busy work but meaningful work ~~unlike some other PACE profs.~~

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The practicality of the course was most helpful - I used all that was relevant (labs) and they worked very well for me.

4. If applicable, please comment on the relationship between this course and your field.

Making Science Meaningful - the course & instructor were true to the main objective! Thank you..

5. Please comment on the facilities supporting the teacher education program.

No probs here.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR KILBANE COURSE ED644 CRN# 21221

1. What did you consider to be the best aspects of this course?

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HOW TO BEST TEACH SCIENCE & INQUIRY.  
LOVED THE VIDEOS AND THE IN-CLASS DEMOS/LABS.

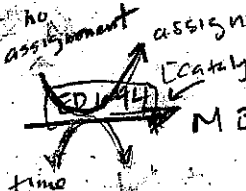
2. What constructive comments can you offer for improving the teaching of this course?

SLIGHTLY MORE ORGANIZATION.

3. Additional comments you wish to make regarding the course or instructor:

NO.

4. If applicable, please comment on the relationship between this course and your field.

SEE TITLE <sup>no assignment</sup> <sup>assignment</sup>  
SCIENCE  MEANINGFUL SCIENCE  
[catalyst]  
time

5. Please comment on the facilities supporting the teacher education program.

MILLENIUM HS > PACE

ID CARDS ARE HIGHLY OVERRATED

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Jim Kilbane COURSE ED644 CRN# 21221

1. What did you consider to be the best aspects of this course?

I liked your diversions, I like your points about school reform (though not on the syllabus) were the things I took away. I am, honestly, thinking about studying reform in the future b/c of the thoughts you stimulate!

2. What constructive comments can you offer for improving the teaching of this course?

- Unclear grading + grading policy, since we swayed so far from the rubric.
- Unclear + Disorganized classes + class expectations

3. Additional comments you wish to make regarding the course or instructor:

Great guy, great thoughts. For first year teachers at 4 pm on a Thursday, though, class needs to be more to-the-point + abbreviated.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

Eh....

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Killbore, Jim COURSE ED 644 CRN# 21221

1. What did you consider to be the best aspects of this course?

The discussions in the class ... They were very helpful.

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Perhaps hold us more accountable for work.

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

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5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE Ed 44 CRN# 21221

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2. What constructive comments can you offer for improving the teaching of this course?

Some more structure would be helpful

3. Additional comments you wish to make regarding the course or instructor:

Great class, very helpful — Jim was concerned and understanding + respected all students.

4. If applicable, please comment on the relationship between this course and your field.

Positive correlation — this class  $\oplus$ lively impacted my professional development.

5. Please comment on the facilities supporting the teacher education program.

I like class at Millenium, but this was ok. I don't like the security card check-in.

# Count and weight with %

## KILBANE ED636 40278 SU09 NYC

The instructor demonstrated a high level of knowledge in the subject matter.

	Count	Percent	Weight	Weighted Total
SA	11	64.71 %	5	55
A	5	29.41 %	4	20
N	1	5.88 %	3	3
<b>Total Responses</b>	<b>17</b>	<b>100%</b>	<b>12</b>	<b>78</b>
	<b>Mean (Avg): 4.58824</b>		<b>StDev (Sample): 0.61835</b>	
	<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.59988</b>

The instructor was well prepared and organized.

	Count	Percent	Weight	Weighted Total
SA	8	47.06 %	5	40
A	4	23.53 %	4	16
N	2	11.76 %	3	6
D	3	17.65 %	2	6
<b>Total Responses</b>	<b>17</b>	<b>100%</b>	<b>14</b>	<b>68</b>
	<b>Mean (Avg): 4.00000</b>		<b>StDev (Sample): 1.17260</b>	
	<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population) 1.13759</b>

The instructor stimulated students' interest in the subject.

	Count	Percent	Weight	Weighted Total
SA	9	50.00 %	5	45
A	5	27.78 %	4	20
N	2	11.11 %	3	6
D	2	11.11 %	2	4
<b>Total Responses</b>	<b>18</b>	<b>100%</b>	<b>14</b>	<b>75</b>
	<b>Mean (Avg): 4.16667</b>		<b>StDev (Sample): 1.04319</b>	
	<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population) 1.01379</b>

The instructor encouraged questions.

	Count	Percent	Weight	Weighted Total
SA	13	72.22 %	5	65
A	4	22.22 %	4	16
D	1	5.56 %	2	2
<b>Total Responses</b>	<b>18</b>	<b>100%</b>	<b>11</b>	<b>83</b>
	<b>Mean (Avg): 4.61111</b>		<b>StDev (Sample): 0.77754</b>	
	<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population) 0.75564</b>

# Count and weight with %

## KILBANE ED636 40278 SU09 NYC

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
SA	13	72.22 %	5	65
A	3	16.67 %	4	12
N	2	11.11 %	3	6
<b>Total Responses</b>	<b>18</b>	<b>100%</b>	<b>12</b>	<b>83</b>
<b>Mean (Avg): 4.61111</b>		<b>StDev (Sample): 0.69780</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.67814</b>	

The instructor made productive use of class time.

	Count	Percent	Weight	Weighted Total
SA	9	50.00 %	5	45
A	4	22.22 %	4	16
N	1	5.56 %	3	3
D	4	22.22 %	2	8
<b>Total Responses</b>	<b>18</b>	<b>100%</b>	<b>14</b>	<b>72</b>
<b>Mean (Avg): 4.00000</b>		<b>StDev (Sample): 1.23669</b>		
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population) 1.20185</b>	

The instructor facilitated students' understanding of the subject matter.

	Count	Percent	Weight	Weighted Total
SA	11	61.11 %	5	55
A	4	22.22 %	4	16
N	1	5.56 %	3	3
D	2	11.11 %	2	4
<b>Total Responses</b>	<b>18</b>	<b>100%</b>	<b>14</b>	<b>78</b>
<b>Mean (Avg): 4.33333</b>		<b>StDev (Sample): 1.02899</b>		
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population) 1.00000</b>	

The instructor encouraged students to take responsibility for their own learning.

	Count	Percent	Weight	Weighted Total
SA	11	61.11 %	5	55
A	5	27.78 %	4	20
N	2	11.11 %	3	6
<b>Total Responses</b>	<b>18</b>	<b>100%</b>	<b>12</b>	<b>81</b>
<b>Mean (Avg): 4.50000</b>		<b>StDev (Sample): 0.70711</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.68718</b>	

# Count and weight with %

## KILBANE ED636 40278 SU09 NYC

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total	
SA	9	50.00 %	5	45	
A	6	33.33 %	4	24	
N	2	11.11 %	3	6	
D	1	5.56 %	2	2	
<b>Total Responses</b>		18	100%	14	77
<b>Mean (Avg):</b> 4.27778		<b>StDev (Sample):</b> 0.89479			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.86958		

Assessments were fair, valid, and matched instruction.

	Count	Percent	Weight	Weighted Total	
SA	6	37.50 %	5	30	
A	7	43.75 %	4	28	
N	3	18.75 %	3	9	
<b>Total Responses</b>		16	100%	12	67
<b>Mean (Avg):</b> 4.18750		<b>StDev (Sample):</b> 0.75000			
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.72618		

Assignments were returned with meaningful comments.

	Count	Percent	Weight	Weighted Total	
SA	6	35.29 %	5	30	
A	5	29.41 %	4	20	
N	4	23.53 %	3	12	
D	1	5.88 %	2	2	
SD	1	5.88 %	1	1	
<b>Total Responses</b>		17	100%	15	65
<b>Mean (Avg):</b> 3.82353		<b>StDev (Sample):</b> 1.18508			
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.14970		

The instructor's expectations and grading system were clear.

	Count	Percent	Weight	Weighted Total
SA	6	37.50 %	5	30
A	5	31.25 %	4	20
N	3	18.75 %	3	9
D	2	12.50 %	2	4



# Count and weight with %

## KILBANE ED636 40278 SU09 NYC

The instructor's expectations and grading system were clear.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	16	100%	14	63
<b>Mean (Avg):</b> 3.93750			<b>StDev (Sample):</b> 1.06262	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 1.02888	

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total
SA	12	70.59 %	5	60
A	5	29.41 %	4	20
<b>Total Responses</b>	17	100%	9	80
<b>Mean (Avg):</b> 4.70588			<b>StDev (Sample):</b> 0.46967	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.45565	

The instructor was sensitive to and listened and responded to students' learning needs.

	Count	Percent	Weight	Weighted Total
SA	10	58.82 %	5	50
A	5	29.41 %	4	20
N	2	11.76 %	3	6
<b>Total Responses</b>	17	100%	12	76
<b>Mean (Avg):</b> 4.47059			<b>StDev (Sample):</b> 0.71743	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.69601	

Office hours were in syllabus and instructor was available at those hours and gave help when asked.

	Count	Percent	Weight	Weighted Total
SA	9	52.94 %	5	45
A	5	29.41 %	4	20
N	2	11.76 %	3	6
D	1	5.88 %	2	2
<b>Total Responses</b>	17	100%	14	73
<b>Mean (Avg):</b> 4.29412			<b>StDev (Sample):</b> 0.91956	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.89210	

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	Count	Percent	Weight	Weighted Total
SA	10	58.82 %	5	50
A	4	23.53 %	4	16

# Count and weight with %

## KILBANE ED636 40278 SU09 NYC

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	Count	Percent	Weight	Weighted Total
N	3	17.65 %	3	9
<b>Total Responses</b>		<b>17</b>	<b>100 %</b>	<b>12</b>
<b>Mean (Avg):</b> 4.41176		<b>StDev (Sample):</b> 0.79521		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.77146	

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
SA	9	52.94 %	5	45
A	6	35.29 %	4	24
N	2	11.76 %	3	6
<b>Total Responses</b>		<b>17</b>	<b>100 %</b>	<b>12</b>
<b>Mean (Avg):</b> 4.41176		<b>StDev (Sample):</b> 0.71229		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.69102	

There was a high quality of instruction in this course.

	Count	Percent	Weight	Weighted Total
SA	7	43.75 %	5	35
A	5	31.25 %	4	20
N	1	6.25 %	3	3
D	3	18.75 %	2	6
<b>Total Responses</b>		<b>16</b>	<b>100 %</b>	<b>14</b>
<b>Mean (Avg):</b> 4.00000		<b>StDev (Sample):</b> 1.15470		
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 1.11803	

The objectives of this course were clear.

	Count	Percent	Weight	Weighted Total
SA	8	47.06 %	5	40
A	7	41.18 %	4	28
N	1	5.88 %	3	3
D	1	5.88 %	2	2
<b>Total Responses</b>		<b>17</b>	<b>100 %</b>	<b>14</b>
<b>Mean (Avg):</b> 4.29412		<b>StDev (Sample):</b> 0.84887		
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.82353	

The assignments were meaningful and aided in learning.

Count	Percent	Weight	Weighted
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# Count and weight with %

## KILBANE ED636 40278 SU09 NYC

					Total
SA	6	35.29 %	5		30
A	9	52.94 %	4		36
N	1	5.88 %	3		3
D	1	5.88 %	2		2
<b>Total Responses</b>		17	<b>100 %</b>	14	71
<b>Mean (Avg):</b> 4.17647		<b>StDev (Sample):</b> 0.80896			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.78480		

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total	
SA	7	43.75 %	5	35	
A	7	43.75 %	4	28	
N	2	12.50 %	3	6	
<b>Total Responses</b>		16	<b>100 %</b>	12	69
<b>Mean (Avg):</b> 4.31250		<b>StDev (Sample):</b> 0.70415			
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.68179		

The course design was effective in meeting the objectives of this course.

	Count	Percent	Weight	Weighted Total	
SA	6	37.50 %	5	30	
A	8	50.00 %	4	32	
N	1	6.25 %	3	3	
D	1	6.25 %	2	2	
<b>Total Responses</b>		16	<b>100 %</b>	14	67
<b>Mean (Avg):</b> 4.18750		<b>StDev (Sample):</b> 0.83417			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.80768		

The course facilitated my development as a professional educator. (n/a for reading 100)

	Count	Percent	Weight	Weighted Total	
SA	8	50.00 %	5	40	
A	4	25.00 %	4	16	
N	3	18.75 %	3	9	
D	1	6.25 %	2	2	
<b>Total Responses</b>		16	<b>100 %</b>	14	67
<b>Mean (Avg):</b> 4.18750		<b>StDev (Sample):</b> 0.98107			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.94992		

# Count and weight with %

## KILBANE ED636 40278 SU09 NYC

My expectations were satisfied by the focus and substance of this course.

	Count	Percent	Weight	Weighted Total
SA	7	43.75 %	5	35
A	6	37.50 %	4	24
N	1	6.25 %	3	3
D	2	12.50 %	2	4
<b>Total Responses</b>	<b>16</b>	<b>100 %</b>	<b>14</b>	<b>66</b>
	<b>Mean (Avg): 4.12500</b>		<b>StDev (Sample): 1.02470</b>	
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population) 0.99216</b>	

The required readings were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	8	50.00 %	5	40
A	7	43.75 %	4	28
D	1	6.25 %	2	2
<b>Total Responses</b>	<b>16</b>	<b>100 %</b>	<b>11</b>	<b>70</b>
	<b>Mean (Avg): 4.37500</b>		<b>StDev (Sample): 0.80623</b>	
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population) 0.78062</b>	

Supplementary materials were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	7	46.67 %	5	35
A	6	40.00 %	4	24
N	1	6.67 %	3	3
D	1	6.67 %	2	2
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>	<b>14</b>	<b>64</b>
	<b>Mean (Avg): 4.26667</b>		<b>StDev (Sample): 0.88372</b>	
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population) 0.85375</b>	

The students were well prepared every week for class.

	Count	Percent	Weight	Weighted Total
SA	4	26.67 %	5	20
A	9	60.00 %	4	36
N	2	13.33 %	3	6
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>	<b>12</b>	<b>62</b>
	<b>Mean (Avg): 4.13333</b>		<b>StDev (Sample): 0.63994</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.61824</b>	

# Count and weight with %

## KILBANE ED636 40278 SU09 NYC

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The students challenged fellow students to do excellent work in the course.

	Count	Percent	Weight	Weighted Total
SA	3	23.08 %	5	15
A	8	61.54 %	4	32
N	2	15.38 %	3	6
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>	<b>12</b>	<b>53</b>
<b>Mean (Avg):</b> 4.07692		<b>StDev (Sample):</b> 0.64051		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.61538	

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PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE 636 CRN# 4028

1. What did you consider to be the best aspects of this course?

Simplicity

2. What constructive comments can you offer for improving the teaching of this course?

making an effort to provide feedback  
and more enthusiasm in class  
to foster participation

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE ED 636 CRN# 40278

1. What did you consider to be the best aspects of this course?

*Hands-on experiments*

2. What constructive comments can you offer for improving the teaching of this course?

*Nothing!*

3. Additional comments you wish to make regarding the course or instructor:

*Great job!*

4. If applicable, please comment on the relationship between this course and your field.

*highly relevant*

5. Please comment on the facilities supporting the teacher education program.

*good*

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Prof. Killbane COURSE ED636 CRN# 40278

1. What did you consider to be the best aspects of this course?

I found the NSF book helpful and  
the online videos were valuable.  
Project 2061 website <sup>very</sup> good too.

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

'Weaving...' book wasn't very useful.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR KILBANE COURSE ED636 CRN# 40278

1. What did you consider to be the best aspects of this course?

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE ED636 CRN# 40278

1. What did you consider to be the best aspects of this course?

The science experiments.

2. What constructive comments can you offer for improving the teaching of this course?

Get our grades from assignments back quicker.

3. Additional comments you wish to make regarding the course or instructor:

Fun class

4. If applicable, please comment on the relationship between this course and your field.

MST program

5. Please comment on the facilities supporting the teacher education program.

Great

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SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR JIM KILBANE COURSE ED 636 CRN# 40278

1. What did you consider to be the best aspects of this course?

Instructor was understanding and fair

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor:

Course was good learning experience for  
Science experiments

4. If applicable, please comment on the relationship between this course and your field.

Education / Graduate Education - teaching

5. Please comment on the facilities supporting the teacher education program.

would have been better in a Science  
lab

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SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE ED636 CRN# 40278

1. What did you consider to be the best aspects of this course?

Learned alot, gave me confidence

2. What constructive comments can you offer for improving the teaching of this course?

Not to offer it as summer course — needs to  
be spread out — too rushed

3. Additional comments you wish to make regarding the course or instructor:

He was great

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

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SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE ED636 CRN# 40278

1. What did you consider to be the best aspects of this course?

The projects and the whole class was hands on.

2. What constructive comments can you offer for improving the teaching of this course?

Having the professor give us our grades in a ~~more~~ timely manner.

3. Additional comments you wish to make regarding the course or instructor:

N/A

4. If applicable, please comment on the relationship between this course and your field.

N/A

5. Please comment on the facilities supporting the teacher education program.

N/A

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COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE ED636 CRN# 40278

1. What did you consider to be the best aspects of this course?

professor was funny & engaging

2. What constructive comments can you offer for improving the teaching of this course?

Try not to "kill time" when you're done, you're done

3. Additional comments you wish to make regarding the course or instructor:

None

4. If applicable, please comment on the relationship between this course and your field.

Currently teaching

5. Please comment on the facilities supporting the teacher education program.

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COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE ED 636 CRN# 40278

1. What did you consider to be the best aspects of this course?

- all the activities

2. What constructive comments can you offer for improving the teaching of this course?

- more resources

3. Additional comments you wish to make regarding the course or instructor:

N/A

4. If applicable, please comment on the relationship between this course and your field.

N/A

5. Please comment on the facilities supporting the teacher education program.

N/A

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR James Kilbane COURSE ED 636 CRN# 40278

1. What did you consider to be the best aspects of this course?

we had many hands on activities.

2. What constructive comments can you offer for improving the teaching of this course?

N/A

3. Additional comments you wish to make regarding the course or instructor:

the course was fun. I enjoyed taking it.

4. If applicable, please comment on the relationship between this course and your field.

this course helped me a lot as to teaching science. It provided us with a lot of ideas and concepts that will improve our teaching.

5. Please comment on the facilities supporting the teacher education program.

N/A



# Count and weight with %

## KILBANE ED640 40591 SU09 NYC

The instructor demonstrated a high level of knowledge in the subject matter.

	Count	Percent	Weight	Weighted Total
SA	9	56.25 %	5	45
A	6	37.50 %	4	24
N	1	6.25 %	3	3
<b>Total Responses</b>	<b>16</b>	<b>100%</b>	<b>12</b>	<b>72</b>
<b>Mean (Avg):</b>	<b>4.50000</b>	<b>StDev (Sample):</b>	<b>0.63246</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.61237</b>

The instructor was well prepared and organized.

	Count	Percent	Weight	Weighted Total
SA	2	12.50 %	5	10
A	7	43.75 %	4	28
N	4	25.00 %	3	12
D	2	12.50 %	2	4
SD	1	6.25 %	1	1
<b>Total Responses</b>	<b>16</b>	<b>100%</b>	<b>15</b>	<b>55</b>
<b>Mean (Avg):</b>	<b>3.43750</b>	<b>StDev (Sample):</b>	<b>1.09354</b>	
<b>Minimum: 1</b>	<b>Maximum: 5</b>	<b>Range: 4</b>	<b>StDev (Population)</b>	<b>1.05882</b>

The instructor stimulated students' interest in the subject.

	Count	Percent	Weight	Weighted Total
SA	7	43.75 %	5	35
A	4	25.00 %	4	16
N	4	25.00 %	3	12
D	1	6.25 %	2	2
<b>Total Responses</b>	<b>16</b>	<b>100%</b>	<b>14</b>	<b>65</b>
<b>Mean (Avg):</b>	<b>4.06250</b>	<b>StDev (Sample):</b>	<b>0.99791</b>	
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population)</b>	<b>0.96623</b>

The instructor encouraged questions.

	Count	Percent	Weight	Weighted Total
SA	9	56.25 %	5	45
A	6	37.50 %	4	24
N	1	6.25 %	3	3

# Count and weight with %

## KILBANE ED640 40591 SU09 NYC

The instructor encouraged questions.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	16	100%	12	72
<b>Mean (Avg):</b> 4.50000			<b>StDev (Sample):</b> 0.63246	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.61237	

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
SA	9	60.00 %	5	45
A	5	33.33 %	4	20
N	1	6.67 %	3	3
<b>Total Responses</b>	15	100%	12	68
<b>Mean (Avg):</b> 4.53333			<b>StDev (Sample):</b> 0.63994	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.61824	

The instructor made productive use of class time.

	Count	Percent	Weight	Weighted Total
SA	2	12.50 %	5	10
A	7	43.75 %	4	28
N	4	25.00 %	3	12
D	2	12.50 %	2	4
SD	1	6.25 %	1	1
<b>Total Responses</b>	16	100%	15	55
<b>Mean (Avg):</b> 3.43750			<b>StDev (Sample):</b> 1.09354	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.05882	

The instructor facilitated students' understanding of the subject matter.

	Count	Percent	Weight	Weighted Total
SA	6	37.50 %	5	30
A	5	31.25 %	4	20
N	4	25.00 %	3	12
D	1	6.25 %	2	2
<b>Total Responses</b>	16	100%	14	64
<b>Mean (Avg):</b> 4.00000			<b>StDev (Sample):</b> 0.96609	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.93541	

The instructor encouraged students to take responsibility for their own learning.

Count	Percent	Weight	Weighted
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# Count and weight with %

## KILBANE ED640 40591 SU09 NYC

				<b>Total</b>
SA	5	31.25 %	5	25
A	7	43.75 %	4	28
N	3	18.75 %	3	9
D	1	6.25 %	2	2
<b>Total Responses</b>		16	<b>100%</b>	14
<b>Mean (Avg):</b> 4.00000		<b>StDev (Sample):</b> 0.89443		
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.86603	

The instructor held high standards for students and communicated these clearly.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	4	25.00 %	5	20
A	7	43.75 %	4	28
N	1	6.25 %	3	3
D	3	18.75 %	2	6
SD	1	6.25 %	1	1
<b>Total Responses</b>		16	<b>100%</b>	15
<b>Mean (Avg):</b> 3.62500		<b>StDev (Sample):</b> 1.25831		
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.21835	

Assessments were fair, valid, and matched instruction.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	6	37.50 %	5	30
A	3	18.75 %	4	12
N	3	18.75 %	3	9
D	3	18.75 %	2	6
SD	1	6.25 %	1	1
<b>Total Responses</b>		16	<b>100%</b>	15
<b>Mean (Avg):</b> 3.62500		<b>StDev (Sample):</b> 1.36015		
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.31696	

Assignments were returned with meaningful comments.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	7	43.75 %	5	35
A	5	31.25 %	4	20
N	3	18.75 %	3	9
SD	1	6.25 %	1	1

# Count and weight with %

## KILBANE ED640 40591 SU09 NYC

Assignments were returned with meaningful comments.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	16	100%	13	65
<b>Mean (Avg):</b> 4.06250			<b>StDev (Sample):</b> 1.12361	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.08793	

The instructor's expectations and grading system were clear.

	Count	Percent	Weight	Weighted Total
SA	3	18.75 %	5	15
A	5	31.25 %	4	20
N	3	18.75 %	3	9
D	3	18.75 %	2	6
SD	2	12.50 %	1	2
<b>Total Responses</b>	16	100%	15	52
<b>Mean (Avg):</b> 3.25000			<b>StDev (Sample):</b> 1.34164	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.29904	

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total
SA	10	62.50 %	5	50
A	5	31.25 %	4	20
D	1	6.25 %	2	2
<b>Total Responses</b>	16	100%	11	72
<b>Mean (Avg):</b> 4.50000			<b>StDev (Sample):</b> 0.81650	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.79057	

The instructor was sensitive to and listened and responded to students' learning needs.

	Count	Percent	Weight	Weighted Total
SA	10	62.50 %	5	50
A	4	25.00 %	4	16
D	2	12.50 %	2	4
<b>Total Responses</b>	16	100%	11	70
<b>Mean (Avg):</b> 4.37500			<b>StDev (Sample):</b> 1.02470	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.99216	

Office hours were in syllabus and instructor was available at those hours and gave help when asked.

	Count	Percent	Weight	Weighted Total
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# Count and weight with %

## KILBANE ED640 40591 SU09 NYC

Office hours were in syllabus and instructor was available at those hours and gave help when asked.

	Count	Percent	Weight	Weighted Total
SA	6	40.00 %	5	30
A	4	26.67 %	4	16
N	5	33.33 %	3	15
<b>Total Responses</b>	<b>15</b>	<b>100%</b>	<b>12</b>	<b>61</b>
<b>Mean (Avg):</b> 4.06667		<b>StDev (Sample):</b> 0.88372		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.85375	

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	Count	Percent	Weight	Weighted Total
SA	6	37.50 %	5	30
A	8	50.00 %	4	32
N	2	12.50 %	3	6
<b>Total Responses</b>	<b>16</b>	<b>100%</b>	<b>12</b>	<b>68</b>
<b>Mean (Avg):</b> 4.25000		<b>StDev (Sample):</b> 0.68313		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.66144	

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
SA	8	50.00 %	5	40
A	5	31.25 %	4	20
N	2	12.50 %	3	6
D	1	6.25 %	2	2
<b>Total Responses</b>	<b>16</b>	<b>100%</b>	<b>14</b>	<b>68</b>
<b>Mean (Avg):</b> 4.25000		<b>StDev (Sample):</b> 0.93095		
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.90139	

There was a high quality of instruction in this course.

	Count	Percent	Weight	Weighted Total
SA	2	12.50 %	5	10
A	8	50.00 %	4	32
N	5	31.25 %	3	15
D	1	6.25 %	2	2
<b>Total Responses</b>	<b>16</b>	<b>100%</b>	<b>14</b>	<b>59</b>
<b>Mean (Avg):</b> 3.68750		<b>StDev (Sample):</b> 0.79320		
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.76801	

# Count and weight with %

## KILBANE ED640 40591 SU09 NYC

The objectives of this course were clear.

	Count	Percent	Weight	Weighted Total	
SA	2	12.50 %	5	10	
A	10	62.50 %	4	40	
N	3	18.75 %	3	9	
D	1	6.25 %	2	2	
<b>Total Responses</b>		16	<b>100 %</b>	14	61
<b>Mean (Avg):</b> 3.81250		<b>StDev (Sample):</b> 0.75000			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.72618		

The assignments were meaningful and aided in learning.

	Count	Percent	Weight	Weighted Total	
SA	5	31.25 %	5	25	
A	9	56.25 %	4	36	
D	2	12.50 %	2	4	
<b>Total Responses</b>		16	<b>100 %</b>	11	65
<b>Mean (Avg):</b> 4.06250		<b>StDev (Sample):</b> 0.92871			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.89922		

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total	
SA	6	37.50 %	5	30	
A	10	62.50 %	4	40	
<b>Total Responses</b>		16	<b>100 %</b>	9	70
<b>Mean (Avg):</b> 4.37500		<b>StDev (Sample):</b> 0.50000			
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.48412		

The course design was effective in meeting the objectives of this course.

	Count	Percent	Weight	Weighted Total	
SA	2	12.50 %	5	10	
A	7	43.75 %	4	28	
N	6	37.50 %	3	18	
D	1	6.25 %	2	2	
<b>Total Responses</b>		16	<b>100 %</b>	14	58
<b>Mean (Avg):</b> 3.62500		<b>StDev (Sample):</b> 0.80623			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.78062		

# Count and weight with %

## KILBANE ED640 40591 SU09 NYC

The course facilitated my development as a professional educator. (n/a for reading 100)

	Count	Percent	Weight	Weighted Total
SA	5	31.25 %	5	25
A	9	56.25 %	4	36
N	2	12.50 %	3	6
<b>Total Responses</b>	<b>16</b>	<b>100%</b>	<b>12</b>	<b>67</b>
<b>Mean (Avg): 4.18750</b>		<b>StDev (Sample): 0.65511</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.63431</b>	

My expectations were satisfied by the focus and substance of this course.

	Count	Percent	Weight	Weighted Total
SA	2	12.50 %	5	10
A	10	62.50 %	4	40
N	2	12.50 %	3	6
D	2	12.50 %	2	4
<b>Total Responses</b>	<b>16</b>	<b>100%</b>	<b>14</b>	<b>60</b>
<b>Mean (Avg): 3.75000</b>		<b>StDev (Sample): 0.85635</b>		
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population) 0.82916</b>	

The required readings were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	3	18.75 %	5	15
A	8	50.00 %	4	32
N	4	25.00 %	3	12
D	1	6.25 %	2	2
<b>Total Responses</b>	<b>16</b>	<b>100%</b>	<b>14</b>	<b>61</b>
<b>Mean (Avg): 3.81250</b>		<b>StDev (Sample): 0.83417</b>		
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population) 0.80768</b>	

Supplementary materials were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	2	12.50 %	5	10
A	10	62.50 %	4	40
N	3	18.75 %	3	9
D	1	6.25 %	2	2

# Count and weight with %

## KILBANE ED640 40591 SU09 NYC

Supplementary materials were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	16	100%	14	61
<b>Mean (Avg):</b> 3.81250			<b>StDev (Sample):</b> 0.75000	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.72618	

The students were well prepared every week for class.

	Count	Percent	Weight	Weighted Total
SA	4	25.00 %	5	20
A	4	25.00 %	4	16
N	4	25.00 %	3	12
D	4	25.00 %	2	8
<b>Total Responses</b>	16	100%	14	56
<b>Mean (Avg):</b> 3.50000			<b>StDev (Sample):</b> 1.15470	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 1.11803	

The students challenged fellow students to do excellent work in the course.

	Count	Percent	Weight	Weighted Total
SA	3	18.75 %	5	15
A	6	37.50 %	4	24
N	6	37.50 %	3	18
D	1	6.25 %	2	2
<b>Total Responses</b>	16	100%	14	59
<b>Mean (Avg):</b> 3.68750			<b>StDev (Sample):</b> 0.87321	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.84548	



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Prof. Kilbane COURSE ED640 CRN# 40591

1. What did you consider to be the best aspects of this course?

Unit and lesson planning

2. What constructive comments can you offer for improving the teaching of this course?

Considering the time limits for this course, the topics covered were perfect to prepare me to start teaching.

3. Additional comments you wish to make regarding the course or instructor:

The instructor was great!

4. If applicable, please comment on the relationship between this course and your field.

The course and my field go together very well. All the topics covered were very helpful to apply in the classroom.

5. Please comment on the facilities supporting the teacher education program.

Overall, it was good. One complain is about the room air conditioning. The room was hot.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Dr. Kilbane COURSE ED 640 CRN# 40591

1. What did you consider to be the best aspects of this course?

preparing our units for the year, and thinking about the sequence of curriculum.

2. What constructive comments can you offer for improving the teaching of this course?

More discussion of readings in class, and connections to work.

3. Additional comments you wish to make regarding the course or instructor:

We could focus more on lesson planning and doing activities. More Microteaching!

4. If applicable, please comment on the relationship between this course and your field.

Strong relationship with science method teaching and Earth Science.

5. Please comment on the facilities supporting the teacher education program.

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PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Prof. Kilbane COURSE 640 CRN# 40591

Summer 1

1. What did you consider to be the best aspects of this course?

- The sharing of experiences that prof. Kilbane would offer when he was teaching  
- the reading assignments that offered different opinions on techniques or understandings, the activities

2. What constructive comments can you offer for improving the teaching of this course?

Put us in a room with more AC.  
Before starting to discuss a piece of writing say "Alright class take a minute to reflect & remind yourself of this reading, we will talk about it in 2 minutes" I wait 2 minutes

3. Additional comments you wish to make regarding the course or instructor:

plaid shirts = fashion pax  
Bring us Snacks

4. If applicable, please comment on the relationship between this course and your field.

Very applicable I really liked when we were given an activity & asked to find a creative way it might relate to our subject area. It was challenging but I found things that it would be awesome for SSI hope we get more of those

5. Please comment on the facilities supporting the teacher education program.

we need more AC arg!!

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SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Jim Kilbane COURSE ED 640 CRN# 40591

1. What did you consider to be the best aspects of this course?

Variety of activities + hands-on demonstrations and group follow-up discussions.

2. What constructive comments can you offer for improving the teaching of this course?

I think class time could have been structured/ordered to include more efficient use of time + to introduce more activities and/or material.

3. Additional comments you wish to make regarding the course or instructor:

It would be helpful to introduce less of the larger theoretical topics at this point and more helpful to introduce grounding in 3 major understandings of How People Learn and Social Justice principles.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

Classroom environment was poor (crowded with desks and too hot) Room 210 was ok, lecture hall south is not ideal.  
(6th floor)

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR DR. KILBANE COURSE ED640 CRN# 40591

1. What did you consider to be the best aspects of this course?

~~The~~ Learning the methods

2. What constructive comments can you offer for improving the teaching of this course?

Wasn't clear sometimes regarding the projects.

3. Additional comments you wish to make regarding the course or instructor:

I liked Dr. Kilbane; he was engaging, funny and made discussions enlightening.

4. If applicable, please comment on the relationship between this course and your field.

This course was helpful for organizing my thoughts on what to teach & how to teach it.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE ED640 CRN# 40591

1. What did you consider to be the best aspects of this course?

The objectives and goals for the course are clear and make a lot of sense.

2. What constructive comments can you offer for improving the teaching of this course?

Stop talking too much about non-essential topics and stay focused. Be prepared and stop using personal excuses as reasons why you're not prepared.

3. Additional comments you wish to make regarding the course or instructor:

- Make sure you give timely response to your students as we need those to make changes and to learn from our mistakes.
- Your rubrics aren't clear enough so try to make them more clear so we know what you really want.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

- Not enough communication

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COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR KILBANE COURSE ED 640 CRN# 40591

1. What did you consider to be the best aspects of this course?

The Unit plan assignment, the introduction to diff. activities.

2. What constructive comments can you offer for improving the teaching of this course?

Move organization day to day.

3. Additional comments you wish to make regarding the course or instructor:

Great discussion on timely topics.

4. If applicable, please comment on the relationship between this course and your field.

Great intro to ABD.

5. Please comment on the facilities supporting the teacher education program.

Bad AC.

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SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR KILBANZ COURSE ED640 CRN# 40591

1. What did you consider to be the best aspects of this course?

Learned to organize curriculum, lessons, unit,

2. What constructive comments can you offer for improving the teaching of this course?

A little more organized and discuss readings promptly and review readings that were assigned

3. Additional comments you wish to make regarding the course or instructor:

4. If applicable, please comment on the relationship between this course and your field.

It was a good course to help prepare for teaching

5. Please comment on the facilities supporting the teacher education program.

Good facilities



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Dr. Kilbane COURSE EDG40 CRN# 40591

1. What did you consider to be the best aspects of this course?

The activities reminded me of how kids think

2. What constructive comments can you offer for improving the teaching of this course?

allowing for more time between assignments

3. Additional comments you wish to make regarding the course or instructor:

Have more books

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE ED640 CRN# 40591

1. What did you consider to be the best aspects of this course?

The hands on aspects of some lessons

2. What constructive comments can you offer for improving the teaching of this course?

Better feedback on assignments.

3. Additional comments you wish to make regarding the course or instructor:

More organization

4. If applicable, please comment on the relationship between this course and your field.

I felt there were strong connections to my field

5. Please comment on the facilities supporting the teacher education program.

The A/C system was terrible and the heat distracted me from class discussion

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Professor Kilbane COURSE ED 640 CRN# 40591

1. What did you consider to be the best aspects of this course?

The course unit plan was helpful to see how much work actually goes into planning for a class.

2. What constructive comments can you offer for improving the teaching of this course?

I think the ~~course~~ ~~should~~ teacher should talk less.

3. Additional comments you wish to make regarding the course or instructor:

There was a lot of exercises I felt that were not useful, maximize efficiency.

4. If applicable, please comment on the relationship between this course and your field.

There needs to be a more clear grading rubric & structure to this course. It was kind of all over the place.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE ED640 CRN# 40891

1. What did you consider to be the best aspects of this course?

The professor was very approachable

2. What constructive comments can you offer for improving the teaching of this course?

Allow for differentiated assessment, there wasn't much room for creativity

3. Additional comments you wish to make regarding the course or instructor:

Have a clear objective for the course and write out the days schedule

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR KILBADE COURSE ED 640 CRN# 40891

1. What did you consider to be the best aspects of this course?

Jim's "digressions" provided useful practical advice

2. What constructive comments can you offer for improving the teaching of this course?

Less Reading. Less political agenda to the readings.  
State grading criteria clearer. Instructions do not match the rubric!  
Do NOT offer discussion in place of a paper, then require the paper!

3. Additional comments you wish to make regarding the course or instructor:

→ The activities were fun but they need to be more applicable

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE ED 646 CRN# 40591

1. What did you consider to be the best aspects of this course?

Every assignment was excellent in preparing me for the autumn school year.

2. What constructive comments can you offer for improving the teaching of this course?

I was really confused when considering how our assignments would be graded. I felt that you stated your requirements for an assignment when you talked about them to us in class. However, when they were graded we were held to requirements mentioned in the "rubric". I was confused after about this. Also, if an assignment is due, it should be turned in on time. I was lost in the grading.

3. Additional comments you wish to make regarding the course or instructor:

The course was nice, the instructor was nice, I just wish it were a bit more organized. I also wish I understood the expectation better.

4. If applicable, please comment on the relationship between this course and your field.

This course helps out greatly when considering the preparation to teach high school.

5. Please comment on the facilities supporting the teacher education program.

Pass.

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SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE ED 640 CRN# 40591

1. What did you consider to be the best aspects of this course?

I liked the teaching anecdotes that help understand the school culture.

2. What constructive comments can you offer for improving the teaching of this course?

This course needs to run longer in order to incorporate the assignments in good order, because it is not enough time to complete them to the best of the abilities with the remaining strenuous schedule that we have.

3. Additional comments you wish to make regarding the course or instructor:

The course is good and very useful.

4. If applicable, please comment on the relationship between this course and your field.

Very relevant

5. Please comment on the facilities supporting the teacher education program.

Good

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY- SPRING 2009

INSTRUCTOR Kilbane COURSE ED640 CRN# 4059

1. What did you consider to be the best aspects of this course?

The best aspects were the hands-on activities as learning experiences for us teachers and made us aware of how kids think.

2. What constructive comments can you offer for improving the teaching of this course?

The course was somewhat disorganized, perhaps because there is too much content to cover in too short of a time. Focus on what would be the most important things to remember when we walk in the first day as a new teacher.

3. Additional comments you wish to make regarding the course or instructor:

The instruction was entertaining but certainly served a purpose. Some of the advice received was invaluable.

4. If applicable, please comment on the relationship between this course and your field.

I like that I could take what I learned in this course and directly affect my teaching methods the next day. That was awesome!

5. Please comment on the facilities supporting the teacher education program.

Wish the A/C worked better!



# Count and weight with %

## KILBANE ED644 72705 FA 09 NYC

The instructor demonstrated a high level of knowledge in the subject matter.

	Count	Percent	Weight	Weighted Total
SA	9	64.29 %	5	45
A	5	35.71 %	4	20
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>	<b>9</b>	<b>65</b>
<b>Mean (Avg): 4.64286</b>		<b>StDev (Sample): 0.49725</b>		
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population) 0.47916</b>	

The instructor was well prepared and organized.

	Count	Percent	Weight	Weighted Total
SA	3	23.08 %	5	15
A	5	38.46 %	4	20
N	4	30.77 %	3	12
D	1	7.69 %	2	2
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>	<b>14</b>	<b>49</b>
<b>Mean (Avg): 3.76923</b>		<b>StDev (Sample): 0.92681</b>		
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population) 0.89045</b>	

The instructor stimulated students' interest in the subject.

	Count	Percent	Weight	Weighted Total
SA	6	42.86 %	5	30
A	7	50.00 %	4	28
D	1	7.14 %	2	2
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>	<b>11</b>	<b>60</b>
<b>Mean (Avg): 4.28571</b>		<b>StDev (Sample): 0.82542</b>		
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population) 0.79539</b>	

The instructor encouraged questions.

	Count	Percent	Weight	Weighted Total
SA	8	61.54 %	5	40
A	5	38.46 %	4	20
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>	<b>9</b>	<b>60</b>
<b>Mean (Avg): 4.61538</b>		<b>StDev (Sample): 0.50637</b>		
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population) 0.48650</b>	

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
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# Count and weight with %

## KILBANE ED644 72705 FA 09 NYC

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
SA	7	50.00 %	5	35
A	6	42.86 %	4	24
N	1	7.14 %	3	3
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>	<b>12</b>	<b>62</b>
<b>Mean (Avg):</b> 4.42857		<b>StDev (Sample):</b> 0.64621		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.62270	

The instructor made productive use of class time.

	Count	Percent	Weight	Weighted Total
SA	2	14.29 %	5	10
A	4	28.57 %	4	16
N	5	35.71 %	3	15
D	3	21.43 %	2	6
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>	<b>14</b>	<b>47</b>
<b>Mean (Avg):</b> 3.35714		<b>StDev (Sample):</b> 1.00821		
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.97153	

The instructor facilitated students' understanding of the subject matter.

	Count	Percent	Weight	Weighted Total
SA	5	38.46 %	5	25
A	6	46.15 %	4	24
N	1	7.69 %	3	3
D	1	7.69 %	2	2
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>	<b>14</b>	<b>54</b>
<b>Mean (Avg):</b> 4.15385		<b>StDev (Sample):</b> 0.89872		
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.86346	

The instructor encouraged students to take responsibility for their own learning.

	Count	Percent	Weight	Weighted Total
SA	9	64.29 %	5	45
A	3	21.43 %	4	12
N	1	7.14 %	3	3
D	1	7.14 %	2	2

# Count and weight with %

## KILBANE ED644 72705 FA 09 NYC

The instructor encouraged students to take responsibility for their own learning.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	14	100%	14	62
<b>Mean (Avg):</b> 4.42857			<b>StDev (Sample):</b> 0.93761	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.90351	

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
SA	5	35.71 %	5	25
A	6	42.86 %	4	24
N	2	14.29 %	3	6
D	1	7.14 %	2	2
<b>Total Responses</b>	14	100%	14	57
<b>Mean (Avg):</b> 4.07143			<b>StDev (Sample):</b> 0.91687	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.88352	

Assessments were fair, valid, and matched instruction.

	Count	Percent	Weight	Weighted Total
SA	6	42.86 %	5	30
A	5	35.71 %	4	20
N	3	21.43 %	3	9
<b>Total Responses</b>	14	100%	12	59
<b>Mean (Avg):</b> 4.21429			<b>StDev (Sample):</b> 0.80178	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.77262	

Assignments were returned with meaningful comments.

	Count	Percent	Weight	Weighted Total
SA	7	50.00 %	5	35
A	4	28.57 %	4	16
N	2	14.29 %	3	6
D	1	7.14 %	2	2
<b>Total Responses</b>	14	100%	14	59
<b>Mean (Avg):</b> 4.21429			<b>StDev (Sample):</b> 0.97496	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.93950	

The instructor's expectations and grading system were clear.

	Count	Percent	Weight	Weighted Total
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# Count and weight with %

## KILBANE ED644 72705 FA 09 NYC

The instructor's expectations and grading system were clear.

	Count	Percent	Weight	Weighted Total
SA	7	50.00 %	5	35
A	6	42.86 %	4	24
N	1	7.14 %	3	3
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>	<b>12</b>	<b>62</b>
<b>Mean (Avg): 4.42857</b>		<b>StDev (Sample): 0.64621</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.62270</b>	

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total
SA	13	92.86 %	5	65
A	1	7.14 %	4	4
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>	<b>9</b>	<b>69</b>
<b>Mean (Avg): 4.92857</b>		<b>StDev (Sample): 0.26726</b>		
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population) 0.25754</b>	

The instructor was sensitive to and listened and responded to students' learning needs.

	Count	Percent	Weight	Weighted Total
SA	12	85.71 %	5	60
A	2	14.29 %	4	8
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>	<b>9</b>	<b>68</b>
<b>Mean (Avg): 4.85714</b>		<b>StDev (Sample): 0.36314</b>		
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population) 0.34993</b>	

Office hours were in syllabus and instructor was available at those hours and gave help when asked.

	Count	Percent	Weight	Weighted Total
SA	10	76.92 %	5	50
A	1	7.69 %	4	4
N	2	15.38 %	3	6
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>	<b>12</b>	<b>60</b>
<b>Mean (Avg): 4.61538</b>		<b>StDev (Sample): 0.76795</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.73782</b>	

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	Count	Percent	Weight	Weighted Total
SA	7	50.00 %	5	35

# Count and weight with %

## KILBANE ED644 72705 FA 09 NYC

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	Count	Percent	Weight	Weighted Total	
A	5	35.71 %	4	20	
N	1	7.14 %	3	3	
SD	1	7.14 %	1	1	
<b>Total Responses</b>		14	<b>100%</b>	13	59
<b>Mean (Avg):</b> 4.21429		<b>StDev (Sample):</b> 1.12171			
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.08091		

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total	
SA	7	50.00 %	5	35	
A	4	28.57 %	4	16	
N	1	7.14 %	3	3	
D	1	7.14 %	2	2	
SD	1	7.14 %	1	1	
<b>Total Responses</b>		14	<b>100%</b>	15	57
<b>Mean (Avg):</b> 4.07143		<b>StDev (Sample):</b> 1.26881			
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.22266		

There was a high quality of instruction in this course.

	Count	Percent	Weight	Weighted Total	
SA	7	50.00 %	5	35	
A	4	28.57 %	4	16	
N	2	14.29 %	3	6	
D	1	7.14 %	2	2	
<b>Total Responses</b>		14	<b>100%</b>	14	59
<b>Mean (Avg):</b> 4.21429		<b>StDev (Sample):</b> 0.97496			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.93950		

The objectives of this course were clear.

	Count	Percent	Weight	Weighted Total
SA	6	42.86 %	5	30
A	3	21.43 %	4	12
N	4	28.57 %	3	12
D	1	7.14 %	2	2

# Count and weight with %

## KILBANE ED644 72705 FA 09 NYC

The objectives of this course were clear.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	14	100%	14	56
<b>Mean (Avg):</b> 4.00000			<b>StDev (Sample):</b> 1.03775	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 1.00000	

The assignments were meaningful and aided in learning.

	Count	Percent	Weight	Weighted Total
SA	5	35.71 %	5	25
A	6	42.86 %	4	24
N	1	7.14 %	3	3
D	2	14.29 %	2	4
<b>Total Responses</b>	14	100%	14	56
<b>Mean (Avg):</b> 4.00000			<b>StDev (Sample):</b> 1.03775	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 1.00000	

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
SA	9	64.29 %	5	45
A	4	28.57 %	4	16
N	1	7.14 %	3	3
<b>Total Responses</b>	14	100%	12	64
<b>Mean (Avg):</b> 4.57143			<b>StDev (Sample):</b> 0.64621	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.62270	

The course design was effective in meeting the objectives of this course.

	Count	Percent	Weight	Weighted Total
SA	7	53.85 %	5	35
A	1	7.69 %	4	4
N	4	30.77 %	3	12
D	1	7.69 %	2	2
<b>Total Responses</b>	13	100%	14	53
<b>Mean (Avg):</b> 4.07692			<b>StDev (Sample):</b> 1.11516	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 1.07141	

The course facilitated my development as a professional educator. (n/a for reading 100)

	Count	Percent	Weight	Weighted Total
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# Count and weight with %

## KILBANE ED644 72705 FA 09 NYC

The course facilitated my development as a professional educator. (n/a for reading 100)

	Count	Percent	Weight	Weighted Total	
SA	4	30.77 %	5	20	
A	5	38.46 %	4	20	
N	2	15.38 %	3	6	
D	1	7.69 %	2	2	
SD	1	7.69 %	1	1	
<b>Total Responses</b>		13	<b>100 %</b>	15	49
<b>Mean (Avg):</b> 3.76923		<b>StDev (Sample):</b> 1.23517			
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.18671		

My expectations were satisfied by the focus and substance of this course.

	Count	Percent	Weight	Weighted Total	
SA	5	35.71 %	5	25	
A	2	14.29 %	4	8	
N	5	35.71 %	3	15	
D	1	7.14 %	2	2	
SD	1	7.14 %	1	1	
<b>Total Responses</b>		14	<b>100 %</b>	15	51
<b>Mean (Avg):</b> 3.64286		<b>StDev (Sample):</b> 1.27745			
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.23098		

The required readings were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total	
SA	3	21.43 %	5	15	
A	7	50.00 %	4	28	
N	2	14.29 %	3	6	
D	2	14.29 %	2	4	
<b>Total Responses</b>		14	<b>100 %</b>	14	53
<b>Mean (Avg):</b> 3.78571		<b>StDev (Sample):</b> 0.97496			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.93950		

Supplementary materials were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	4	28.57 %	5	20
A	7	50.00 %	4	28
N	2	14.29 %	3	6
D	1	7.14 %	2	2

# Count and weight with %

## KILBANE ED644 72705 FA 09 NYC

Supplementary materials were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	14	100%	14	56
<b>Mean (Avg):</b> 4.00000			<b>StDev (Sample):</b> 0.87706	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.84515	

The students were well prepared every week for class.

	Count	Percent	Weight	Weighted Total
SA	4	28.57 %	5	20
A	2	14.29 %	4	8
N	4	28.57 %	3	12
D	1	7.14 %	2	2
SD	3	21.43 %	1	3
<b>Total Responses</b>	14	100%	15	45
<b>Mean (Avg):</b> 3.21429			<b>StDev (Sample):</b> 1.52812	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.47254	

The students challenged fellow students to do excellent work in the course.

	Count	Percent	Weight	Weighted Total
SA	3	21.43 %	5	15
A	2	14.29 %	4	8
N	7	50.00 %	3	21
D	1	7.14 %	2	2
SD	1	7.14 %	1	1
<b>Total Responses</b>	14	100%	15	47
<b>Mean (Avg):</b> 3.35714			<b>StDev (Sample):</b> 1.15073	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.10887	



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – FALL 2009

Instructor Kilbane Course ED 644 CRN# 72705

1. What did you consider to be the best aspects of this course?

The discussions

2. What constructive comments can you offer for improving the teaching of this course?

- More fieldtrips and practice hands on demos

3. Additional comments you wish to make regarding the course or instructor.

-

4. If applicable, please comment on the relationship between this course and your field.

-

5. Please comment on the facilities supporting the teacher education program.

-

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - FALL 2009

Instructor Kilbane

Course EDG44

CRN# 72705

1. What did you consider to be the best aspects of this course?

*Inquiry → Good feedback. Thanks for being flexible*

2. What constructive comments can you offer for improving the teaching of this course?

*Put more substance into it. Make the class shorter. It's a draw on my Wednesday. 2 hrs would be ok. Making the class earlier would be nice as well.*

3. Additional comments you wish to make regarding the course or instructor.

*The length of the class is too long. I enjoyed the material but did not enjoy the off topic conversations which would be for a long class*

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – FALL 2009

Instructor James Kilbane Course ED644 CRN# 72705

1. What did you consider to be the best aspects of this course?

Venting out weekly stress and concerns

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - FALL 2009

Instructor James Kilbane Course ED644

CRN# 72705

1. What did you consider to be the best aspects of this course?

We had the chance to see how effective science lessons + labs would be if we could only gain control of the classroom.

2. What constructive comments can you offer for improving the teaching of this course?

I hope that we could have gotten more techniques or advice that we could use in schools w/o any science lab equipment + more motivation ideas for students.

3. Additional comments you wish to make regarding the course or instructor.

Prof Kilbane was always willing to answer any questions and if he didn't have the answer, he found out.

4. If applicable, please comment on the relationship between this course and your field.

It will help me figure out how to push students to inquire about science, not just learn facts.

5. Please comment on the facilities supporting the teacher education program.

They seem fine.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - FALL 2009

Instructor KILBANE Course ED 644 CRN# 72705

1. What did you consider to be the best aspects of this course?

Instructor covered practical aspects of subject as directly relates to teaching

2. What constructive comments can you offer for improving the teaching of this course?

Just a bit more clarification for written assignments would be helpful.

3. Additional comments you wish to make regarding the course or instructor.

Helpful, personable, interactive responsive professional yet collegial. Helpful with written <sup>course</sup> assignments and personal teaching issues.

4. If applicable, please comment on the relationship between this course and your field.

100% correlation.

5. Please comment on the facilities supporting the teacher education program.

Room is adequate.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – FALL 2009

Instructor Kilbane

Course ED644

CRN# 72705

1. What did you consider to be the best aspects of this course?

our instructors approachability and meaningful feedback on work.

2. What constructive comments can you offer for improving the teaching of this course?

To make expectations of assignments more clear. Possibly to discuss upcoming assignments and due dates more.

3. Additional comments you wish to make regarding the course or instructor.

I truly appreciate your flexibility this made the stress of being a first year teacher more bearable.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - FALL 2009

Instructor Kilbane

Course ED 644

CRN# 72705

1. What did you consider to be the best aspects of this course?

I really did not enjoy this course

2. What constructive comments can you offer for improving the teaching of this course?

more focused on one subject and grade level  
less time for students to complain about their lives

3. Additional comments you wish to make regarding the course or instructor:

stay focused

4. If applicable, please comment on the relationship between this course and your field.

I did not find this helpful to my development as an educator

5. Please comment on the facilities supporting the teacher education program.

fine.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - FALL 2009

Instructor Jim Kilbane Course ED044 CRN# 72705

**1. What did you consider to be the best aspects of this course?**

JIM was the best part of the course. The conversations in class was rich and I think I usually get something out of it.

**2. What constructive comments can you offer for improving the teaching of this course?**

I wish that we would have more food and trips in class. The ~~the~~ museum trip was really interesting, we should do more of those.

**3. Additional comments you wish to make regarding the course or instructor.**

Jim should give more work on research. And we should be required to be more reflective.

**4. If applicable, please comment on the relationship between this course and your field.**

I think it has been helpful in address 1st year teaching ~~the~~ problems.

**5. Please comment on the facilities supporting the teacher education program.**

I don't remember using any facilities.



PACE UNIVERSITY  
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COURSE OPINION SURVEY - FALL 2009

Instructor Jim Kilbane

Course

Ed 644

CRN# 72705

1. What did you consider to be the best aspects of this course?

Group Discussions, Discussions with professor, Feedback on assignments.

2. What constructive comments can you offer for improving the teaching of this course?

Selection of readings might be improved towards short, engaging articles rather than longer texts.

I had hoped for more background/examples for inquiry-based learning + teaching

3. Additional comments you wish to make regarding the course or instructor.

Thank you, Jim - very insightful towards the assignments + feedbacks

4. If applicable, please comment on the relationship between this course and your field.

It is directly related → I am a science teacher.

5. Please comment on the facilities supporting the teacher education program.

Could be improved to facilitate small-group work + computer-based work.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - FALL 2009

Instructor Killane Course ED 644 CRN# 72705

1. What did you consider to be the best aspects of this course?

The videos

2. What constructive comments can you offer for improving the teaching of this course?

Sometimes drama comes up amongst staff members & it can affect ppl.'s mood & hence teaching so ~~that~~ maybe entertaining comments or that could have been interesting

3. Additional comments you wish to make regarding the course or instructor.

It's all good

4. If applicable, please comment on the relationship between this course and your field.

Directly applicable but way too many assignments

5. Please comment on the facilities supporting the teacher education program.

Horrible, the library in the school is a joke. ~~the only~~ thing that makes the library seem like a library is that the woman says Shhh - ahh!

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - FALL 2009

Instructor Kilbane Course EDG 44 CRN# 72705

1. What did you consider to be the best aspects of this course?

The wealth of knowledge the professor offered.

2. What constructive comments can you offer for improving the teaching of this course?

Limit complaints of students about outside life.

3. Additional comments you wish to make regarding the course or instructor.

Could use more hands on things like over the summer.

4. If applicable, please comment on the relationship between this course and your field.

Highly relevant.

5. Please comment on the facilities supporting the teacher education program.

pretty good.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - FALL 2009

Instructor Kilbane Course 644

CRN# 72705

1. What did you consider to be the best aspects of this course?

I felt it was open and friendly. I enjoyed some of the conversations I had with other Fellows.

2. What constructive comments can you offer for improving the teaching of this course?

I would like to have more in-class work. I felt as if everything was fun and games in class with a rough surprise at the end.

3. Additional comments you wish to make regarding the course or instructor.

Overall, very smart instructor, but difficult learning experience.

4. If applicable, please comment on the relationship between this course and your field.

I am a NTC Teaching Fellow, and this was a required course.

5. Please comment on the facilities supporting the teacher education program.

Pace University is very good. I look forward to my next 2 years here as I continue my Masters in Education

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - FALL 2009

Instructor James Kilbane Course ED 644

CRN# 72705

1. What did you consider to be the best aspects of this course?

The assignments and the feedbacks. Also the debates on the textbooks chapters.

2. What constructive comments can you offer for improving the teaching of this course?

There should be more interactions between students (e.g. pro vs con)

3. Additional comments you wish to make regarding the course or instructor.

n/a

4. If applicable, please comment on the relationship between this course and your field.

This course helps me a lot, specially the Learning Cycle assignment; and the Unit Plan pushed to prepare something I'm going to need soon.

5. Please comment on the facilities supporting the teacher education program.

The facilities are very good.

# Count and weight with %

## KILBANE ED690 21713 SP 10 NYC

The instructor demonstrated a high level of knowledge in the subject matter.

	Count	Percent	Weight	Weighted Total
SA	20	95.24 %	5	100
A	1	4.76 %	4	4
<b>Total Responses</b>	<b>21</b>	<b>100 %</b>	<b>9</b>	<b>104</b>
<b>Mean (Avg):</b>	<b>4.95238</b>	<b>StDev (Sample):</b>	<b>0.21822</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population)</b>	<b>0.21296</b>

The instructor was well prepared and organized.

	Count	Percent	Weight	Weighted Total
SA	15	68.18 %	5	75
A	6	27.27 %	4	24
N	1	4.55 %	3	3
<b>Total Responses</b>	<b>22</b>	<b>100 %</b>	<b>12</b>	<b>102</b>
<b>Mean (Avg):</b>	<b>4.63636</b>	<b>StDev (Sample):</b>	<b>0.58109</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.56773</b>

The instructor stimulated students' interest in the subject.

	Count	Percent	Weight	Weighted Total
SA	14	63.64 %	5	70
A	7	31.82 %	4	28
N	1	4.55 %	3	3
<b>Total Responses</b>	<b>22</b>	<b>100 %</b>	<b>12</b>	<b>101</b>
<b>Mean (Avg):</b>	<b>4.59091</b>	<b>StDev (Sample):</b>	<b>0.59033</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.57675</b>

The instructor encouraged questions.

	Count	Percent	Weight	Weighted Total
SA	17	77.27 %	5	85
A	4	18.18 %	4	16
N	1	4.55 %	3	3
<b>Total Responses</b>	<b>22</b>	<b>100 %</b>	<b>12</b>	<b>104</b>
<b>Mean (Avg):</b>	<b>4.72727</b>	<b>StDev (Sample):</b>	<b>0.55048</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.53783</b>

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
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# Count and weight with %

## KILBANE ED690 21713 SP 10 NYC

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
SA	18	81.82 %	5	90
A	2	9.09 %	4	8
N	2	9.09 %	3	6
<b>Total Responses</b>	<b>22</b>	<b>100 %</b>	<b>12</b>	<b>104</b>
<b>Mean (Avg):</b>	<b>4.72727</b>	<b>StDev (Sample):</b>	<b>0.63109</b>	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b>	<b>0.61658</b>

The instructor made productive use of class time.

	Count	Percent	Weight	Weighted Total
SA	11	52.38 %	5	55
A	8	38.10 %	4	32
N	2	9.52 %	3	6
<b>Total Responses</b>	<b>21</b>	<b>100 %</b>	<b>12</b>	<b>93</b>
<b>Mean (Avg):</b>	<b>4.42857</b>	<b>StDev (Sample):</b>	<b>0.67612</b>	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b>	<b>0.65983</b>

The instructor facilitated students' understanding of the subject matter.

	Count	Percent	Weight	Weighted Total
SA	13	59.09 %	5	65
A	8	36.36 %	4	32
N	1	4.55 %	3	3
<b>Total Responses</b>	<b>22</b>	<b>100 %</b>	<b>12</b>	<b>100</b>
<b>Mean (Avg):</b>	<b>4.54545</b>	<b>StDev (Sample):</b>	<b>0.59580</b>	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b>	<b>0.58210</b>

The instructor encouraged students to take responsibility for their own learning.

	Count	Percent	Weight	Weighted Total
SA	17	77.27 %	5	85
A	4	18.18 %	4	16
N	1	4.55 %	3	3
<b>Total Responses</b>	<b>22</b>	<b>100 %</b>	<b>12</b>	<b>104</b>
<b>Mean (Avg):</b>	<b>4.72727</b>	<b>StDev (Sample):</b>	<b>0.55048</b>	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b>	<b>0.53783</b>

The instructor held high standards for students and communicated these clearly.

Count	Percent	Weight	Weighted
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# Count and weight with %

## KILBANE ED690 21713 SP 10 NYC

				<b>Total</b>
SA	14	63.64 %	5	70
A	5	22.73 %	4	20
N	3	13.64 %	3	9
<b>Total Responses</b>		22	<b>100 %</b>	12
<b>Mean (Avg):</b> 4.50000		<b>StDev (Sample):</b> 0.74001		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.72300	

Assessments were fair, valid, and matched instruction.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	16	72.73 %	5	80
A	3	13.64 %	4	12
N	3	13.64 %	3	9
<b>Total Responses</b>		22	<b>100 %</b>	12
<b>Mean (Avg):</b> 4.59091		<b>StDev (Sample):</b> 0.73414		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.71726	

Assignments were returned with meaningful comments.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	14	63.64 %	5	70
A	6	27.27 %	4	24
N	2	9.09 %	3	6
<b>Total Responses</b>		22	<b>100 %</b>	12
<b>Mean (Avg):</b> 4.54545		<b>StDev (Sample):</b> 0.67098		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.65555	

The instructor's expectations and grading system were clear.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	13	59.09 %	5	65
A	5	22.73 %	4	20
N	4	18.18 %	3	12
<b>Total Responses</b>		22	<b>100 %</b>	12
<b>Mean (Avg):</b> 4.40909		<b>StDev (Sample):</b> 0.79637		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.77806	

The instructor displayed respect for each student.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	17	77.27 %	5	85



# Count and weight with %

## KILBANE ED690 21713 SP 10 NYC

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total
A	5	22.73 %	4	20
<b>Total Responses</b>	22	<b>100 %</b>	9	105
<b>Mean (Avg):</b> 4.77273			<b>StDev (Sample):</b> 0.42893	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.41907	

The instructor was sensitive to and listened and responded to students' learning needs.

	Count	Percent	Weight	Weighted Total
SA	17	77.27 %	5	85
A	5	22.73 %	4	20
<b>Total Responses</b>	22	<b>100 %</b>	9	105
<b>Mean (Avg):</b> 4.77273			<b>StDev (Sample):</b> 0.42893	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.41907	

Office hours were in syllabus and instructor was available at those hours and gave help when asked.

	Count	Percent	Weight	Weighted Total
SA	17	77.27 %	5	85
A	3	13.64 %	4	12
N	2	9.09 %	3	6
<b>Total Responses</b>	22	<b>100 %</b>	12	103
<b>Mean (Avg):</b> 4.68182			<b>StDev (Sample):</b> 0.64633	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.63147	

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	Count	Percent	Weight	Weighted Total
SA	15	68.18 %	5	75
A	5	22.73 %	4	20
N	2	9.09 %	3	6
<b>Total Responses</b>	22	<b>100 %</b>	12	101
<b>Mean (Avg):</b> 4.59091			<b>StDev (Sample):</b> 0.66613	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.65081	

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
SA	15	68.18 %	5	75
A	7	31.82 %	4	28

# Count and weight with %

## KILBANE ED690 21713 SP 10 NYC

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	22	100%	9	103
<b>Mean (Avg):</b> 4.68182			<b>StDev (Sample):</b> 0.47673	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.46577	

There was a high quality of instruction in this course.

	Count	Percent	Weight	Weighted Total
SA	17	77.27 %	5	85
A	4	18.18 %	4	16
N	1	4.55 %	3	3
<b>Total Responses</b>	22	100%	12	104
<b>Mean (Avg):</b> 4.72727			<b>StDev (Sample):</b> 0.55048	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.53783	

The objectives of this course were clear.

	Count	Percent	Weight	Weighted Total
SA	16	72.73 %	5	80
A	3	13.64 %	4	12
N	3	13.64 %	3	9
<b>Total Responses</b>	22	100%	12	101
<b>Mean (Avg):</b> 4.59091			<b>StDev (Sample):</b> 0.73414	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.71726	

The assignments were meaningful and aided in learning.

	Count	Percent	Weight	Weighted Total
SA	16	72.73 %	5	80
A	4	18.18 %	4	16
N	2	9.09 %	3	6
<b>Total Responses</b>	22	100%	12	102
<b>Mean (Avg):</b> 4.63636			<b>StDev (Sample):</b> 0.65795	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.64282	

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
SA	16	72.73 %	5	80
A	6	27.27 %	4	24

# Count and weight with %

## KILBANE ED690 21713 SP 10 NYC

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	22	100%	9	104
<b>Mean (Avg):</b> 4.72727			<b>StDev (Sample):</b> 0.45584	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.44536	

The course design was effective in meeting the objectives of this course.

	Count	Percent	Weight	Weighted Total
SA	13	59.09 %	5	65
A	9	40.91 %	4	36
<b>Total Responses</b>	22	100%	9	101
<b>Mean (Avg):</b> 4.59091			<b>StDev (Sample):</b> 0.50324	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.49167	

The course facilitated my development as a professional educator. (n/a for reading 100)

	Count	Percent	Weight	Weighted Total
SA	15	68.18 %	5	75
A	6	27.27 %	4	24
N	1	4.55 %	3	3
<b>Total Responses</b>	22	100%	12	102
<b>Mean (Avg):</b> 4.63636			<b>StDev (Sample):</b> 0.58109	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.56773	

My expectations were satisfied by the focus and substance of this course.

	Count	Percent	Weight	Weighted Total
SA	15	68.18 %	5	75
A	4	18.18 %	4	16
N	3	13.64 %	3	9
<b>Total Responses</b>	22	100%	12	100
<b>Mean (Avg):</b> 4.54545			<b>StDev (Sample):</b> 0.73855	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.72157	

The required readings were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	12	57.14 %	5	60
A	7	33.33 %	4	28
N	2	9.52 %	3	6

# Count and weight with %

## KILBANE ED690 21713 SP 10 NYC

The required readings were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	21	100%	12	94
<b>Mean (Avg):</b> 4.47619			<b>StDev (Sample):</b> 0.67964	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.66326	

Supplementary materials were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	11	50.00 %	5	55
A	8	36.36 %	4	32
N	3	13.64 %	3	9
<b>Total Responses</b>	22	100%	12	96
<b>Mean (Avg):</b> 4.36364			<b>StDev (Sample):</b> 0.72673	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.71002	

The students were well prepared every week for class.

	Count	Percent	Weight	Weighted Total
SA	9	40.91 %	5	45
A	5	22.73 %	4	20
N	6	27.27 %	3	18
D	2	9.09 %	2	4
<b>Total Responses</b>	22	100%	14	87
<b>Mean (Avg):</b> 3.95455			<b>StDev (Sample):</b> 1.04550	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 1.02146	

The students challenged fellow students to do excellent work in the course.

	Count	Percent	Weight	Weighted Total
SA	11	50.00 %	5	55
A	6	27.27 %	4	24
N	3	13.64 %	3	9
D	2	9.09 %	2	4
<b>Total Responses</b>	22	100%	14	92
<b>Mean (Avg):</b> 4.18182			<b>StDev (Sample):</b> 1.00647	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.98333	

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor JIM KILBANE Course ED 690: TEACHER AS RESEARCHER CRN#

1. What did you consider to be the best aspects of this course?

ENGAGING IN MEANINGFUL RESEARCH THAT WILL BENEFIT  
OUR STUDENTS/SCHOOL!

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor.

Jim, I really appreciated that you were one of the few professors at Pace that seemed to have a passion for teaching and education and hold us to a high standard in terms of work (if not deadlines). I very much enjoyed and benefited from the 2 classes I took from you.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor Kilbane

Course ED690

21713 CRN#

1. What did you consider to be the best aspects of this course?

The research

2. What constructive comments can you offer for improving the teaching of this course?

School visit??

3. Additional comments you wish to make regarding the course or instructor.

Excellent

4. If applicable, please comment on the relationship between this course and your field.

I am a teacher

5. Please comment on the facilities supporting the teacher education program.

Fine

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – SPRING 2010

Instructor Kilbane Course ED 690 CRN#  
21713

1. What did you consider to be the best aspects of this course?

Research Paper

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor Kilbane Course ED 690 CRN#  
21713

1. What did you consider to be the best aspects of this course?

*The professor*

2. What constructive comments can you offer for improving the teaching of this course?

*more structure, feedback*

3. Additional comments you wish to make regarding the course or instructor.

*excellent*

4. If applicable, please comment on the relationship between this course and your field.

*direct*

5. Please comment on the facilities supporting the teacher education program.

*great*



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor Kilbane Course ED690 CRN#

1. What did you consider to be the best aspects of this course?

The instructor used class time effectively.

2. What constructive comments can you offer for improving the teaching of this course?

None. Best instruction ever.

3. Additional comments you wish to make regarding the course or instructor.

Best instructor ever

4. If applicable, please comment on the relationship between this course and your field.

Very, very useful in applying  
what I learned in this class to my  
own classroom

5. Please comment on the facilities supporting the teacher education program.

Computer room needs air condition

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – SPRING 2010

Instructor Jim Kilbore Course ED 690 CRN# 21713

1. What did you consider to be the best aspects of this course?

I was able to apply my research question to my class. Jim provided very thoughtful comments on my paper.

2. What constructive comments can you offer for improving the teaching of this course?

there should be fewer classes in person.

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

the course was very applicable to my field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor Kilbane Course ED 690 21713 CRN#

1. What did you consider to be the best aspects of this course?

Learning how to do research

2. What constructive comments can you offer for improving the teaching of this course?

Submit the thesis more in pieces

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor Kilbane Course ED 690 - 21713 CRN#

1. What did you consider to be the best aspects of this course?

the professor - We love Jim

2. What constructive comments can you offer for improving the teaching of this course?

Teach it in Fall

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

shows me how to bring change to my  
classroom

5. Please comment on the facilities supporting the teacher education program.

<sup>we need</sup>  
smaller class sizes and more computer labs.  
(bring back the printing 200 pgs per week)

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor KILBANE

Course ED 690

CRN#

21713

1. What did you consider to be the best aspects of this course?

Learning about action research & actually trying to carry it out

2. What constructive comments can you offer for improving the teaching of this course?

More help in writing out the action research paper

3. Additional comments you wish to make regarding the course or instructor.

Jim is awesome!!

4. If applicable, please comment on the relationship between this course and your field.

I am a teacher... it's all relative & relevant

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor Kilbane

Course ED 690

CRN#

21713

1. What did you consider to be the best aspects of this course?

2. What constructive comments can you offer for improving the teaching of this course?

*I really enjoyed our weekly meetings Jim... I will miss your class discussions when I am done and graduated!*

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – SPRING 2010

Instructor KILBANE

Course E0690

CRN#

21713

1. What did you consider to be the best aspects of this course?

*The professor is awesome!*

2. What constructive comments can you offer for improving the teaching of this course?

*I guess sometimes I was confused what assignments were and when they were due b/c we had some info by email + some on blackboard.*

3. Additional comments you wish to make regarding the course or instructor.

*Jim is the best!*

4. If applicable, please comment on the relationship between this course and your field.

*I'll do action research at some point again. Very useful course*

5. Please comment on the facilities supporting the teacher education program.

*Needs windows in the room.  
Bigger desks, too.*

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor Kilbane Course ED 690 21713 CRN#

1. What did you consider to be the best aspects of this course?

Jim was excellent at encouraging me to try new strategies in my classroom. The connection between course content and my classroom was great!

2. What constructive comments can you offer for improving the teaching of this course?

More structured discussions.

3. Additional comments you wish to make regarding the course or instructor.

Great instructor! Jim cares about your professional development!

4. If applicable, please comment on the relationship between this course and your field.

Great connection between my class & curriculum

5. Please comment on the facilities supporting the teacher education program.

great!



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor Kilbane Course ED 690 21713 CRN#

1. What did you consider to be the best aspects of this course?

It has helped me to learn how to design research techniques to help students learn.

2. What constructive comments can you offer for improving the teaching of this course?

N/A

3. Additional comments you wish to make regarding the course or instructor.

He is the very best there is.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

They are good; people are helpful, and I need all the support I can get.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor KILBANE Course ED690

CRN#  
21713

1. What did you consider to be the best aspects of this course?

The independent work-time for research.

2. What constructive comments can you offer for improving the teaching of this course?

Build up the paper in smaller chunks -  
more timely feedback.

3. Additional comments you wish to make regarding the course or instructor.

Very understanding instructor.

4. If applicable, please comment on the relationship between this course and your field.

Directly related into education and  
teaching in the classroom.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor Kilbane Course Action Research CRN# 21713

1. What did you consider to be the best aspects of this course?

Flexibility, independent research

2. What constructive comments can you offer for improving the teaching of this course?

stretching more 2 syllabus

3. Additional comments you wish to make regarding the course or instructor.

Jim is awesome, great advice & sense of humor 😊

4. If applicable, please comment on the relationship between this course and your field.

Promotes inquiry about own own pedagogy

5. Please comment on the facilities supporting the teacher education program.

neutral

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SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – SPRING 2010

Instructor Kilbane Course ED 690 21713 CRN#

1. What did you consider to be the best aspects of this course?

*Providing guidance/a framework around  
which to conduct my own research.*

2. What constructive comments can you offer for improving the teaching of this course?

*?*

3. Additional comments you wish to make regarding the course or instructor.

*Instructor provided helpful feedback  
on research.*

4. If applicable, please comment on the relationship between this course and your field.

*Very relevant.*

5. Please comment on the facilities supporting the teacher education program.

*Fine.*

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – SPRING 2010

Instructor Kilbane Course ED 690 21713 CRN#

1. What did you consider to be the best aspects of this course?

*working with other students*

2. What constructive comments can you offer for improving the teaching of this course?

*NA*

3. Additional comments you wish to make regarding the course or instructor.

*Jim's awesome*

4. If applicable, please comment on the relationship between this course and your field.

*Very applicable.*

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor KILBANE Course \_\_\_\_\_ CRN# \_\_\_\_\_

1. What did you consider to be the best aspects of this course?

The Action Research in the classroom

2. What constructive comments can you offer for improving the teaching of this course?

Nothing really. ~~Just~~ Feel that we should start sooner with the research

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

When I was actually engaged with reading about and writing my paper I was fascinated and found the course then ~~incredibly~~ relevant to what is going on in the class

5. Please comment on the facilities supporting the teacher education program.

Just Fine

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – SPRING 2010

Instructor Kilbane Course ED 690 21713 CRN#

1. What did you consider to be the best aspects of this course?

practical, specific and relative work to my content area

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor.

always helpful comments

4. If applicable, please comment on the relationship between this course and your field.

~~My~~ individual research was the greatest impact specific to the conditions for individual teachers.

5. Please comment on the facilities supporting the teacher education program.

# Count and weight with %

## KILBANE ED690 22453 SP 10 NYC

The instructor demonstrated a high level of knowledge in the subject matter.

	Count	Percent	Weight	Weighted Total
SA	10	76.92 %	5	50
A	3	23.08 %	4	12
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>	<b>9</b>	<b>62</b>
	<b>Mean (Avg): 4.76923</b>		<b>StDev (Sample): 0.43853</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population) 0.42133</b>	

The instructor was well prepared and organized.

	Count	Percent	Weight	Weighted Total
SA	7	53.85 %	5	35
A	3	23.08 %	4	12
N	3	23.08 %	3	9
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>	<b>12</b>	<b>56</b>
	<b>Mean (Avg): 4.30769</b>		<b>StDev (Sample): 0.85485</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.82131</b>	

The instructor stimulated students' interest in the subject.

	Count	Percent	Weight	Weighted Total
SA	8	61.54 %	5	40
A	4	30.77 %	4	16
N	1	7.69 %	3	3
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>	<b>12</b>	<b>59</b>
	<b>Mean (Avg): 4.53846</b>		<b>StDev (Sample): 0.66023</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.63432</b>	

The instructor encouraged questions.

	Count	Percent	Weight	Weighted Total
SA	10	76.92 %	5	50
A	3	23.08 %	4	12
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>	<b>9</b>	<b>62</b>
	<b>Mean (Avg): 4.76923</b>		<b>StDev (Sample): 0.43853</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population) 0.42133</b>	

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
SA	10	76.92 %	5	50



# Count and weight with %

## KILBANE ED690 22453 SP 10 NYC

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
A	2	15.38 %	4	8
D	1	7.69 %	2	2
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>	<b>11</b>	<b>60</b>
<b>Mean (Avg):</b>	<b>4.61538</b>	<b>StDev (Sample):</b>	<b>0.86972</b>	
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population)</b>	<b>0.83560</b>

The instructor made productive use of class time.

	Count	Percent	Weight	Weighted Total
SA	8	61.54 %	5	40
A	3	23.08 %	4	12
N	1	7.69 %	3	3
D	1	7.69 %	2	2
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>	<b>14</b>	<b>57</b>
<b>Mean (Avg):</b>	<b>4.38462</b>	<b>StDev (Sample):</b>	<b>0.96077</b>	
<b>Minimum: 2</b>	<b>Maximum: 5</b>	<b>Range: 3</b>	<b>StDev (Population)</b>	<b>0.92308</b>

The instructor facilitated students' understanding of the subject matter.

	Count	Percent	Weight	Weighted Total
SA	8	61.54 %	5	40
A	5	38.46 %	4	20
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>	<b>9</b>	<b>60</b>
<b>Mean (Avg):</b>	<b>4.61538</b>	<b>StDev (Sample):</b>	<b>0.50637</b>	
<b>Minimum: 4</b>	<b>Maximum: 5</b>	<b>Range: 1</b>	<b>StDev (Population)</b>	<b>0.48650</b>

The instructor encouraged students to take responsibility for their own learning.

	Count	Percent	Weight	Weighted Total
SA	10	76.92 %	5	50
A	2	15.38 %	4	8
N	1	7.69 %	3	3
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>	<b>12</b>	<b>61</b>
<b>Mean (Avg):</b>	<b>4.69231</b>	<b>StDev (Sample):</b>	<b>0.63043</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.60569</b>

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
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# Count and weight with %

## KILBANE ED690 22453 SP 10 NYC

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
SA	9	69.23 %	5	45
A	3	23.08 %	4	12
N	1	7.69 %	3	3
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>	<b>12</b>	<b>60</b>
<b>Mean (Avg):</b>	<b>4.61538</b>	<b>StDev (Sample):</b>	<b>0.65044</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.62493</b>

Assessments were fair, valid, and matched instruction.

	Count	Percent	Weight	Weighted Total
SA	10	76.92 %	5	50
A	2	15.38 %	4	8
N	1	7.69 %	3	3
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>	<b>12</b>	<b>61</b>
<b>Mean (Avg):</b>	<b>4.69231</b>	<b>StDev (Sample):</b>	<b>0.63043</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.60569</b>

Assignments were returned with meaningful comments.

	Count	Percent	Weight	Weighted Total
SA	11	84.62 %	5	55
A	1	7.69 %	4	4
N	1	7.69 %	3	3
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>	<b>12</b>	<b>62</b>
<b>Mean (Avg):</b>	<b>4.76923</b>	<b>StDev (Sample):</b>	<b>0.59914</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.57564</b>

The instructor's expectations and grading system were clear.

	Count	Percent	Weight	Weighted Total
SA	10	76.92 %	5	50
A	2	15.38 %	4	8
N	1	7.69 %	3	3
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>	<b>12</b>	<b>61</b>
<b>Mean (Avg):</b>	<b>4.69231</b>	<b>StDev (Sample):</b>	<b>0.63043</b>	
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population)</b>	<b>0.60569</b>

The instructor displayed respect for each student.

Count	Percent	Weight	Weighted
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# Count and weight with %

## KILBANE ED690 22453 SP 10 NYC

				Total
SA	12	92.31 %	5	60
A	1	7.69 %	4	4
<b>Total Responses</b>		13	<b>100 %</b>	9
<b>Mean (Avg):</b> 4.92308		<b>StDev (Sample):</b> 0.27735		
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.26647	

The instructor was sensitive to and listened and responded to students' learning needs.

	Count	Percent	Weight	Weighted Total
SA	12	92.31 %	5	60
A	1	7.69 %	4	4
<b>Total Responses</b>		13	<b>100 %</b>	9
<b>Mean (Avg):</b> 4.92308		<b>StDev (Sample):</b> 0.27735		
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.26647	

Office hours were in syllabus and instructor was available at those hours and gave help when asked.

	Count	Percent	Weight	Weighted Total
SA	10	76.92 %	5	50
A	2	15.38 %	4	8
N	1	7.69 %	3	3
<b>Total Responses</b>		13	<b>100 %</b>	12
<b>Mean (Avg):</b> 4.69231		<b>StDev (Sample):</b> 0.63043		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.60569	

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	Count	Percent	Weight	Weighted Total
SA	9	69.23 %	5	45
A	2	15.38 %	4	8
N	2	15.38 %	3	6
<b>Total Responses</b>		13	<b>100 %</b>	12
<b>Mean (Avg):</b> 4.53846		<b>StDev (Sample):</b> 0.77625		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.74580	

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
SA	7	53.85 %	5	35
A	4	30.77 %	4	16
N	2	15.38 %	3	6

# Count and weight with %

## KILBANE ED690 22453 SP 10 NYC

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	13	100%	12	57
<b>Mean (Avg):</b> 4.38462			<b>StDev (Sample):</b> 0.76795	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.73782	

There was a high quality of instruction in this course.

	Count	Percent	Weight	Weighted Total
SA	7	58.33 %	5	35
A	5	41.67 %	4	20
<b>Total Responses</b>	12	100%	9	55
<b>Mean (Avg):</b> 4.58333			<b>StDev (Sample):</b> 0.51493	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.49301	

The objectives of this course were clear.

	Count	Percent	Weight	Weighted Total
SA	9	69.23 %	5	45
A	3	23.08 %	4	12
N	1	7.69 %	3	3
<b>Total Responses</b>	13	100%	12	60
<b>Mean (Avg):</b> 4.61538			<b>StDev (Sample):</b> 0.65044	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.62493	

The assignments were meaningful and aided in learning.

	Count	Percent	Weight	Weighted Total
SA	10	76.92 %	5	50
A	1	7.69 %	4	4
N	2	15.38 %	3	6
<b>Total Responses</b>	13	100%	12	60
<b>Mean (Avg):</b> 4.61538			<b>StDev (Sample):</b> 0.76795	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.73782	

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
SA	10	83.33 %	5	50
A	2	16.67 %	4	8

# Count and weight with %

## KILBANE ED690 22453 SP 10 NYC

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	12	100%	9	58
<b>Mean (Avg):</b> 4.83333			<b>StDev (Sample):</b> 0.38925	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.37268	

The course design was effective in meeting the objectives of this course.

	Count	Percent	Weight	Weighted Total
SA	9	69.23 %	5	45
A	3	23.08 %	4	12
N	1	7.69 %	3	3
<b>Total Responses</b>	13	100%	12	60
<b>Mean (Avg):</b> 4.61538			<b>StDev (Sample):</b> 0.65044	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.62493	

The course facilitated my development as a professional educator. (n/a for reading 100)

	Count	Percent	Weight	Weighted Total
SA	9	69.23 %	5	45
A	3	23.08 %	4	12
N	1	7.69 %	3	3
<b>Total Responses</b>	13	100%	12	60
<b>Mean (Avg):</b> 4.61538			<b>StDev (Sample):</b> 0.65044	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.62493	

My expectations were satisfied by the focus and substance of this course.

	Count	Percent	Weight	Weighted Total
SA	9	69.23 %	5	45
A	2	15.38 %	4	8
N	2	15.38 %	3	6
<b>Total Responses</b>	13	100%	12	59
<b>Mean (Avg):</b> 4.53846			<b>StDev (Sample):</b> 0.77625	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.74580	

The required readings were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	10	76.92 %	5	50
A	2	15.38 %	4	8

# Count and weight with %

## KILBANE ED690 22453 SP 10 NYC

The required readings were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
N	1	7.69 %	3	3
<b>Total Responses</b>		<b>13</b>	<b>100 %</b>	<b>12</b>
<b>Mean (Avg):</b> 4.69231		<b>StDev (Sample):</b> 0.63043		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.60569	

Supplementary materials were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	10	76.92 %	5	50
A	3	23.08 %	4	12
<b>Total Responses</b>		<b>13</b>	<b>100 %</b>	<b>9</b>
<b>Mean (Avg):</b> 4.76923		<b>StDev (Sample):</b> 0.43853		
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.42133	

The students were well prepared every week for class.

	Count	Percent	Weight	Weighted Total
SA	7	53.85 %	5	35
A	2	15.38 %	4	8
N	3	23.08 %	3	9
D	1	7.69 %	2	2
<b>Total Responses</b>		<b>13</b>	<b>100 %</b>	<b>14</b>
<b>Mean (Avg):</b> 4.15385		<b>StDev (Sample):</b> 1.06819		
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 1.02628	

The students challenged fellow students to do excellent work in the course.

	Count	Percent	Weight	Weighted Total
SA	6	46.15 %	5	30
A	2	15.38 %	4	8
N	4	30.77 %	3	12
D	1	7.69 %	2	2
<b>Total Responses</b>		<b>13</b>	<b>100 %</b>	<b>14</b>
<b>Mean (Avg):</b> 4.00000		<b>StDev (Sample):</b> 1.08012		
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 1.03775	

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – SPRING 2010

Instructor Kilbane

Course ED 690

CRN#

22453

1. What did you consider to be the best aspects of this course?

Having flexibility and designing my own  
research paper

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor.

Jim is fab! You need more teachers like him

4. If applicable, please comment on the relationship between this course and your field.

Finally relevant

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – SPRING 2010

Instructor Kilbane

Course ED690

CRN#

1. What did you consider to be the best aspects of this course?

In depth knowledge of educational research

2. What constructive comments can you offer for improving the teaching of this course?

N/A

3. Additional comments you wish to make regarding the course or instructor.

N/A

4. If applicable, please comment on the relationship between this course and your field.

Research project based on teaching experience

5. Please comment on the facilities supporting the teacher education program.

N/A



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor Kilbane Course 22453 CRN# \_\_\_\_\_

1. What did you consider to be the best aspects of this course?

*The instructor*

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor Kilbane Course ED 690 CRN# 22453

1. What did you consider to be the best aspects of this course?

I liked exploring a practical aspect of my classroom. I liked that my research worked to improve specific aspects of my class

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor kilbane Course ED690

CRN#  
22453

1. What did you consider to be the best aspects of this course?

Laid back, good discussions,  
course design helped keep us on track

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

I'm a teacher

5. Please comment on the facilities supporting the teacher education program.

Windows in classroom would  
be nice

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor Kibane Course Ed 690 - 22453 CRN#

1. What did you consider to be the best aspects of this course?

*Formulating a useful research topic.*

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor Jim Kilbane Course ED 690 22453 CRN#

1. What did you consider to be the best aspects of this course?

The Instructor & Fellow students

2. What constructive comments can you offer for improving the teaching of this course?

N/A

3. Additional comments you wish to make regarding the course or instructor.

N/A

4. If applicable, please comment on the relationship between this course and your field.

N/A

5. Please comment on the facilities supporting the teacher education program.

Good Facilities

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – SPRING 2010

Instructor Jim Kilbane

Course Teacher as Researcher

CRN#

ED690

1. What did you consider to be the best aspects of this course?

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor James Kilbane

Course ED690

CRN#

02453

1. What did you consider to be the best aspects of this course?

The application of the coursework to the actual classroom

Amund... Jim Kilbane ☺

2. What constructive comments can you offer for improving the teaching of this course?

None

3. Additional comments you wish to make regarding the course or instructor.

The instructor is the most influential instructor I have encountered during my time @ Pace and in all of my graduate coursework.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor KILBANE

Course ED 690

22453 CRN#

1. What did you consider to be the best aspects of this course?

The group discussions.

2. What constructive comments can you offer for improving the teaching of this course?

More structure for the students was needed.  
A more hands on approach by the professor.

3. Additional comments you wish to make regarding the course or instructor.

Enjoyed his comments and insight.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – SPRING 2010

Instructor Mr. Kilbane Course ED690

CRN#  
20453

1. What did you consider to be the best aspects of this course?

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

Please respond to the following statements using the scale provided.

	Always	Most of the Time	Some of the Time	Rarely	Never
How often were in-class discussions relevant to your work as a teacher?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often were assignments and projects relevant to your work as a teacher?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often were course reading and texts relevant to your work as a teacher?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often was your overall university experience relevant to your work as a teacher?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

What constructive advice might you offer the professors in the program relative to enhancing your work as a teacher?

Less education history/theory and more classroom mgt. & things directly useful in classroom

What in the program was most relevant to your work as a teacher?

Special Ed Classes (IEP analysis)

What in the program was least relevant to your work as a teacher?

Ed theory/history

Please provide any additional comments:

too much busy work!

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor Kilbane

Course ED 690

01713 CRN#

1. What did you consider to be the best aspects of this course?

Independent Research

2. What constructive comments can you offer for improving the teaching of this course?

More structured discussions on discrete things,  
otherwise 80% of the class dozes during the  
common 45 minute periods.

3. Additional comments you wish to make regarding the course or instructor.

Jim's great!

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - SPRING 2010

Instructor Kilbane

Course ED690

CRN# 224153

1. What did you consider to be the best aspects of this course?

LEARNING to effectively Research during  
CLASSroom instruction

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor.

He's great, do what you can to keep  
him.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

# Count and weight with %

## KILBANE ED640 40560 SU 10 NYC

The instructor demonstrated a high level of knowledge in the subject matter.

	Count	Percent	Weight	Weighted Total	
SA	4	23.53 %	5	20	
A	9	52.94 %	4	36	
N	3	17.65 %	3	9	
D	1	5.88 %	2	2	
<b>Total Responses</b>		17	<b>100 %</b>	14	67
<b>Mean (Avg):</b> 3.94118		<b>StDev (Sample):</b> 0.82694			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.80225		

The instructor was well prepared and organized.

	Count	Percent	Weight	Weighted Total	
A	3	17.65 %	4	12	
N	6	35.29 %	3	18	
D	7	41.18 %	2	14	
SD	1	5.88 %	1	1	
<b>Total Responses</b>		17	<b>100 %</b>	10	45
<b>Mean (Avg):</b> 2.64706		<b>StDev (Sample):</b> 0.86177			
<b>Minimum:</b> 1	<b>Maximum:</b> 4	<b>Range:</b> 3	<b>StDev (Population)</b> 0.83604		

The instructor stimulated students' interest in the subject.

	Count	Percent	Weight	Weighted Total	
SA	1	5.88 %	5	5	
A	3	17.65 %	4	12	
N	6	35.29 %	3	18	
D	4	23.53 %	2	8	
SD	3	17.65 %	1	3	
<b>Total Responses</b>		17	<b>100 %</b>	15	46
<b>Mean (Avg):</b> 2.70588		<b>StDev (Sample):</b> 1.15999			
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.12536		

The instructor encouraged questions.

	Count	Percent	Weight	Weighted Total
SA	5	29.41 %	5	25
A	7	41.18 %	4	28
N	5	29.41 %	3	15

# Count and weight with %

## KILBANE ED640 40560 SU 10 NYC

The instructor encouraged questions.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	17	100%	12	68
<b>Mean (Avg):</b> 4.00000			<b>StDev (Sample):</b> 0.79057	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.76696	

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
SA	4	23.53 %	5	20
A	8	47.06 %	4	32
N	4	23.53 %	3	12
D	1	5.88 %	2	2
<b>Total Responses</b>	17	100%	14	66
<b>Mean (Avg):</b> 3.88235			<b>StDev (Sample):</b> 0.85749	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.83189	

The instructor made productive use of class time.

	Count	Percent	Weight	Weighted Total
A	3	17.65 %	4	12
N	5	29.41 %	3	15
D	6	35.29 %	2	12
SD	3	17.65 %	1	3
<b>Total Responses</b>	17	100%	10	42
<b>Mean (Avg):</b> 2.47059			<b>StDev (Sample):</b> 1.00733	
<b>Minimum:</b> 1	<b>Maximum:</b> 4	<b>Range:</b> 3	<b>StDev (Population)</b> 0.97725	

The instructor facilitated students' understanding of the subject matter.

	Count	Percent	Weight	Weighted Total
SA	1	5.88 %	5	5
A	7	41.18 %	4	28
N	7	41.18 %	3	21
D	1	5.88 %	2	2
SD	1	5.88 %	1	1
<b>Total Responses</b>	17	100%	15	57
<b>Mean (Avg):</b> 3.35294			<b>StDev (Sample):</b> 0.93148	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 0.90366	

# Count and weight with %

## KILBANE ED640 40560 SU 10 NYC

The instructor encouraged students to take responsibility for their own learning.

	Count	Percent	Weight	Weighted Total	
SA	4	23.53 %	5	20	
A	8	47.06 %	4	32	
N	4	23.53 %	3	12	
D	1	5.88 %	2	2	
<b>Total Responses</b>		17	<b>100 %</b>	14	66
<b>Mean (Avg):</b> 3.88235		<b>StDev (Sample):</b> 0.85749			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.83189		

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total	
SA	3	17.65 %	5	15	
A	5	29.41 %	4	20	
N	6	35.29 %	3	18	
D	3	17.65 %	2	6	
<b>Total Responses</b>		17	<b>100 %</b>	14	59
<b>Mean (Avg):</b> 3.47059		<b>StDev (Sample):</b> 1.00733			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.97725		

Assessments were fair, valid, and matched instruction.

	Count	Percent	Weight	Weighted Total	
SA	4	23.53 %	5	20	
A	5	29.41 %	4	20	
N	7	41.18 %	3	21	
D	1	5.88 %	2	2	
<b>Total Responses</b>		17	<b>100 %</b>	14	63
<b>Mean (Avg):</b> 3.70588		<b>StDev (Sample):</b> 0.91956			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.89210		

Assignments were returned with meaningful comments.

	Count	Percent	Weight	Weighted Total
SA	5	29.41 %	5	25
A	7	41.18 %	4	28
N	3	17.65 %	3	9
D	2	11.76 %	2	4

# Count and weight with %

## KILBANE ED640 40560 SU 10 NYC

Assignments were returned with meaningful comments.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	17	100%	14	66
<b>Mean (Avg):</b> 3.88235			<b>StDev (Sample):</b> 0.99262	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.96298	

The instructor's expectations and grading system were clear.

	Count	Percent	Weight	Weighted Total
SA	3	17.65 %	5	15
A	8	47.06 %	4	32
D	4	23.53 %	2	8
SD	2	11.76 %	1	2
<b>Total Responses</b>	17	100%	12	57
<b>Mean (Avg):</b> 3.35294			<b>StDev (Sample):</b> 1.36662	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.32582	

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total
SA	8	47.06 %	5	40
A	8	47.06 %	4	32
N	1	5.88 %	3	3
<b>Total Responses</b>	17	100%	12	75
<b>Mean (Avg):</b> 4.41176			<b>StDev (Sample):</b> 0.61835	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.59988	

The instructor was sensitive to and listened and responded to students' learning needs.

	Count	Percent	Weight	Weighted Total
SA	5	29.41 %	5	25
A	5	29.41 %	4	20
N	6	35.29 %	3	18
D	1	5.88 %	2	2
<b>Total Responses</b>	17	100%	14	65
<b>Mean (Avg):</b> 3.82353			<b>StDev (Sample):</b> 0.95101	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.92261	

Office hours were in syllabus and instructor was available at those hours and gave help when asked.

	Count	Percent	Weight	Weighted Total
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# Count and weight with %

## KILBANE ED640 40560 SU 10 NYC

Office hours were in syllabus and instructor was available at those hours and gave help when asked.

	Count	Percent	Weight	Weighted Total	
SA	4	23.53 %	5	20	
A	5	29.41 %	4	20	
N	7	41.18 %	3	21	
D	1	5.88 %	2	2	
<b>Total Responses</b>		17	<b>100%</b>	14	63
<b>Mean (Avg):</b> 3.70588		<b>StDev (Sample):</b> 0.91956			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.89210		

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	Count	Percent	Weight	Weighted Total	
SA	3	18.75 %	5	15	
A	7	43.75 %	4	28	
N	4	25.00 %	3	12	
D	2	12.50 %	2	4	
<b>Total Responses</b>		16	<b>100%</b>	14	59
<b>Mean (Avg):</b> 3.68750		<b>StDev (Sample):</b> 0.94648			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.91643		

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total	
SA	3	17.65 %	5	15	
A	8	47.06 %	4	32	
N	4	23.53 %	3	12	
D	2	11.76 %	2	4	
<b>Total Responses</b>		17	<b>100%</b>	14	63
<b>Mean (Avg):</b> 3.70588		<b>StDev (Sample):</b> 0.91956			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.89210		

There was a high quality of instruction in this course.

	Count	Percent	Weight	Weighted Total
SA	1	5.88 %	5	5
A	4	23.53 %	4	16
N	4	23.53 %	3	12
D	5	29.41 %	2	10
SD	3	17.65 %	1	3

# Count and weight with %

## KILBANE ED640 40560 SU 10 NYC

There was a high quality of instruction in this course.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	17	100%	15	46
<b>Mean (Avg):</b> 2.70588			<b>StDev (Sample):</b> 1.21268	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.17647	

The objectives of this course were clear.

	Count	Percent	Weight	Weighted Total
SA	1	5.88 %	5	5
A	6	35.29 %	4	24
N	5	29.41 %	3	15
D	5	29.41 %	2	10
<b>Total Responses</b>	17	100%	14	54
<b>Mean (Avg):</b> 3.17647			<b>StDev (Sample):</b> 0.95101	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.92261	

The assignments were meaningful and aided in learning.

	Count	Percent	Weight	Weighted Total
SA	4	23.53 %	5	20
A	8	47.06 %	4	32
N	2	11.76 %	3	6
D	3	17.65 %	2	6
<b>Total Responses</b>	17	100%	14	64
<b>Mean (Avg):</b> 3.76471			<b>StDev (Sample):</b> 1.03256	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 1.00173	

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
SA	5	29.41 %	5	25
A	10	58.82 %	4	40
N	2	11.76 %	3	6
<b>Total Responses</b>	17	100%	12	71
<b>Mean (Avg):</b> 4.17647			<b>StDev (Sample):</b> 0.63593	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.61695	

The course design was effective in meeting the objectives of this course.

	Count	Percent	Weight	Weighted Total
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# Count and weight with %

## KILBANE ED640 40560 SU 10 NYC

The course design was effective in meeting the objectives of this course.

	Count	Percent	Weight	Weighted Total	
SA	1	5.88 %	5	5	
A	5	29.41 %	4	20	
N	7	41.18 %	3	21	
D	4	23.53 %	2	8	
<b>Total Responses</b>		17	<b>100 %</b>	14	54
<b>Mean (Avg):</b> 3.17647		<b>StDev (Sample):</b> 0.88284			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population):</b> 0.85648		

The course facilitated my development as a professional educator. (n/a for reading 100)

	Count	Percent	Weight	Weighted Total	
SA	2	11.76 %	5	10	
A	10	58.82 %	4	40	
N	2	11.76 %	3	6	
D	2	11.76 %	2	4	
SD	1	5.88 %	1	1	
<b>Total Responses</b>		17	<b>100 %</b>	15	61
<b>Mean (Avg):</b> 3.58824		<b>StDev (Sample):</b> 1.06412			
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population):</b> 1.03235		

My expectations were satisfied by the focus and substance of this course.

	Count	Percent	Weight	Weighted Total	
A	5	29.41 %	4	20	
N	7	41.18 %	3	21	
D	3	17.65 %	2	6	
SD	2	11.76 %	1	2	
<b>Total Responses</b>		17	<b>100 %</b>	10	49
<b>Mean (Avg):</b> 2.88235		<b>StDev (Sample):</b> 0.99262			
<b>Minimum:</b> 1	<b>Maximum:</b> 4	<b>Range:</b> 3	<b>StDev (Population):</b> 0.96298		

The required readings were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	1	5.88 %	5	5
A	9	52.94 %	4	36
N	3	17.65 %	3	9
D	3	17.65 %	2	6
SD	1	5.88 %	1	1

# Count and weight with %

## KILBANE ED640 40560 SU 10 NYC

The required readings were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	17	100%	15	57
<b>Mean (Avg):</b> 3.35294			<b>StDev (Sample):</b> 1.05719	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.02562	

Supplementary materials were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	2	11.76 %	5	10
A	7	41.18 %	4	28
N	6	35.29 %	3	18
D	2	11.76 %	2	4
<b>Total Responses</b>	17	100%	14	60
<b>Mean (Avg):</b> 3.52941			<b>StDev (Sample):</b> 0.87447	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.84837	

The students were well prepared every week for class.

	Count	Percent	Weight	Weighted Total
A	13	76.47 %	4	52
N	4	23.53 %	3	12
<b>Total Responses</b>	17	100%	7	64
<b>Mean (Avg):</b> 3.76471			<b>StDev (Sample):</b> 0.43724	
<b>Minimum:</b> 3	<b>Maximum:</b> 4	<b>Range:</b> 1	<b>StDev (Population)</b> 0.42418	

The students challenged fellow students to do excellent work in the course.

	Count	Percent	Weight	Weighted Total
SA	1	6.25 %	5	5
A	7	43.75 %	4	28
N	5	31.25 %	3	15
D	3	18.75 %	2	6
<b>Total Responses</b>	16	100%	14	54
<b>Mean (Avg):</b> 3.37500			<b>StDev (Sample):</b> 0.88506	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.85696	

PACE UNIVERSITY  
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COURSE OPINION SURVEY - SUMMER 2 - 2010

Instructor Kilbare Course ED640 CRN# 40560

1. What did you consider to be the best aspects of this course?

\*The "tedious" requirements associated w/ the assignments

↳ Even though difficult, I learned a TON about writing plans and was able to develop my curriculum plan for Earth Science this fall.

2. What constructive comments can you offer for improving the teaching of this course?

I would spend more time on planning and less on article reflections. - need more planning experience since STF spends LITTLE time preparing!

3. Additional comments you wish to make regarding the course or instructor.

Enjoyed combo of Kilbare & Shapiro  
↳ Nice to have both perspectives

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

We were restricted access because of high school programs - we are grad students. They should

~~work around us!~~

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – SUMMER 2 – 2010

Instructor Kilbano Course ED 640 CRN# 40560

1. What did you consider to be the best aspects of this course?

visitors speaking

2. What constructive comments can you offer for improving the teaching of this course?

Have more visitors

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – SUMMER 2 – 2010

Instructor Kilbane Course ED 640 CRN# 40560

1. What did you consider to be the best aspects of this course?

N/A

2. What constructive comments can you offer for improving the teaching of this course?

I believe he can make the course more relevant to real-life teaching situations.

3. Additional comments you wish to make regarding the course or instructor.

N/A

4. If applicable, please comment on the relationship between this course and your field.

N/A

5. Please comment on the facilities supporting the teacher education program.

We moved rooms way too often.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – SUMMER 2 – 2010

Instructor KILBANE Course ED 640 CRN# 40560

1. What did you consider to be the best aspects of this course?

The assignments - very applicable, good to practice.

2. What constructive comments can you offer for improving the teaching of this course?

More structure/purpose, less lecture

3. Additional comments you wish to make regarding the course or instructor.

Good intent, good course idea, felt like most hours in class were a waste of time

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – SUMMER 2 – 2010

Instructor Kilbane Course ED640 CRN# 40560

1. What did you consider to be the best aspects of this course?

Some of the article readings were useful

2. What constructive comments can you offer for improving the teaching of this course?

make the objectives for the day known and then carry them out.

3. Additional comments you wish to make regarding the course or instructor.

Some of the activities seemed like a waste of time.  
We did not model how to teach in the way we ~~are~~ are supposed to teach.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – SUMMER 2 – 2010

Instructor Kilbane Course ED 640 Summer I CRN# 40560

1. What did you consider to be the best aspects of this course?

using group work and experiments to convey topics

2. What constructive comments can you offer for improving the teaching of this course?

- more organization
- less lecturing
- buying the book was pointless!
- did not hold us accountable for readings
- many students off task during class

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

necessary for graduate degree

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – SUMMER 2 – 2010

Instructor Kilbane Course ED 640 CRN# 40560

1. What did you consider to be the best aspects of this course?

2. What constructive comments can you offer for improving the teaching of this course?

- more clear objectives

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

- the lesson, unit, & year-long planning was good practice for my work in the fall!

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – SUMMER 2 – 2010

Instructor PROFESSOR KILBANE Course ED640 SUMMER 1 CRN# 46560

1. What did you consider to be the best aspects of this course?

LEARNING MANY DIFFERENT ACTIVITIES AND TECHNIQUES TO GET THROUGH TO MY STUDENTS

2. What constructive comments can you offer for improving the teaching of this course?

THE

3. Additional comments you wish to make regarding the course or instructor.

THIS COURSE OVERLAPPED WITH THE JAF SESSION SO IT WAS REPETITIVE

4. If applicable, please comment on the relationship between this course and your field.

IT GAVE ME SOME VALUABLE TECHNIQUES TO MAKE LESSON PLANS

5. Please comment on the facilities supporting the teacher education program.

FACILITIES WERE GOOD

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COURSE OPINION SURVEY - SUMMER 2 - 2010

Instructor Kilbane Course ED 640 CRN# 40560

1. What did you consider to be the best aspects of this course?

#2 (continued)

Prof Kilbane establishe no rapport with the class. Assignments were given back up to 10 days after they were turned in with rushed feedback. Overall lack of commitment and planning was painfully obvious.

2. What constructive comments can you offer for improving the teaching of this course?

- More student engagement.
- explanation of how 'daily "activities" such as middle school science labs help us to develop as teachers prior to the activity.

3. Additional comments you wish to make regarding the course or instructor.

Very disappointed. Roughly 75% of the time was devoted to professor Kilbane speaking about personal anecdotes that he then told us to "think about" this fall as we begin to teach.

- Prof. Kilbane demonstrated a tiny fraction of the effective teaching methods we've learned about in STAF.

4. If applicable, please comment on the relationship between this course and your field.

Should be very related, but the professor's course management was so poor that the time spent was totally wasted.

5. Please comment on the facilities supporting the teacher education program.

Facilities were fine, but 50% of the days not a single person knew which classroom to report to. Poor planning by the instructors.

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COURSE OPINION SURVEY – SUMMER 2 – 2010

Instructor Kilbane Course ED640 CRN# 40560

**1. What did you consider to be the best aspects of this course?**

The activities

**2. What constructive comments can you offer for improving the teaching of this course?**

Provide more specific instruction on assignments

**3. Additional comments you wish to make regarding the course or instructor.**

**4. If applicable, please comment on the relationship between this course and your field.**

**5. Please comment on the facilities supporting the teacher education program.**

They're nice

PACE UNIVERSITY  
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COURSE OPINION SURVEY – SUMMER 2 – 2010

Instructor Kilbane Course ED 640 CRN# 40560

1. What did you consider to be the best aspects of this course?

the visitors

2. What constructive comments can you offer for improving the teaching of this course?

Use class time more effectively + make activities + assignments  
more structured + explained.

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
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COURSE OPINION SURVEY – SUMMER 2 – 2010

Instructor Kilbane Course EP 640 CRN# 40560

1. What did you consider to be the best aspects of this course?

The assignments were helpful in preparing for <sup>my</sup> first year in teaching.

2. What constructive comments can you offer for improving the teaching of this course?

Make assignment directions explicit and clear for assignments. Make sure to discuss all readings – make clear the relevance. Model/Show the students what you want them to be like as an effective teacher; don't treat them like MS/HS students.

3. Additional comments you wish to make regarding the course or instructor.

~~It is~~ The instructor needs to be better organized. It's hard to follow his thoughts when ~~he~~ he shows us that he loses his train of thought in class.

4. If applicable, please comment on the relationship between this course and your field.

Methods in Teaching → my field = education.

5. Please comment on the facilities supporting the teacher education program.

None.



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COURSE OPINION SURVEY – SUMMER 2 – 2010

Instructor Kilbane Course ED 640 CRN# 40560

1. What did you consider to be the best aspects of this course?

I think that the real-life applications of this course were helpful - making year-long plans & unit plans

2. What constructive comments can you offer for improving the teaching of this course?

I think that Prof. Kilbane would definitely hold our attention better if he didn't pontificate so much. I know it comes from him trying to give us some of his →

3. Additional comments you wish to make regarding the course or instructor.

I'm afraid that many students are going to be harsh on this eval, but I just want you to know that you are a good teacher, and perhaps we are just a strange class that you didn't vibe well with. Next semester →

4. If applicable, please comment on the relationship between this course and your field.

Introduction to teaching.

5. Please comment on the facilities supporting the teacher education program.

? - good? I wish we had a smartboard.

# Count and weight with %

## KILBANE ED644 72158 FA10 NYC

The instructor demonstrated a high level of knowledge in the subject matter.

	Count	Percent	Weight	Weighted Total
SA	2	16.67 %	5	10
A	8	66.67 %	4	32
N	2	16.67 %	3	6
<b>Total Responses</b>	12	<b>100 %</b>	12	48
<b>Mean (Avg):</b>	4.00000	<b>StDev (Sample):</b>	0.60302	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b>	0.57735

The instructor was well prepared and organized.

	Count	Percent	Weight	Weighted Total
SA	1	8.33 %	5	5
A	6	50.00 %	4	24
N	3	25.00 %	3	9
D	2	16.67 %	2	4
<b>Total Responses</b>	12	<b>100 %</b>	14	42
<b>Mean (Avg):</b>	3.50000	<b>StDev (Sample):</b>	0.90453	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b>	0.86603

The instructor stimulated students' interest in the subject.

	Count	Percent	Weight	Weighted Total
SA	2	16.67 %	5	10
A	4	33.33 %	4	16
N	5	41.67 %	3	15
SD	1	8.33 %	1	1
<b>Total Responses</b>	12	<b>100 %</b>	13	42
<b>Mean (Avg):</b>	3.50000	<b>StDev (Sample):</b>	1.08711	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b>	1.04083

The instructor encouraged questions.

	Count	Percent	Weight	Weighted Total
SA	5	41.67 %	5	25
A	7	58.33 %	4	28
<b>Total Responses</b>	12	<b>100 %</b>	9	53
<b>Mean (Avg):</b>	4.41667	<b>StDev (Sample):</b>	0.51493	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b>	0.49301

# Count and weight with %

## KILBANE ED644 72158 FA10 NYC

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total	
SA	4	33.33 %	5	20	
A	6	50.00 %	4	24	
N	1	8.33 %	3	3	
SD	1	8.33 %	1	1	
<b>Total Responses</b>		12	<b>100%</b>	13	48
<b>Mean (Avg):</b> 4.00000		<b>StDev (Sample):</b> 1.12815			
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.08012		

The instructor made productive use of class time.

	Count	Percent	Weight	Weighted Total	
SA	1	9.09 %	5	5	
A	6	54.55 %	4	24	
N	3	27.27 %	3	9	
SD	1	9.09 %	1	1	
<b>Total Responses</b>		11	<b>100%</b>	13	39
<b>Mean (Avg):</b> 3.54545		<b>StDev (Sample):</b> 1.03573			
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 0.98753		

The instructor facilitated students' understanding of the subject matter.

	Count	Percent	Weight	Weighted Total	
SA	1	8.33 %	5	5	
A	6	50.00 %	4	24	
N	4	33.33 %	3	12	
SD	1	8.33 %	1	1	
<b>Total Responses</b>		12	<b>100%</b>	13	42
<b>Mean (Avg):</b> 3.50000		<b>StDev (Sample):</b> 1.00000			
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 0.95743		

The instructor encouraged students to take responsibility for their own learning.

	Count	Percent	Weight	Weighted Total
SA	2	16.67 %	5	10
A	7	58.33 %	4	28
N	3	25.00 %	3	9

# Count and weight with %

## KILBANE ED644 72158 FA10 NYC

The instructor encouraged students to take responsibility for their own learning.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	12	100%	12	47
<b>Mean (Avg):</b> 3.91667			<b>StDev (Sample):</b> 0.66856	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.64010	

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
SA	3	25.00 %	5	15
A	3	25.00 %	4	12
N	5	41.67 %	3	15
SD	1	8.33 %	1	1
<b>Total Responses</b>	12	100%	13	43
<b>Mean (Avg):</b> 3.58333			<b>StDev (Sample):</b> 1.16450	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.11492	

Assessments were fair, valid, and matched instruction.

	Count	Percent	Weight	Weighted Total
SA	4	33.33 %	5	20
A	2	16.67 %	4	8
N	5	41.67 %	3	15
D	1	8.33 %	2	2
<b>Total Responses</b>	12	100%	14	45
<b>Mean (Avg):</b> 3.75000			<b>StDev (Sample):</b> 1.05529	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 1.01036	

Assignments were returned with meaningful comments.

	Count	Percent	Weight	Weighted Total
SA	3	25.00 %	5	15
A	2	16.67 %	4	8
N	6	50.00 %	3	18
D	1	8.33 %	2	2
<b>Total Responses</b>	12	100%	14	43
<b>Mean (Avg):</b> 3.58333			<b>StDev (Sample):</b> 0.99620	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.95379	

The instructor's expectations and grading system were clear.

Count	Percent	Weight	Weighted
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# Count and weight with %

## KILBANE ED644 72158 FA10 NYC

				<b>Total</b>
SA	3	27.27 %	5	15
A	4	36.36 %	4	16
N	3	27.27 %	3	9
D	1	9.09 %	2	2
<b>Total Responses</b>		11	<b>100 %</b>	14
<b>Mean (Avg):</b>		3.81818	<b>StDev (Sample):</b> 0.98165	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.93597	

The instructor displayed respect for each student.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	7	58.33 %	5	35
A	5	41.67 %	4	20
<b>Total Responses</b>		12	<b>100 %</b>	9
<b>Mean (Avg):</b>		4.58333	<b>StDev (Sample):</b> 0.51493	
<b>Minimum:</b> 4	<b>Maximum:</b> 5	<b>Range:</b> 1	<b>StDev (Population)</b> 0.49301	

The instructor was sensitive to and listened and responded to students' learning needs.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	6	50.00 %	5	30
A	5	41.67 %	4	20
N	1	8.33 %	3	3
<b>Total Responses</b>		12	<b>100 %</b>	12
<b>Mean (Avg):</b>		4.41667	<b>StDev (Sample):</b> 0.66856	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.64010	

Office hours were in syllabus and instructor was available at those hours and gave help when asked.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	5	45.45 %	5	25
A	3	27.27 %	4	12
N	3	27.27 %	3	9
<b>Total Responses</b>		11	<b>100 %</b>	12
<b>Mean (Avg):</b>		4.18182	<b>StDev (Sample):</b> 0.87386	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.83320	

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	3	25.00 %	5	15

# Count and weight with %

## KILBANE ED644 72158 FA10 NYC

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	Count	Percent	Weight	Weighted Total
A	4	33.33 %	4	16
N	4	33.33 %	3	12
SD	1	8.33 %	1	1
<b>Total Responses</b>	12	<b>100%</b>	13	44
<b>Mean (Avg):</b> 3.66667		<b>StDev (Sample):</b> 1.15470		
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.10554	

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
SA	4	33.33 %	5	20
A	6	50.00 %	4	24
N	1	8.33 %	3	3
SD	1	8.33 %	1	1
<b>Total Responses</b>	12	<b>100%</b>	13	48
<b>Mean (Avg):</b> 4.00000		<b>StDev (Sample):</b> 1.12815		
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.08012	

There was a high quality of instruction in this course.

	Count	Percent	Weight	Weighted Total
SA	2	16.67 %	5	10
A	3	25.00 %	4	12
N	6	50.00 %	3	18
SD	1	8.33 %	1	1
<b>Total Responses</b>	12	<b>100%</b>	13	41
<b>Mean (Avg):</b> 3.41667		<b>StDev (Sample):</b> 1.08362		
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.03749	

The objectives of this course were clear.

	Count	Percent	Weight	Weighted Total
SA	2	16.67 %	5	10
A	4	33.33 %	4	16
N	5	41.67 %	3	15
D	1	8.33 %	2	2

# Count and weight with %

## KILBANE ED644 72158 FA10 NYC

The objectives of this course were clear.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	12	100%	14	43
<b>Mean (Avg):</b> 3.58333			<b>StDev (Sample):</b> 0.90034	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.86201	

The assignments were meaningful and aided in learning.

	Count	Percent	Weight	Weighted Total
SA	2	18.18 %	5	10
A	5	45.45 %	4	20
N	2	18.18 %	3	6
D	1	9.09 %	2	2
SD	1	9.09 %	1	1
<b>Total Responses</b>	11	100%	15	39
<b>Mean (Avg):</b> 3.54545			<b>StDev (Sample):</b> 1.21356	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.15708	

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
SA	2	16.67 %	5	10
A	5	41.67 %	4	20
N	4	33.33 %	3	12
SD	1	8.33 %	1	1
<b>Total Responses</b>	12	100%	13	43
<b>Mean (Avg):</b> 3.58333			<b>StDev (Sample):</b> 1.08362	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.03749	

The course design was effective in meeting the objectives of this course.

	Count	Percent	Weight	Weighted Total
SA	2	16.67 %	5	10
A	5	41.67 %	4	20
N	5	41.67 %	3	15
<b>Total Responses</b>	12	100%	12	45
<b>Mean (Avg):</b> 3.75000			<b>StDev (Sample):</b> 0.75378	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.72169	

The course facilitated my development as a professional educator. (n/a for reading 100)

	Count	Percent	Weight	Weighted
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# Count and weight with %

## KILBANE ED644 72158 FA10 NYC

				Total
SA	3	25.00 %	5	15
A	5	41.67 %	4	20
N	2	16.67 %	3	6
D	1	8.33 %	2	2
SD	1	8.33 %	1	1
<b>Total Responses</b>		12	<b>100%</b>	15
<b>Mean (Avg):</b> 3.66667		<b>StDev (Sample):</b> 1.23091		
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.17851	

My expectations were satisfied by the focus and substance of this course.

	Count	Percent	Weight	Weighted Total
SA	2	16.67 %	5	10
A	3	25.00 %	4	12
N	6	50.00 %	3	18
D	1	8.33 %	2	2
<b>Total Responses</b>		12	<b>100%</b>	14
<b>Mean (Avg):</b> 3.50000		<b>StDev (Sample):</b> 0.90453		
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.86603	

The required readings were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	2	16.67 %	5	10
A	4	33.33 %	4	16
N	5	41.67 %	3	15
D	1	8.33 %	2	2
<b>Total Responses</b>		12	<b>100%</b>	14
<b>Mean (Avg):</b> 3.58333		<b>StDev (Sample):</b> 0.90034		
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.86201	

Supplementary materials were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
SA	2	16.67 %	5	10
A	6	50.00 %	4	24
N	4	33.33 %	3	12
<b>Total Responses</b>		12	<b>100%</b>	12
<b>Mean (Avg):</b> 3.83333		<b>StDev (Sample):</b> 0.71774		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.68718	



# Count and weight with %

## KILBANE ED644 72158 FA10 NYC

The students were well prepared every week for class.

	Count	Percent	Weight	Weighted Total	
SA	2	16.67 %	5	10	
A	2	16.67 %	4	8	
N	5	41.67 %	3	15	
D	3	25.00 %	2	6	
<b>Total Responses</b>		12	<b>100%</b>	14	39
<b>Mean (Avg):</b> 3.25000		<b>StDev (Sample):</b> 1.05529			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 1.01036		

The students challenged fellow students to do excellent work in the course.

	Count	Percent	Weight	Weighted Total	
SA	2	18.18 %	5	10	
A	2	18.18 %	4	8	
N	4	36.36 %	3	12	
D	3	27.27 %	2	6	
<b>Total Responses</b>		11	<b>100%</b>	14	36
<b>Mean (Avg):</b> 3.27273		<b>StDev (Sample):</b> 1.10371			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 1.05235		

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – FALL – 2010

Instructor Kilbane Course ED 644 CRN# 73542

1. What did you consider to be the best aspects of this course?

the assignments

2. What constructive comments can you offer for improving the teaching of this course?

hold more classes online / use time for assignments

3. Additional comments you wish to make regarding the course or instructor.

unproductive use of class time

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

**PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – FALL – 2010**

Instructor Kilbane, James Course ED 644 CRN# 72158

**1. What did you consider to be the best aspects of this course?**

**2. What constructive comments can you offer for improving the teaching of this course?**

*Do teacher venting at the end of the period (and make it optional)*

**3. Additional comments you wish to make regarding the course or instructor.**

**4. If applicable, please comment on the relationship between this course and your field.**

**5. Please comment on the facilities supporting the teacher education program.**

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - FALL - 2010

Instructor Kilbore Course ED 644 CRN# ~~72138~~  
73542

1. What did you consider to be the best aspects of this course?

Class discussions were the most helpful,  
it's good to express/share ideas.

2. What constructive comments can you offer for improving the teaching of this course?

Make it more clear for assignments, the expectations of each.

3. Additional comments you wish to make regarding the course or instructor.

Very understandable, helps and gives good advice.

4. If applicable, please comment on the relationship between this course and your field.

I am a teacher in NYC public ed.

5. Please comment on the facilities supporting the teacher education program.

Not sure, haven't used them.

PACE UNIVERSITY  
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COURSE OPINION SURVEY – FALL – 2010

Instructor

*Kitbane*

Course

*ED6044*

CRN#

*72542*

1. What did you consider to be the best aspects of this course?

*lots of discussions*

2. What constructive comments can you offer for improving the teaching of this course?

*more structure, more online  
stuff*

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - FALL - 2010

Instructor Kilbane Course ~~ED~~ ED644 CRN# 72158

1. What did you consider to be the best aspects of this course?

Group therapy and work

2. What constructive comments can you offer for improving the teaching of this course?

We need to have real life experience  
to the course

3. Additional comments you wish to make regarding the course or instructor.

more educating on science class

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

The facilities supported the education  
program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – FALL – 2010

Instructor Kilbane Course ED 644 CRN# 72158

1. What did you consider to be the best aspects of this course?

Group Discussions

2. What constructive comments can you offer for improving the teaching of this course?

n/a

3. Additional comments you wish to make regarding the course or instructor.

n/a

4. If applicable, please comment on the relationship between this course and your field.

n/a

5. Please comment on the facilities supporting the teacher education program.

They are feasible.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - FALL - 2010

Instructor James Kilbane Course ED 644 CRN# 72658

1. What did you consider to be the best aspects of this course?

The instructor's flexibility in discussing the topics of relevance to us.

2. What constructive comments can you offer for improving the teaching of this course?

Less lecture - more groupwork / discussion

3. Additional comments you wish to make regarding the course or instructor.

The instructor was very understanding about my struggles and went out of his way to meet with and help me.

4. If applicable, please comment on the relationship between this course and your field.

This course is very relevant to my field.

5. Please comment on the facilities supporting the teacher education program.

They are sufficient.



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – FALL – 2010

Instructor Kilbane Course ED CRN# 644

1. What did you consider to be the best aspects of this course?

The debrief sessions about our experiences about teaching.

2. What constructive comments can you offer for improving the teaching of this course?

The assignments should all be completed during class.

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - FALL - 2010

Instructor Kilbane Course Making Science Meaningful CRN# 72158

1. What did you consider to be the best aspects of this course?

Having a forum in which to connect w/  
fellows in my situation.

2. What constructive comments can you offer for improving the teaching of this course?

Shorter classes w/ more teaching techniques  
taught.

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

Taught me that students lack science-  
related background + how to give them  
skills to achieve.

5. Please comment on the facilities supporting the teacher education program.

Kilbane could have made better use of  
media - more videos of good teaching.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – FALL – 2010

Instructor KILBANE Course ED644 - FALL 10 CRN# 73542

**1. What did you consider to be the best aspects of this course?**

hearing what works / doesn't work from our peers / Prof. Kilbane. Useful demo/lab ideas. - Basically, things that can be directly incorporated into our classrooms

**2. What constructive comments can you offer for improving the teaching of this course?**

**3. Additional comments you wish to make regarding the course or instructor.**

Thanks for understanding about our crazy lives / schedules.

**4. If applicable, please comment on the relationship between this course and your field.**

**5. Please comment on the facilities supporting the teacher education program.**

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – FALL – 2010

Instructor KILBANE Course ED 644 Fall '10 CRN# 73542

1. What did you consider to be the best aspects of this course?

Meeting with fellow teachers and exchanging ideas / sharing about progress as a teacher/educator.

2. What constructive comments can you offer for improving the teaching of this course?

More conversational engagement : The professor is not necessarily always the source of the correct answer / most meaningful response.

3. Additional comments you wish to make regarding the course or instructor.

In class "hands-on" activities are excessive. It is a waste of time for tired/overworked first-year teachers.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - FALL - 2010

Instructor Kilbane Course ED 644 CRN# 73542

1. What did you consider to be the best aspects of this course?

The small group discussions were very helpful

2. What constructive comments can you offer for improving the teaching of this course?

Not much. A bigger room would make discussions easier.

3. Additional comments you wish to make regarding the course or instructor.

Kilbane is good.

4. If applicable, please comment on the relationship between this course and your field.

It didn't help me with Chemistry, but did help me with Teaching

5. Please comment on the facilities supporting the teacher education program.

I think there's almost no support.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – FALL – 2010

Instructor Kilbane Course ED 644 CRN# 72158

1. What did you consider to be the best aspects of this course?

Therapy sessions.

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

5. Please comment on the facilities supporting the teacher education program.

# Count and weight with %

## KILBANE ED644 73542 FA10 NYC

The instructor demonstrated a high level of knowledge in the subject matter.

	Count	Percent	Weight	Weighted Total
SA	9	47.37 %	5	45
A	9	47.37 %	4	36
N	1	5.26 %	3	3
<b>Total Responses</b>	19	<b>100%</b>	12	84
<b>Mean (Avg):</b>	4.42105	<b>StDev (Sample):</b>	0.60698	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b>	0.59079

The instructor was well prepared and organized.

	Count	Percent	Weight	Weighted Total
SA	2	10.00 %	5	10
A	12	60.00 %	4	48
N	5	25.00 %	3	15
D	1	5.00 %	2	2
<b>Total Responses</b>	20	<b>100%</b>	14	75
<b>Mean (Avg):</b>	3.75000	<b>StDev (Sample):</b>	0.71635	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b>	0.69821

The instructor stimulated students' interest in the subject.

	Count	Percent	Weight	Weighted Total
SA	4	20.00 %	5	20
A	9	45.00 %	4	36
N	6	30.00 %	3	18
D	1	5.00 %	2	2
<b>Total Responses</b>	20	<b>100%</b>	14	76
<b>Mean (Avg):</b>	3.80000	<b>StDev (Sample):</b>	0.83351	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b>	0.81240

The instructor encouraged questions.

	Count	Percent	Weight	Weighted Total
SA	13	65.00 %	5	65
A	6	30.00 %	4	24
N	1	5.00 %	3	3
<b>Total Responses</b>	20	<b>100%</b>	12	92
<b>Mean (Avg):</b>	4.60000	<b>StDev (Sample):</b>	0.59824	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b>	0.58310

# Count and weight with %

## KILBANE ED644 73542 FA10 NYC

The instructor used various teaching techniques (e. g. , group discussion, independent work, panels) as appropriate.

	Count	Percent	Weight	Weighted Total
SA	8	40.00 %	5	40
A	10	50.00 %	4	40
N	2	10.00 %	3	6
<b>Total Responses</b>	<b>20</b>	<b>100%</b>	<b>12</b>	<b>86</b>
<b>Mean (Avg): 4.30000</b>		<b>StDev (Sample): 0.65695</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.64031</b>	

The instructor made productive use of class time.

	Count	Percent	Weight	Weighted Total
SA	2	10.53 %	5	10
A	7	36.84 %	4	28
N	6	31.58 %	3	18
D	2	10.53 %	2	4
SD	2	10.53 %	1	2
<b>Total Responses</b>	<b>19</b>	<b>100%</b>	<b>15</b>	<b>62</b>
<b>Mean (Avg): 3.26316</b>		<b>StDev (Sample): 1.14708</b>		
<b>Minimum: 1</b>	<b>Maximum: 5</b>	<b>Range: 4</b>	<b>StDev (Population) 1.11648</b>	

The instructor facilitated students' understanding of the subject matter.

	Count	Percent	Weight	Weighted Total
SA	6	31.58 %	5	30
A	9	47.37 %	4	36
N	4	21.05 %	3	12
<b>Total Responses</b>	<b>19</b>	<b>100%</b>	<b>12</b>	<b>78</b>
<b>Mean (Avg): 4.10526</b>		<b>StDev (Sample): 0.73747</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.71780</b>	

The instructor encouraged students to take responsibility for their own learning.

	Count	Percent	Weight	Weighted Total
SA	7	35.00 %	5	35
A	10	50.00 %	4	40
N	2	10.00 %	3	6
D	1	5.00 %	2	2



# Count and weight with %

## KILBANE ED644 73542 FA10 NYC

The instructor encouraged students to take responsibility for their own learning.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	20	100%	14	83
<b>Mean (Avg):</b> 4.15000			<b>StDev (Sample):</b> 0.81273	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.79215	

The instructor held high standards for students and communicated these clearly.

	Count	Percent	Weight	Weighted Total
SA	6	30.00 %	5	30
A	10	50.00 %	4	40
N	3	15.00 %	3	9
D	1	5.00 %	2	2
<b>Total Responses</b>	20	100%	14	81
<b>Mean (Avg):</b> 4.05000			<b>StDev (Sample):</b> 0.82558	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.80467	

Assessments were fair, valid, and matched instruction.

	Count	Percent	Weight	Weighted Total
SA	9	45.00 %	5	45
A	7	35.00 %	4	28
N	4	20.00 %	3	12
<b>Total Responses</b>	20	100%	12	85
<b>Mean (Avg):</b> 4.25000			<b>StDev (Sample):</b> 0.78640	
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.76649	

Assignments were returned with meaningful comments.

	Count	Percent	Weight	Weighted Total
SA	9	45.00 %	5	45
A	9	45.00 %	4	36
N	1	5.00 %	3	3
D	1	5.00 %	2	2
<b>Total Responses</b>	20	100%	14	86
<b>Mean (Avg):</b> 4.30000			<b>StDev (Sample):</b> 0.80131	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.78102	

The instructor's expectations and grading system were clear.

	Count	Percent	Weight	Weighted Total
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# Count and weight with %

## KILBANE ED644 73542 FA10 NYC

The instructor's expectations and grading system were clear.

	Count	Percent	Weight	Weighted Total	
SA	13	65.00 %	5	65	
A	4	20.00 %	4	16	
N	2	10.00 %	3	6	
D	1	5.00 %	2	2	
<b>Total Responses</b>		20	100 %	14	89
<b>Mean (Avg):</b> 4.45000		<b>StDev (Sample):</b> 0.88704			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.86458		

The instructor displayed respect for each student.

	Count	Percent	Weight	Weighted Total	
SA	14	70.00 %	5	70	
A	5	25.00 %	4	20	
D	1	5.00 %	2	2	
<b>Total Responses</b>		20	100 %	11	92
<b>Mean (Avg):</b> 4.60000		<b>StDev (Sample):</b> 0.75394			
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.73485		

The instructor was sensitive to and listened and responded to students' learning needs.

	Count	Percent	Weight	Weighted Total	
SA	11	55.00 %	5	55	
A	8	40.00 %	4	32	
N	1	5.00 %	3	3	
<b>Total Responses</b>		20	100 %	12	90
<b>Mean (Avg):</b> 4.50000		<b>StDev (Sample):</b> 0.60698			
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.59161		

Office hours were in syllabus and instructor was available at those hours and gave help when asked.

	Count	Percent	Weight	Weighted Total	
SA	6	33.33 %	5	30	
A	7	38.89 %	4	28	
N	5	27.78 %	3	15	
<b>Total Responses</b>		18	100 %	12	73
<b>Mean (Avg):</b> 4.05556		<b>StDev (Sample):</b> 0.80237			
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.77976		

# Count and weight with %

## KILBANE ED644 73542 FA10 NYC

The instructor enabled me to become more aware and tolerant of new approaches and developments in the field.

	Count	Percent	Weight	Weighted Total
SA	10	50.00 %	5	50
A	8	40.00 %	4	32
N	2	10.00 %	3	6
<b>Total Responses</b>	<b>20</b>	<b>100%</b>	<b>12</b>	<b>88</b>
<b>Mean (Avg): 4.40000</b>		<b>StDev (Sample): 0.68056</b>		
<b>Minimum: 3</b>	<b>Maximum: 5</b>	<b>Range: 2</b>	<b>StDev (Population) 0.66332</b>	

The instructor was able to stimulate my capacity for independent thought.

	Count	Percent	Weight	Weighted Total
SA	8	40.00 %	5	40
A	8	40.00 %	4	32
N	3	15.00 %	3	9
SD	1	5.00 %	1	1
<b>Total Responses</b>	<b>20</b>	<b>100%</b>	<b>13</b>	<b>82</b>
<b>Mean (Avg): 4.10000</b>		<b>StDev (Sample): 1.02084</b>		
<b>Minimum: 1</b>	<b>Maximum: 5</b>	<b>Range: 4</b>	<b>StDev (Population) 0.99499</b>	

There was a high quality of instruction in this course.

	Count	Percent	Weight	Weighted Total
SA	5	25.00 %	5	25
A	10	50.00 %	4	40
N	3	15.00 %	3	9
D	1	5.00 %	2	2
SD	1	5.00 %	1	1
<b>Total Responses</b>	<b>20</b>	<b>100%</b>	<b>15</b>	<b>77</b>
<b>Mean (Avg): 3.85000</b>		<b>StDev (Sample): 1.03999</b>		
<b>Minimum: 1</b>	<b>Maximum: 5</b>	<b>Range: 4</b>	<b>StDev (Population) 1.01366</b>	

The objectives of this course were clear.

	Count	Percent	Weight	Weighted Total
SA	5	25.00 %	5	25
A	9	45.00 %	4	36
N	1	5.00 %	3	3
D	4	20.00 %	2	8
SD	1	5.00 %	1	1

# Count and weight with %

## KILBANE ED644 73542 FA10 NYC

The objectives of this course were clear.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	20	100%	15	73
<b>Mean (Avg):</b> 3.65000			<b>StDev (Sample):</b> 1.22582	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population):</b> 1.19478	

The assignments were meaningful and aided in learning.

	Count	Percent	Weight	Weighted Total
SA	3	15.79 %	5	15
A	12	63.16 %	4	48
N	3	15.79 %	3	9
D	1	5.26 %	2	2
<b>Total Responses</b>	19	100%	14	74
<b>Mean (Avg):</b> 3.89474			<b>StDev (Sample):</b> 0.73747	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population):</b> 0.71780	

Assignments required critical and creative thought.

	Count	Percent	Weight	Weighted Total
SA	4	21.05 %	5	20
A	11	57.89 %	4	44
N	2	10.53 %	3	6
D	2	10.53 %	2	4
<b>Total Responses</b>	19	100%	14	74
<b>Mean (Avg):</b> 3.89474			<b>StDev (Sample):</b> 0.87526	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population):</b> 0.85192	

The course design was effective in meeting the objectives of this course.

	Count	Percent	Weight	Weighted Total
SA	5	25.00 %	5	25
A	8	40.00 %	4	32
N	6	30.00 %	3	18
SD	1	5.00 %	1	1
<b>Total Responses</b>	20	100%	13	76
<b>Mean (Avg):</b> 3.80000			<b>StDev (Sample):</b> 1.00525	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population):</b> 0.97980	

The course facilitated my development as a professional educator. (n/a for reading 100)

	Count	Percent	Weight	Weighted
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# Count and weight with %

## KILBANE ED644 73542 FA10 NYC

				<b>Total</b>
SA	5	25.00 %	5	25
A	10	50.00 %	4	40
N	2	10.00 %	3	6
D	2	10.00 %	2	4
SD	1	5.00 %	1	1
<b>Total Responses</b>		20	<b>100%</b>	15
<b>Mean (Avg):</b> 3.80000		<b>StDev (Sample):</b> 1.10501		
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.07703	

My expectations were satisfied by the focus and substance of this course.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	3	15.00 %	5	15
A	12	60.00 %	4	48
N	1	5.00 %	3	3
D	2	10.00 %	2	4
SD	2	10.00 %	1	2
<b>Total Responses</b>		20	<b>100%</b>	15
<b>Mean (Avg):</b> 3.60000		<b>StDev (Sample):</b> 1.18766		
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.15758	

The required readings were appropriately current, relevant, and useful.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	4	20.00 %	5	20
A	13	65.00 %	4	52
N	3	15.00 %	3	9
<b>Total Responses</b>		20	<b>100%</b>	12
<b>Mean (Avg):</b> 4.05000		<b>StDev (Sample):</b> 0.60481		
<b>Minimum:</b> 3	<b>Maximum:</b> 5	<b>Range:</b> 2	<b>StDev (Population)</b> 0.58949	

Supplementary materials were appropriately current, relevant, and useful.

	<b>Count</b>	<b>Percent</b>	<b>Weight</b>	<b>Weighted Total</b>
SA	4	21.05 %	5	20
A	13	68.42 %	4	52
N	1	5.26 %	3	3
D	1	5.26 %	2	2

# Count and weight with %

## KILBANE ED644 73542 FA10 NYC

Supplementary materials were appropriately current, relevant, and useful.

	Count	Percent	Weight	Weighted Total
<b>Total Responses</b>	19	100%	14	77
<b>Mean (Avg):</b> 4.05263			<b>StDev (Sample):</b> 0.70504	
<b>Minimum:</b> 2	<b>Maximum:</b> 5	<b>Range:</b> 3	<b>StDev (Population)</b> 0.68623	

The students were well prepared every week for class.

	Count	Percent	Weight	Weighted Total
SA	2	10.53 %	5	10
A	6	31.58 %	4	24
N	5	26.32 %	3	15
D	5	26.32 %	2	10
SD	1	5.26 %	1	1
<b>Total Responses</b>	19	100%	15	60
<b>Mean (Avg):</b> 3.15789			<b>StDev (Sample):</b> 1.11869	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.08885	

The students challenged fellow students to do excellent work in the course.

	Count	Percent	Weight	Weighted Total
SA	2	10.00 %	5	10
A	7	35.00 %	4	28
N	6	30.00 %	3	18
D	4	20.00 %	2	8
SD	1	5.00 %	1	1
<b>Total Responses</b>	20	100%	15	65
<b>Mean (Avg):</b> 3.25000			<b>StDev (Sample):</b> 1.06992	
<b>Minimum:</b> 1	<b>Maximum:</b> 5	<b>Range:</b> 4	<b>StDev (Population)</b> 1.04283	

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COURSE OPINION SURVEY - FALL - 2010

Instructor Prof Kilbane Course ED 644 CRN# 73542

1. What did you consider to be the best aspects of this course?

It was great to be able to reflect every week on my experiences as a first year teacher and to hear advice from the professor and fellow classmates.

2. What constructive comments can you offer for improving the teaching of this course?

We think the content should be more realistic on how what we can actually do in the classroom as a first-year teacher... would love to take this class again in 3~~or~~ or more years.

3. Additional comments you wish to make regarding the course or instructor.

He offered great activities and advice.

4. If applicable, please comment on the relationship between this course and your field.

It was interesting to learn the concepts about student inquiry even though we find it very difficult to implement them as a first year teacher.

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – FALL – 2010

Instructor Kilbane Course ED 644 CRN# 73542

1. What did you consider to be the best aspects of this course?

Reflections on teaching helped to keep me grounded and it helped to know that I wasn't the only one struggling.

2. What constructive comments can you offer for improving the teaching of this course?

Group projects, instead of individual projects.

3. Additional comments you wish to make regarding the course or instructor.

Kilbane was very understanding and assigned work that was worthwhile.

4. If applicable, please comment on the relationship between this course and your field.

This course helped me with teaching science.

5. Please comment on the facilities supporting the teacher education program.

I just learned about tech-support and it seems good.



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COURSE OPINION SURVEY – FALL – 2010

Instructor Kilbane Course ED 644 CRN# 73542

1. What did you consider to be the best aspects of this course?

Group discussion; encourages self-reflection; the fact that course work can be used in my classroom

2. What constructive comments can you offer for improving the teaching of this course?

Organization, more specific goals/direction

3. Additional comments you wish to make regarding the course or instructor.

I value hearing about his personal experiences as a teacher, and his overall empathy.

4. If applicable, please comment on the relationship between this course and your field.

At first, I did not see the value. But upon more time & reflection, I believe the assignments and group discussion can be directly implemented in my classroom.

5. Please comment on the facilities supporting the teacher education program.

Satisfied.

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SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – FALL – 2010

Instructor KILBANE Course ED 644 CRN# 73542

1. What did you consider to be the best aspects of this course?

time for Q's and hearing from other fellows.

2. What constructive comments can you offer for improving the teaching of this course?

Different assignments.  
class time - more discussion.

3. Additional comments you wish to make regarding the course or instructor.

very friendly, approachable, knowledgeable Prof.

4. If applicable, please comment on the relationship between this course and your field.

Useful, not necessary.

5. Please comment on the facilities supporting the teacher education program.

Not good.

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COURSE OPINION SURVEY – FALL – 2010

Instructor Kilbane Course \_\_\_\_\_ CRN# \_\_\_\_\_

1. What did you consider to be the best aspects of this course?  
*flexibility in assignment  
due dates & chance to revise work*

2. What constructive comments can you offer for improving the teaching of this course?

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.  
*MST in Teaching / Science teacher fellow.*

5. Please comment on the facilities supporting the teacher education program.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – FALL – 2010

Instructor Kilbane Course ED 644 CRN# 73542

**1. What did you consider to be the best aspects of this course?**

Having time to reflect on my teaching life, and the chill atmosphere

**2. What constructive comments can you offer for improving the teaching of this course?**

More classes at home, or in the computer lab working on assignments

**3. Additional comments you wish to make regarding the course or instructor.**

Professor Kilbane is thoughtful, helpful, and experienced

**4. If applicable, please comment on the relationship between this course and your field.**

I didn't really learn much about teaching.

**5. Please comment on the facilities supporting the teacher education program.**

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – FALL – 2010

Instructor KILBANE Course ED644 CRN# 73542

1. What did you consider to be the best aspects of this course?

*Good classroom discussions.*

2. What constructive comments can you offer for improving the teaching of this course?

*Perhaps less complaining from the students.*

3. Additional comments you wish to make regarding the course or instructor.

—

4. If applicable, please comment on the relationship between this course and your field.

*Educational*

5. Please comment on the facilities supporting the teacher education program.

*Good.*

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COURSE OPINION SURVEY – FALL – 2010

Instructor Kilbane Course ED 644 CRN# 73542

**1. What did you consider to be the best aspects of this course?**

Professor is very knowledgeable in the subject area.

**2. What constructive comments can you offer for improving the teaching of this course?**

Some of the assignments seemed pointless – do away with them

**3. Additional comments you wish to make regarding the course or instructor.**

I am not sure what the objectives were for this course.

**4. If applicable, please comment on the relationship between this course and your field.**

**5. Please comment on the facilities supporting the teacher education program.**

Good

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – FALL – 2010

Instructor Kilbane Course ED 694 CRN# 73572

1. What did you consider to be the best aspects of this course?

*Class Discussion*

2. What constructive comments can you offer for improving the teaching of this course?

*I was comfortable and happy with the course.*

3. Additional comments you wish to make regarding the course or instructor.

*Instructor was very fair*

4. If applicable, please comment on the relationship between this course and your field.

*This course supported my field*

5. Please comment on the facilities supporting the teacher education program.

*Facilities were fine*

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - FALL - 2010

Instructor Kilbane Course ED 644 CRN# 7354B

**1. What did you consider to be the best aspects of this course?**

This class allowed for lots of open discussion about personal issues at our schools. Dr. Kilbane devoted lots of time and thought to our personal questions and problems. The readings were interesting, albeit random and randomly interspersed throughout the class.

**2. What constructive comments can you offer for improving the teaching of this course?**

Give us a total focus for the class. I felt like the point of each class wasn't clear, although I often felt each class was helpful or useful. I would have liked to have known exactly what Kilbane wanted us to get out of the class period.

**3. Additional comments you wish to make regarding the course or instructor.**

Kilbane - you are too nice! Don't let people take 20 minutes out of class to discuss their personal, random, unrelatable issues. It bothers everyone else and makes us feel annoyed w/ the person asking the question. Make them email you w/ questions (resp questions right at the end of class)

**4. If applicable, please comment on the relationship between this course and your field.**

I am a science teacher and this course dealt w/ science but not specifically w/ 7th grade science. Understandably so - not everyone is teaching 7th grade sci.

**5. Please comment on the facilities supporting the teacher education program.**

ok - would LOVE windows!  
good projector and computer and screen



PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY - FALL - 2010

Instructor Jim Kilbane Course ED 644 CRN# 73542

1. What did you consider to be the best aspects of this course?

We got to meet our fellow teaching fellows every week and were given time to reflect on our teaching and experiences.

2. What constructive comments can you offer for improving the teaching of this course?

The professor needs to be more organized and prepared for class. Also, sometimes the assignments did not match content covered in class.

3. Additional comments you wish to make regarding the course or instructor.

Jim is super friendly and has good rapport with students. However, he needs to show us that he is organized and prepared everyday.

4. If applicable, please comment on the relationship between this course and your field.

I am a science teacher and this course was about making science meaningful.

5. Please comment on the facilities supporting the teacher education program.

I appreciate the Pace field consultant that gives me feedback on my actual teaching.

PACE UNIVERSITY  
SCHOOL OF EDUCATION  
COURSE OPINION SURVEY – FALL – 2010

Instructor Jim Kilbane Course ED 644

CRN# 73542

1. What did you consider to be the best aspects of this course?

Discussions on teaching experiences/problems in our classrooms

2. What constructive comments can you offer for improving the teaching of this course?

Less time

3. Additional comments you wish to make regarding the course or instructor.

4. If applicable, please comment on the relationship between this course and your field.

Classroom management should be first

5. Please comment on the facilities supporting the teacher education program.

Good

## **Scholarship Documents**

## ***Research Agenda***

My research agenda focuses generally on ways to improve the educational experience of K-12 students. This interest is complicated by my ecological focus based in an understanding of systems theory. This approach requires taking a larger view of a complex set of interactions as the focus of study. This larger view means, for me, studying different aspects of the system.

To meet my systems orientation I have worked mostly as a qualitative researcher. My dissertation focused on examining what was happening at schools that were undergoing whole school reform. One key element of my study was the examination of teachers working in professional learning communities as both the tool for school change and for teacher development. As I have become involved in teacher education I have continued my interest in teacher development, adding pre-service and alternative preparation to my previous work with in-service teachers.

I have continued my previous work on collaborative inquiry with my research into the “Students as Inquirers, Teachers as Inquirers” project that C. Clayton and I are engaged in. In this process we are studying the development of teachers as they aid students in the inquiry process. My most recent presentation from this data explored a tool for analyzing teacher conceptions of inquiry.

On another exploratory project I have interviewed teachers who graduated from our alternative certification program to better understand their perspective on the program and the work we did with them. It was an attempt to better understand how that development process works in preparing them to teach in schools.

Lastly my work with A. Maloney on the experience of students in developing a new high school was an expansive interest for me to explore how students view an attempt at whole school reform where a school was started from scratch. As part of this research we examined how students saw the involvement of the university in the growth of the school. While a move away from teacher development it was work on another of those complex interactions that make up school reform.

On a more theoretical front I am updating some previous work I have done on an ecocentric approach to whole school reform. I, along with L. Holloway, have suggested that the worldview most teachers carry narrows the conception of school improvement. Our premise is that an ecocentric view would allow them to more adequately to the systems that need to be addressed for real reform to occur.

## ***Recent Publications***

Kilbane, J. (2010). "Teachers Learning in Community: Realities and Possibilities" book review. Teachers College Record.

(Article attached)

Kilbane, J. (2009). "Factors in Sustaining Professional Learning Community." National Association for Secondary Schools Principals Bulletin.

(Article attached)

Kilbane, J. (2008). "When are We Going to Study Curriculum in Curriculum Studies?" Journal of Curriculum and Pedagogy.

(Article attached)




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Topics

## Teachers Learning in Community: Realities and Possibilities

reviewed by James Farrel Kilbane – August 10, 2010

**Title:** Teachers Learning in Community: Realities and Possibilities  
**Author(s):** Betty Lou Whitford and Diane R. Wood (eds.)  
**Publisher:** State University of New York Press, Albany  
**ISBN:** 1438430604, **Pages:** 190, **Year:** 2010  
[Search for book at Amazon.com](#)

*Teachers Learning in Community* relates the stories of actual teachers, schools, and districts that worked to improve teacher instruction by fostering teachers working and learning together. It provides insight into the complexities of developing what have come to be commonly known as “professional learning communities” (PLCs). These communities developed new ways of educators interacting professionally in order to change the working environment of the teachers, attempting to move to a culture of common accountability for student learning.

The researchers, and authors of the text, employed an ethnographic approach permitting the researchers to tell compelling stories; stories that at once illuminate and complicate the process of developing a professional learning community. As with any well-edited book it provides various perspectives on the development and sustainability of these communities of learners. In preparation the first two chapters define PLCs and their attributes using vignettes from two schools; describe the initiative that supported the PLC work; and explain the research process. These details provide the context necessary for the reader to better understand the stories told in the rest of

Discussion

- Naive Academic Discourse
- brilliant contrast of the “iron cage of modernity” contrasted with the humane and organic anthropological approach
- “Addiction” or “Insanity”: Changing the grammar of schooling
- SHG comments on Gregory Review
- A culture gone mad

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- Multiple Childhoods/Multidisciplinary Perspectives: Interrogating Normativity in Childhood Studies
- Call for Proposal - Social Studies Conference
- CALL FOR CHAPTER PROPOSALS: THE WORLD BANK’S EDUCATION POLICY DEVELOPMENT AND REVISION
- Equity and Social Justice Conference: Richard Stockton College of NJ
- CALL FOR PARTICIPANTS: Debates in School Governance
- Call for Proposals: Collaboration in Education

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- A Culture of Collaborative Inquiry: Learning to Develop and Support Professional Learning Communities
- Sustaining Professional Learning Communities
- Learning From Success as Leverage for a Professional Learning Community: Exploring an Alternative Perspective of School Improvement Process
- “The Union of Intellectual Freedom and Cooperation”: Learning From the University of Chicago’s Laboratory School Community, 1896-1904

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About the Author

● James Kilbane  
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 E-mail Author  
 JIM KILBANE is an Assistant Professor at Pace University in its School of Education. His interests include the intersection of professional development and school reform, particularly collaborative inquiry, and student inquiry in the classroom. He currently works with science educators in an alternative certification program, as well as providing professional development in inquiry in the classroom with a small network of New York Schools affiliated with Pace. He is the faculty liaison with Pace High

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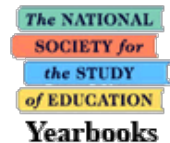
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the text.

In each of Chapters 3 through 6 the authors (each chapter is written by the researcher(s) who worked with that specific group of schools) relate the story of schools and districts in Pennsylvania, New Jersey, and Florida. While all part of the same funded initiative, there were variations in implementation that bring forth the interplay of factors in any school community doing this work. Having been part of work similar to that of the initiative, I was fascinated by the stories, finding that much of what occurred, in all of its variations, resonated with my experience. Each chapter in this text raises key issues in implementing a PLC as professional development with Chapter 6 providing the perspective of two teachers who coached the PLCs at their building. However, the strength of these individual stories (and this text) is that each echoes the benefits and lessons that are the focus of the others despite the variations.

The authors share the following, all of which impact any group implementing PLCs:

- how the groups moved from initializing PLCs to institutionalizing their work and presence
- how protocols both support and limit collegial conversations
- whether PLCs work within the status quo or are able to question the status quo
- how high stakes testing impacts the teacher efficacy of a PLC
- how the nature of the participants, and particularly the principal and external facilitator, impact the PLC
- the challenge of teachers coming to understand the inquiry process
- the elusive nature of the connection between student learning and the efforts of the PLC
- considerations of mandated membership versus voluntary membership

The development of PLCs is idiosyncratic, made so by the unique political, district, and school contexts in each setting, so this text cannot provide a step-by-step instruction manual. Still this text is a valuable read for those intending to employ professional learning communities in their schools or districts because the stories do provide both cautions and thoughtful insight for anyone considering questions such as whether PLCs should be mandatory or voluntary; how high stakes testing interfaces with a PLC's focus on student learning; or the challenge of developing groups that do more than just look like

School, a professional development school partner with the university. He recently published "Factors in Sustaining Professional Learning Communities" in the *National Association of Secondary School Principals Bulletin*.



PLCs, but actually function well.

In the seventh chapter, Ken Jones, acting in essence as a discussant asks, "What's To Not Like about Professional Learning Communities?" Jones opens his chapter taking a broader view, contextualizing the value/role of PLCs in the larger political/cultural context. While this discussion moves the conversation from the practical implementation of the other chapters, it is imperative to understand this larger context to truly understand what PLCs can actually accomplish in school reform. Jones follows with a discussion of points raised by the other authors. His questioning of the importance of protocols particularly resonated with me, as the discussion of protocols throughout the text gives the appearance that they are the critical element of what a PLC is about. As does Jones, I have found protocols to be an excellent tool, but not as central to the work as the attention given to them in this text suggests.

In the final chapter, "A Look to the Future," the editors write about lessons from these various research studies aggregating around questions of who decides the work of the PLC, whether the PLC can advance teacher and student learning, and the value of PLCs as transformational. In their discussion of this last point, Whitford and Wood have developed an intriguing chart comparing PLCs as an enhancement to the professional school culture versus transforming that culture.

Too often in education good ideas are implemented only at a simple surface level. This text articulates well the complexities when the work moves beyond that level, so it is an important read for those not only implementing PLCs but policy makers who hear about PLCs and the successes they do have and conclude that everyone should be involved. While not definitively answering the question of whether PLCs should be mandated or not, the text identifies the challenge of doing so and still successfully implementing a PLC. It also clearly tells the story of the interaction of two policies, high stakes testing and collective professional accountability, that on one level appear to support the same end of improved student learning, but on another level actually are working from opposing theories of action.

For me, as a researcher in school reform, this text adds to the professional literature in two ways. First, it provides well-documented data that exposes the

interplay between multiple factors that naturally come into play in all situations that involve human relationships. Due to the unique nature of the different contexts, the more stories we have that provide a detailed understanding of that interplay of factors, the better we can develop responses for addressing complex interrelationships in new situations. Second, it raises new questions, and provides data to inform the answers to those questions, about the success of PLCs when they need to exist in the context of high-stakes testing and how to define success as to whether the PLC enhances or transforms the teacher experience. In both cases, this text expands our thinking and understanding of PLCs to a deeper level offering a better chance that efforts expended are likely to be successful.

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## Factors in Sustaining Professional Learning Community

James F. Kilbane, Jr  
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# Factors in Sustaining Professional Learning Community

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James F. Kilbane, Jr.<sup>1</sup>

## Abstract

School change efforts to develop schools as learning communities result in schools that are constantly learning and thus changing. This collective case study of four schools involved in a 4-year reform effort begins to examine the ongoing sustainability of a learning community. The study draws insights about the sustainability of learning communities in these schools as involving issues of change, loss, and hope. After offering a description for each of these themes, a discussion is offered that draws connections to the environmental factors of administrative support, collaborative structures, relational integrity, enablers, and coherence that operated to perpetuate reform in these schools.

## Keywords

school reform, professional learning communities, school change, professional development

In 1998, the Indiana Essential Schools Network (IESN) initiated a comprehensive school reform (CSR) effort involving 10 schools from across the state. Following principles articulated by the Coalition of Essential Schools (CES), the adopted CSR was aligned with similar initiatives around the nation. In particular, the reform undertaken attempted to effect change of the whole organization by developing professional learning communities within each of the schools. Rather than working on individual components of these schools, a systemic and dynamic approach was advanced that expected complexity, fostered continual change, and attended to the relationships of participants. Proponents hoped that learning communities would build the capacity for

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change, in at least a critical portion of the staff, so that the practices and processes promoted within the initiative would continue once funding ended.

After 4 years, funding for IESN's initiative was discontinued. During this time, the political landscape had changed and with it the educational landscape. At the time, the newly authorized No Child Left Behind Act (NCLB) shifted priorities in education to accountability and scientific measurement of school effectiveness. The questions before the faculty of the 10 schools that had been involved with IESN were whether and how they would continue to engage in collaborative inquiry and organizational learning. Questions raised by Tyack and Cuban (1995) about the sustainability of CSR were also beginning to receive interest in the literature (Feldman, 2000). Research by Taylor (2005) and Goldenburg (2004) investigated and identified various factors that influenced outcomes as well as articulated methods for gathering and analyzing data to address the problem. This article contributes to theory and practice on the sustainability and persistence of professional learning communities in schools. Specifically, it shares findings from a study of 4 of the 10 schools that participated in the IESN project. Using data gathered 4 years after funding ended, the study investigated the long-term impact of the CSR to develop learning communities and support collaborative inquiry for teacher professional growth and organizational change.

The factors that influenced the sustainability of school change in Taylor's (2005) research were all present in this study. Those with the greatest impact in the four IESN initiative schools included leadership, funding, staff capacity and faculty retention, alignment of effort and protection from competing reforms, and professional development and reform assistance. Before examining these factors as evident within these schools, a review of literature and methodology is provided. The review discusses concepts and findings offered in the literature about professional learning communities and the sustainability of CSR. The article concludes with a summary that emphasizes study recommendations for teachers and principals seeking to support learning communities within their own schools.

## Professional Learning Communities

The whole school reform literature began to speak of learning organizations or professional learning communities as an outgrowth of reform efforts in the 1990s (Grossman, Wineburg, & Woolworth, 2000). The argument for such an approach followed Sarason's (1990) assertion that "it is virtually impossible to create and sustain over time conditions for productive learning for students when they do not exist for teachers" (p. 145) and incorporated Dewey's (1916/1966) philosophy. For Dewey, the ongoing life of the community required a continuous readaptation to new knowledge or needs. The scientific method was the decision-making process by which a community learned both to adapt and to develop a common vision toward its growth, which Dewey defined as the ability to develop one's talents and abilities as a member of the community and which development would also benefit the group. Thus, was he an early proponent of not only progressive child-centered education (a basis for the work of CES and IESN) but also

ideas that have taken root in literature on learning communities or organizations (Fullan, 1993; Senge, 1990). Both bodies of scholarship share an understanding that shifts learning from that of an individual process prevalent in traditional teacher professional development to a collegial process that is aligned with a systems approach. The long-term focus of such effort is improved learning for students (DuFour & Eaker, 1998; Kruse, Louis, & Bryk, 1995; Louis, Mark, & Kruse, 1996; McLaughlin & Talbert, 2001; National Association of Secondary School Principals, 2004).

Based on a 5-year program of research involving 24 schools in 16 states that addressed the issue of collaborative inquiry to support standards-based student achievement, Newmann (1996) identified five central elements to define learning community. A learning community is a group of professionals who possess a common vision for student learning and agreements that involve collaborating, sharing, and reflecting on their practice and who inquire into the teaching and learning process. Each of these elements has been supported in research (Achinstejn, 2002; DuFour & Eaker, 1998; McLaughlin & Talbert, 2001; McLaughlin & Zarrow, 2001; Senge, 1990; Sergiovanni, 2000; Weinbaum et al., 2004).

As the self-governing aspect of a living system regulates the whole to sustain itself, a community working to maintain its intellectual focus for the long term can balance diverse, and potentially opposing, short-term needs (Newmann, 2002). Sustaining this ongoing public inquiry of practice and a results-oriented focus on student learning exposes a culture that is different than that of traditional schools (Goodlad, 1984; Sizer, 1984). Sizer (1996) later attempted to depict schools with a culture of learning for student and teacher and joined with a loose affiliation of schools, the CES, to implement the vision.

## Sustainability of CSR

Research into the sustainability of CSR indicates a number of factors that affect its growth or persistence (Florian, 2000; Gersten, Chard, & Baker, 2000; Taylor, 2005). Florian (2000) studied four districts 9 years after they initiated a CSR effort. She found that the continuity of the changes was influenced by the following factors: staff development becoming routine, school culture supporting innovation, collaboration focusing on achieving goals, consistent leadership, and district structures and political context supporting reform ideals. She noted that these factors worked in tandem. Taylor (2005) extended this list to the following through reviewing the literature: (a) strong local capacity, (b) encouraging political context, (c) adequate funding, (d) positive student outcomes, (e) alignment between the reform design and the school, (f) leadership continuity, (g) faculty retention, (h) faculty commitment, (i) practical concrete reform specifications structured into daily school life, (j) sustained professional development, and (k) protection from competing reforms. After analyzing data from 395 urban, disadvantaged, low-achieving elementary and middle schools 3 years after they began CSR, he found that the absence of one or more of these factors contributed to the decision to end reform at every school.

The health of a natural ecosystem is the result of interlocking relationships of various elements termed environmental factors, which include water, temperature, soil conditions, and so on. Similarly, a number of factors support the health of the web of relationships that make up the human system of a school community. School leaders' attention to the factors noted by Taylor and Florian increase the chance of success in building and maintaining the school as a professional learning community. The following discussion examines the literature on the persistence of CSR as organized around five environmental factors: collaborative structures, administrative support, relational integrity, enablers, and coherence.

### *Collaborative Structures and Administrative Support*

In a 3-year study of eight elementary, eight middle, and eight high schools that were successful at developing a professional community, Louis et al. (1996) developed a framework of structural conditions and social resources that made a substantial contribution to the strength of these communities. The four structural conditions were scheduled planning time, teacher empowerment, staff size, and staffing complexity. They also identified five social resources: supportive leadership, feedback on instructional performance, openness to innovation, respect, and professional development. Other authors are not as extensive in their considerations but generally concur that these conditions are important (Bray, Lee, Smith, & Yorks, 2000; DuFour & Eaker, 1998; Sarason, 1990; Senge et al., 2000; Weinbaum et al., 2004).

Time for teachers to come together is the structural condition most commonly cited as a necessity and a challenge in CSR (Bray et al., 2000; DuFour & Eaker, 1998; Sarason, 1990; Senge et al., 2000; Weinbaum et al., 2004). Most CSR initiatives have teachers meeting outside of school time, usually with a stipend. This arrangement leaves the meeting as an extra that can be ignored when the teacher's life outside of school requires attention.

Time is usually dependent on resources. Appropriate resources, along with administrative support to provide those resources, are seen as critical (Bray et al., 2000; Little, 2002; Louis et al., 1996; Oja & Smulyan, 1989). Resources are needed for coaching, and also needed are substitutes to allow teachers to visit each other's classrooms, equipment to videotape teaching, financial support to present at conferences, and Internet access for professional communication. In addition, there needs to be resources committed to increased communication (Senge et al., 2000).

Support is also necessary to provide the autonomy and empowerment for teacher inquiry (DuFour & Eaker, 1998; Louis et al., 1996; Newmann, 2002; Senge et al., 2000). If teachers do not feel they have the power to make changes based on the findings of their inquiry, they will not invest the energy or effort into the challenging work of inquiry. This empowerment also can increase a sense of accountability, which can be further enhanced by opportunities to share the results of inquiries with a larger public, be it professional or the local community. Providing support for professional exchanges such as critical friends visits (where visiting groups provide feedback to the

host school), presenting at conferences, or hosting open house nights can develop teacher professionalism (Little, 2002). Administrative support may provide a fertile ground on which the interdependent relations of a community can grow but can be jeopardized when school leadership changes (Taylor, 2005) or becomes inconsistent in direction (Florian, 2000).

### *Relational Integrity and Enablers*

Relational integrity is the internal accountability of the members of the community to continuous learning and to each other. Integrity comes from the goal orientation of a commitment to continuous learning and an acceptance of the accountability that goes with setting and measuring progress toward goals (Florian, 2000; Goldenberg, 2004). This is true whether the goal is student learning or teacher learning. Measurement of progress toward goals requires that teachers know the technical aspects of collaborative inquiry (Weinbaum et al., 2004). The knowledge of assessing as well as collecting, managing, and analyzing data that result is critical to inquiry and one of three skill sets necessary to collaborative inquiry and relational integrity.

Accepting responsibility for the learning of not only oneself but also all members is the central relational element of professional community (Allen, Blythe, & Seidel, 2002; Grossman, Wineburg, & Woolworth, 2001; Westheimer, 1998). This responsibility requires an acceptance of mutual respect (Cochran-Smith & Lytle, 1999), deprivatization of practice, and conversations that lead to shared vision and team learning. Engaging in effective conversations that compose deprivatization of practice requires a knowledge base of group theory or skills (Mohr & Dichter, 2002), the second skill set needed.

Although focusing on student work supports group cohesion by moving the focal point to actual data (MacMullen, 1996; Schmoker, 1999), the conversations are still challenging because of a diversity of views, fluidity of relationships, and the multidimensionality of group work. Yet meeting that challenge is necessary for learning (Achinstein, 2002) and requires the third skill set of conversational skills (Clark, 2001). It means having the conversational skills to balance honesty with care and concern so as to not shut others down (Grossman et al., 2001) and for setting norms of interaction (Weinbaum et al., 2004). Protocols are frequently cited in research as helpful tools for educators to practice ways of talking that are more productive in collaborative settings (Little, Gearhart, Curry, & Kafka, 2003; McDonald, Mohr, Dichter, & McDonald, 2003).

Oja and Smulyan (1989) identified technical support for learning the skill sets of new conversational skills, group dynamics, data-processing skills, and knowledge about the inquiry process as valuable, whereas Weinbaum et al. (2004) described using partners to support these as part of CSR. In particular, an external sympathetic partner can provide both the motivation and the pressure of occasional nudging to persist long enough for the efforts to take root (Guskey, 1995; Moffett, 2000). There are two key supporting partnerships or enablers discussed in the literature: coaches and networks.



The collective term *enabler* is used here because, to keep change efforts moving, there is frequent need to consider new ideas or perspectives and to challenge the underlying assumptions that may prevent progress, enabling growth.

Poglinco and Bach (2004) defined coaching as “a process whereby seasoned teachers provide instructional support, professional development opportunities, feedback, and materials to classroom teachers” (p. 398). Tung and Feldman (2001) described the responsibilities of coaches as (a) developing a collaborative culture, (b) improving teaching, learning, and assessment, (c) creating structures for high achievement, and (d) promoting decision making based on data-based inquiry. Each responsibility corresponds to an aspect of relational integrity: strengthening relationships, professional accountability, long-term goals, and use of evidence. At the same time, the tools a coach uses in Costa and Garmston’s (1994) conception—observing, questioning, probing and clarifying, providing data, reflecting—enable coaches to model the inquiry cycle for teachers with whom they are working.

Professional networks of individual teachers for the purpose of sharing ideas about practice have been around for many years. Schools involved in CSR have formed networks often supported by national organizations. McLaughlin (1990) suggested that “the embedded structure of greatest import to teachers might have little or nothing to do with policy—it might have to do with professional networks, school departments, or other school-level associations or colleagues, however organized” (p. 14). This may be because networks can provide the two-pronged action of support and pressure necessary for learning to occur (Meier, 2000). Lieberman and Grolnick (1996) studied 16 networks, finding that participants were able to grapple with problems in depth and immediately, to get multiple perspectives, with others who have common struggles and goals. Learning communities particularly benefit as networks tend to support collaboration, integrated change, facilitative leadership, multiperspective thinking, and teachers challenging each other to develop new ideas rather than administrators prescribing actions (Lieberman & Grolnick, 1996). By acting as “critical friends,” members of a network can offer critical feedback through structures of school visits and protocols and also lend support by recognizing and celebrating successes when they occur (Aness, 2003; Little, 1999; McDonald et al., 1999).

## Coherence

Taylor (2005) identified the importance of a fit or alignment between the philosophy of the reform effort and that of the school for ensuring success. Goldenberg (2004) expanded the alignment to be between all factors that affected learning at school. All elements of a reform intervention, professional development, instructional strategies, indicators of success, culture, and community involvement must work together to provide the coherence necessary to sustain change (Berends, Bodilly, & Kirby, 2002).

Taylor’s (2005) research noted the need for coherence not only at the school but also at the district office level through its support of the school efforts. This makes sense based on Meier’s (2000) contention that innovative schools need to expend

energy on obtaining waivers and adjustments from rules and regulations designed to standardize schools. A district whose vision was aligned with that of the school would decrease the possibility of frustration and burnout of the staff from such efforts. It was this coherence that Pritchard and Marshall (2002) found in their research on healthy districts that had improved student achievement. The commonalities they determined by examining 18 sample districts from a pool of 100 included professional development that is integrated into the life and purposes of the district as a whole.

Fullan (2005) also contends that there must be coherence between the efforts not only of the school and district but also of the state, as many state regulations govern practice in schools. Fink (2000), Goldenberg (2004), and Ouchi (2003) extend this idea of coherence to developing support from the wider public community in order to decrease the challenges to change. It is this sense of coherence between the school environment and its structures, the professional development of teachers, the leadership, school goals, and professional culture that shifts from the modern worldview conception of fixing each teacher to that of a holistic approach to not only school reform but also learning.

This section on environmental factors identifies those elements that support a learning community and enhance the sustainability of learning process identified in CSR literature. Table 1 provides a summary of the key ideas discussed above. School leadership that embraces such practices increases the chance of success in building and maintaining the school as a professional learning community.

## Method

Similar to the method employed by Coe (2000), Florian (2000), and Coburn (2003), this collective case study examined the current impact of a prior intervention. In this study, data were collected to describe four schools as learning communities 4 years after they participated in a 4-year CSR effort. As do the three studies cited, this study considered the current status of the schools as learning communities, including what had been sustained and what had changed since funding ended as well as those factors that might have influenced their current status. Data were collected through interviews, document analyses, and observations. The analysis of the data used a phenomenological approach to draw conclusions.

A case study affords recognition for the occurrence of multiple simultaneous actions in order to understand their interrelated nature (Schostak, 2002). Goldenberg (2004) argued case studies permit a more detailed description and analysis not afforded by other forms of research. It is this more detailed accounting that lets researchers answer the how and why questions so important in understanding school change. Because the original reform effort involved the schools operating as a network to support each other in becoming learning communities, this research explored one subset of schools from that network. Furthermore, Stake (1995) stated a collective case study facilitates pattern recognition in multiple schools, thereby lending credibility to the significance of the pattern.

**Table 1.** Environmental Factors for Sustainability of Reform Efforts

Environmental factor	Particular expression in sustainability research
Collaborative structures	Time to practice new reform practices; time for educators to come together; sustained professional development; development of staff ability is routine; sufficient funding
Administrative support	Leadership stability; leadership is consistent; political context supports reform; support from system; leadership; sufficient funding; protection from other reforms
Relational integrity	Faculty commitment; faculty retention; innovation supported; goals; goal focused; focus on student data; indicators of success
Enablers	Model developer assistance; professional networks; assistance from knowledgeable others
Coherence	Fit or alignment between reform design and school; practical concrete reforms are structured into daily life; factors working in tandem; coherence of efforts

## *The Schools*

The demographic data for the four schools selected for study are offered in Table 2. School names are pseudonyms. Dewey is a small K-8 school of choice within its small city district. Emerson is a K-8 magnet school within a large urban district. Pierce is a comprehensive high school, the sole high school for the midsize city in which it is located. Thoreau is a comprehensive high school, also the sole high school, though in a small town in a rural setting. The four schools chosen for this study each had a core group of 7 to 10 teachers who remained constant throughout the 4 years of the reform effort. All four had administrative leadership that supported the involvement in the reform process, though the principal for each only occasionally attended events. Finally, each of these schools had the same school change coach for all 4 implementation years.

## *Data Collection*

Group interviews were the primary vehicle to collect data on the perceptions of teachers as to the continuation of the reform efforts. Participants reviewed transcriptions of the interviews and had the opportunity to share additional thoughts. These interviews were followed up with individual interviews of two teachers at each school to gain a teacher's perspective on current classroom practice, interaction with the whole school, and impact of those parts of the reform effort that had been sustained.

**Table 2.** School Demographic Data

	Dewey	Emerson	Pierce	Thoreau
Staff FTE	12	26	163	78
Student enrollment	176	290	2,269	910
Low SES (%)	48	72	32	15
White (%)	75	5	75	92
Black (%)	9	89	8	0
Hispanic (%)	6	2	14	6
Asian (%)	5	0	1	0
Attendance rate (%)	95	96	95	95
ISTEP pass rate (%)	60	43	60	71

Note: FTE = full-time equivalent; SES = socioeconomic status; ISTEP = Indiana Statewide Testing for Educational Progress

Beside interviews, document analysis and observations were conducted as part of the study. The reform effort's emphasis on learning community considered issues of both whole school change and individual teacher practice, so data collection focused on effects on the whole school community, small working groups of school community members, and individual teachers. Gathered data included school reform plans, accreditation documents, parent and staff newsletters, and observations of meetings for evidence about whether the whole school or small groups within this school had the qualities of a learning community.

### *Data Analysis and Trustworthiness*

Two coding schemes were employed in analyzing data. The first was developed from the review of the literature on learning communities as offered in the previous section. The characteristics, habits, and supporting environmental factors of learning communities were examined. The second scheme developed from an analysis of the data to make sense of the perspectives of the teachers about the influences on their interactions and professional practice (van den Hoonaard, 1997). A constant comparative method was employed to develop a grounded, sensitizing framework for interpreting data. These concepts were adjusted as additional data were reviewed and organized, which became the themes of change, loss, and hope reported here. These themes were common across the interviews and schools and were integral to understanding the perceptions of teachers.

Follow-up phone interviews were conducted in conjunction with member checking, when necessary. These provided additional clarification and validity for the conclusions being drawn. In addition to these steps for assessing the accuracy of collected and analyzed data, the validity of conclusions depended on the presence of multiple incidents of supporting evidence across schools and teachers. Last, a thick description of the themes in the report of the findings provides transparency that permits readers to determine the strength of the research.

## Limitations

As this is a case study of just four schools from one state, the conclusions it draws are not readily generalized to other contexts. Conclusions are based on a limited range of possibilities from these sites, and it is probable that some important issues of schools as learning communities have not emerged in this study. The relevance of the findings to another school depends on its educational setting and its similarity to the schools studied here (Florian, 2000). Also though some conclusions are drawn regarding potential impacts on the development (or lack thereof) of learning communities, the research was not designed to determine causal relationships but rather to suggest possibilities for further research in this area.

## Findings

Each of the schools in this study had its own journey, yet there were commonalities among them. A description of the IESN initiative and each of the schools as professional learning communities is offered elsewhere (Kilbane, 2007). The following section explores the themes that emerged across the schools as related to their efforts to maintain and develop CSR practices, strategies, and structures. Analyzing the stories and responses shared by teachers, observations of school meetings and classrooms, and artifacts generated by teachers exposed insights about the sustainability of CSR in these schools as involving issues of change, loss, and hope. After offering a description of each of these themes, a discussion is offered that draws connections to the environmental factors of administrative support, collaborative structures, relational integrity, enablers, and coherence that operated to perpetuate reform in these schools. As might be expected in a complex system, there are connections between each of the themes, so although each is addressed separately, there is also overlap from one to the others.

### *An Individual Response to Change*

In each of the four schools, the CSR initiative attempted to change practice at both the classroom level and the whole school level. One year after the initiative ended, Thoreau's principal retired and the principals at Pierce and Dewey were replaced. The new principal of Pierce was then replaced the following year. Although the leadership of Thoreau and Pierce remained stable after these changes, Dewey experienced a series of new leaders, which also occurred while the CSR was underway. Unlike the other three schools, Emerson retained its principal during and after the initiative. In both Thoreau and Pierce, faculty claimed the new administration had moved away from group decision making, nor was work of building a shared vision manifest according to teachers. "I don't think we have a shared vision now. I think it's 'Here's what I want to do and this is the way we are going to do it'" (Peirce group interview). Teachers discussed being left with two options for continuing the work. One choice was to foster the collaborative skills learned within traditional structures (e.g., department

meetings, department chair meetings, instructional leadership team meetings), and/or they could continue the changes made individually in their classrooms. Evidence of the first option was rarely apparent in both schools. Department chair meetings in both high schools were described as being one-way communication venues. Furthermore, the CSR conversation protocols were completely abandoned at Pierce, and at Thoreau their use became very limited. Perhaps the teachers involved were not yet comfortable enough with the collaborative processes to teach others in their use or insist that these practices be continued. For whatever reason, the knowledge and formal deployment of CSR strategies in group settings contracted.

At Dewey and Emerson, faculty also talked about giving less attention and energy to whole school processes that were instituted as part of CSR once involvement with IESN ended. Dewey's teachers struggled with maintaining use of the protocols not because of opposition but rather through neglect of its administration and faculty. The turnover in principals was also evident in its staff. Within 2 years more than half of the teachers in the school had changed, and those who remained struggled with how to maintain group processes in the face of multiple challenges.

Emerson too experienced significant staff turn over. In addition, those teachers who remained discussed how they had used the group decision-making structures to back away from multiage instruction, which had been advocated by their principal. The teachers felt that as a result of this outcome their principal was less supportive of engaging in CSR processes and appeared to revert to more traditional forms of managing the school. The use of group meetings had become unproductive. They shared, "It is just because we are met out. Meetings seemed to have slowed a little bit. . . . People are tired of meetings, especially meetings that don't seem to be all that productive" (group interview). The teachers at Emerson discussed how they continued to use what they had learned through the IESN initiative in their classrooms as it pertained to student learning.

Teachers at the other three schools also described using their new skills on an individual basis. Most importantly, teachers shared that practices such as classroom-level student inquiry continued through modeling and as a result of state-required portfolios. The CSR principle of "student as worker" and "teacher as coach" was discussed by nearly all of the teachers as a goal they continued to value. Students displaying their knowledge through exhibition, cowriting rubrics with teachers, and providing input into the development of their classes were some of the CSR elements that were still carried on. And yet the fact that the teachers described these practices as being the same as when the IESN initiative ended indicated a lack of growth or development that would be expected in a learning community.

The lack of development was not surprising because several made comments that reflected the following:

I guess I don't [do] as much. I would also say that it really hadn't come to my mind, due to always being busy just getting grading done and stuff. I'm glad you brought that up, because, you know what, I really miss part of that . . . because it gets them to think about it a little bit more. (Thoreau group interview)

The problem that these teachers were pointing at is reflected in Rallis and MacMullen's (2000) study of 18 schools in six states associated with the Annenberg Challenge, which included an inquiry component like IESN's. They argued that a school with teachers doing individual inquiries does not result in an inquiry-minded school. Without the support of larger group, it is easy for individual teachers to revert to familiar and traditional practices. Similarly, Shank (2000) found in her case study of a collaborative inquiry group that change in individual practice occurs when it is supported by a "web of connections" (p. 285). Something about the group component of the work made difficulties easier, particularly when teachers could see their effort as connected with others for making the school better.

### *Shackles and Loss*

Teachers at the four schools spoke about school leadership as one of the limits to their pursuing reform objectives schoolwide. Particularly at Pierce, teachers described the change in leadership and direction at the building level as leading to devaluation of the collaborative element of their work, reduction in opportunities for local inquiry, and curtailment of their empowerment. At one time teachers had used time together to investigate, and "nothing [was] too faux pas to talk about" (group interview). Meetings had become places where the principal shared ideas and attempted to gain consensus. A similar impact was evident at Thoreau, where there was also a change in leadership. Much of the sense of loss that teachers at Thoreau felt over not being able to affect change, provide leadership, or meet together was attributed to the actions and comments of their new administration. Thoreau teachers shared their fear of meeting as a group. They related incidents where they had been told that they were undermining the administration, particularly when they asked questions about school practices, which questioning had been encouraged as part of the CSR effort. At both Pierce and Thoreau, teachers felt they were limited in implementing what they had learned during the previous 4 years.

Faculty in these schools also discussed the impact of state- and federal-level mandates as limiting implementation of initiative ideals. A teacher at Pierce explained that the mandates forwarded within NCLB were "so totally contrary" to the CSR effort and that many teachers felt no connection could be made between the two. "Now it just seems like there are so many unfunded mandates from everywhere. There's no common anchor. So it's all fragmented and there's no common energy" (teacher interview). At Thoreau, a teacher commented without being challenged by others that the faculty no longer shared the bigger picture. Fragmentation of efforts, a hallmark of traditional school culture, was being reasserted in these schools.

Teachers raised concerns over lack of control about personal energy and unfunded decisions affecting resources:

There have been more expectations placed on us from the state, the school has had to take a lot of the limited resources that we have, with respect to people



who are involved in those kinds of initiatives, and force them to refocus on things that are required of us, instead of things we would necessarily like to be participating in. That also means that for me, personally, because we have been in such a state of transition as a result of that, I've not had the time personally to dedicate to whole school efforts because I'm trying to keep myself afloat in my own classroom. . . . I think it's just you have this much energy and you have this many things you need to get accomplished [hands spread out] and you have to prioritize. (Pierce group interview)

The loss teachers experienced extended to their understanding of their own efficacy. Feeling disconnected and disempowered for these teachers was seen as ironic. "Now is when we can really use those things that we came up with. And we have no vehicle to do that. That's what I think is upsetting to me" (Pierce group interview).

The teachers at both Pierce and Thoreau reflected on the fact that what they might have been experiencing was a changing of the guard and that they were no longer part of the group making the change. Indeed, teachers in both schools noted that they no longer felt invited to be part of the work. For all these teachers, the perceived inability to affect whole school change for improving learning for students, when at one time they felt it was quite possible, was central to their feelings of loss and being shackled. To many, it appeared that their only option was to respond individually.

Even teachers at Dewey felt the loss and disempowerment from key staff having been replaced and from being under consideration by the district for closure. For Dewey teachers, the obstacle was the lack of perceived support on the part of the district and building administration rather than the overt opposition experienced at Pierce and Thoreau. Because administering Dewey was only one of several district responsibilities for its principal, key roles of leadership, such as setting direction, developing curriculum, and monitoring success through data collection, were fulfilled by the staff and parents. Dewey was not dependent on official leadership for the impetus to change. Yet the value that administrative support and leadership played, even in a nominal form, was evident here given that decisions by others about resources negatively affected their efforts.

Emerson was the only school where teachers did not view state and federal mandates as being in opposition to their CSR work. They felt that the collection and analysis of student data aligned with the CSR effort. The identification of standards for student performance was also perceived as contributing to their conversations about teaching and learning. Teachers at Emerson, however, were not without criticism of NCLB and its influence on their work: "It's harder when our time is itemized for us. And we no longer get to decide what is important to us. So the things that are important to us, they get harder and harder to do" (group interview).

Accepting the responsibility of becoming an inquirer into one's practice is a component of Rallis and MacMullen's (2000) internal accountability. Until recently, accountability, whether internal or external, has played a minor role in the culture and conversation of teaching. Currently, it manifests as an externally mandated



accountability (e.g., standardized test scores, media school report cards). Building internal accountability, then, not only takes time but also goes against the grain both of traditional teacher practice and of the external accountability of efforts such as NCLB. All the teachers in the project insisted on the value and importance of the coaching they received as part of the CRS effort for holding them accountable. Studies on school change coaches describe the challenge of building capacity among teachers to hold themselves accountable but with no clear advice on how the role of coach moves teachers toward the independence needed for internal accountability (see Neufeld & Roper, 2003; Tung & Feldman, 2001). Teachers in schools need to be accountable as opposed to being held accountable. The comments of teachers on the importance of coaching for holding them accountable indicated that they had not internalized this aspect of their professional role. Therefore, external accountability of NCLB appeared unconnected to the internal accountability of a learning community that hindered development of anything more than an individual response to change and contributed to the sense of alienation and disempowerment expressed by participants.

### *Hope: Cultural Change Taking Hold*

The impact of the CSR effort on the classroom practice of individual teachers continues. That these inquiry practices and collaborative approaches have become meaningful to the teachers and have been maintained signifies a cultural change. Indeed, Evers, one of the guest contributors to *Schools That Learn* (Senge et al., 2000), discussed the need for members of a learning organization to “muddle through” (pp. 150-151) the development of a shared vision and shared understandings about learning and about themselves as an organization. This takes time, energy, patience, and a belief that in the end you will come to a better endpoint. Cultural change means attending to the culture—consistently working on it, developing accountability for it, and working on multiple aspects at once.

In the interviews at Dewey, participants most clearly described the influx of new teachers and the ways they were attending to their culture to redevelop a shared vision and rebuild a web of connections. Teachers characterized Dewey during this time as a “learning organization in conflict.” Dewey staff discussed confronting changes in their culture with which they were familiar and comfortable. The conflict was particularly pronounced for the new teachers at Dewey who, because they were busy meeting state licensing requirements and simultaneously trying to stay abreast of their work, struggled with incorporating inquiry into their practice. The experienced staff were at a loss with how to support the new teachers and not further overwhelm them in the effort to maintain or strengthen the school’s culture. In addition, both new and experienced teachers at all schools pointed to other activities competing for their time as a major reason for their lack of follow-through in continuing with inquiry processes.

Despite such challenge, Dewey’s commonly and tightly held goal of better opportunities for student learning acted to encourage faculty to move through the conflict and uncertainty in the hopes of reaching their goal. Although the smaller staff size

gave every individual the opportunity to be heard, their greatest advantage was that the experienced teachers, through practice and the use of democratic structures, understood the time and energy necessary to develop that shared vision and the necessity of relational integrity for supporting it. Dewey's faculty also benefited from the participation and commitment of its parents who took over the role of enabler from the school change coach. As the parents were central to the Dewey community, the teachers' dedication to them and to their children created a more authentic accountability, overlapping the internal and external for the teachers.

Teachers at the other three schools also referenced their labor in building and maintaining the inquiry processes and collaborative strategies. Teachers at Thoreau discussed informally meeting one on one with each other and mentoring new teachers, both formally as part of the state-mandated program and informally as peers. At Emerson, former student teachers were hired (particularly those who had spent 2 years at the school), which strengthened their interconnectedness and relational integrity. "The staff looks on new people as being able to mentor them also" (Emerson group interview), indicating that ongoing learning had taken hold.

Although evidence of whole school or group cultural change was less apparent in the four schools, there are two notable instances. One indication of more systemic cultural change at Thoreau was present in the work that one teacher termed "collaborative inquiry—esque." The school had adopted a Freshman Literacy project. The project's design and implementation had been heavily influenced by teachers who had participated in the CSR effort, and they embedded in it elements of inquiry, collaboration, team learning, and a focus on student learning, which had been promoted within IESN's change effort. In particular, the group of Freshman Literacy facilitators met weekly during school time and regularly outside of school time to discuss their practice and to plan ways to extend their knowledge to others. These sessions were based on collaborative inquiry groups who shared and discussed readings, considered practices that were and were not working, offered support to each other, and exchanged ideas about working with the students. This group also developed, and invited other staff to attend, sessions at which staff members could learn how to use and develop these same skills with all students in their classes. Most staff members participated in this schoolwide team learning activity.

The second clear example of whole school reform taking hold was evident in Emerson. In trying to improve the overall learning experience of their students, Emerson's staff implemented a curriculum with a focus on the environment to unify the academic experience of their students. They instituted multiage classrooms and later used looping to develop strong relations between teacher and student so that teachers could spend more time and be more effective at developing strengths and weaknesses. Interwoven through the effort was the collaborative review of both student achievement and demographic data. All activities working together in a coherent manner.

In all the schools, there were some elements of the reform effort. Although most of those elements were sustained by individuals in relation to their individual practice, there were some changes at the whole school level. Coe (2000) found in her follow-up

study to a professional development program that those who had learned new practices and ideas were implementing them in new settings, affecting others, and slowly changing the larger culture over time. In the same way, in each of these four schools, changes that supported a learning community were slowly taking place. These findings support Tyack and Cuban's (1995) argument that school change is a slow, evolutionary process. The last section considers the impact of the factors on the development of these professional learning communities.

## **Discussion: Impact of Environmental Factors**

Dewey is unique in that it is a small school and the entire staff is easily assembled for working as a whole. Dewey appeared to have the best chance of sustaining its change efforts for three reasons. First, there was involvement of the whole staff. Second, it was begun as a CES school. And third, faculty had developed an active community with parents and students. During the initiative, unlike at the other schools, where staff had to meet after school on their personal time, Dewey's staff had met twice a week for an hour before the students came to school as part of their contractual day. Like the other schools, however, much of what the IESN initiative expected to continue at Dewey did not. Dewey was buffeted by the same environmental factors as the other schools. The particulars included limitations on time and resources, change in leadership, change in staff, loss of external support, and the impact of NCLB and other mandated programs, all noted by Taylor (2005) in his review of reform sustainability.

### *Collaborative Structures and Administrative Support*

Although there is some interplay among all the environmental factors (e.g., having collaborative structures improved the relational integrity), administrative support was unique. Given the hierarchical structure of most districts and schools, the leadership of administrators was key to the promotion or hindrance of the other factors. For the schools in this study, administrative support was critical in the strength of the learning community sustained.

In both high schools, a change in principal meant a change in the direction of the school community. In the period following reform, the decision-making power the teachers (or some group of them) had shared returned to their principal. In all cases, their ability to affect schoolwide change was lessened, and it led to the feelings of loss and being shackled. One teacher in Thoreau offered a comment that was shared by many others:

We used to have conversations about why we do things, and part of the reason we had those conversations is because our vision and our mission was something we all generated together. We all had convictions about it and we had common belief. And we don't necessarily have that now. So you run up [against] a brick wall. (group interview)

When administrators did not share in the vision and did not develop a new, shared one, it left open the possibility for an individual response on the part of the teachers.

Principals strongly factor in determining the use of time and resources and play a critical role in creating collaborative structures. The lack of time or vehicle for collaborative inquiry, or any type of shared decision-making process, played a key role in slowing the evolution of all of the schools as learning communities. To ensure that the time is used wisely, protocols and other procedures, as well as the development of the attendant skills of teachers, are necessary.

### *Relational Integrity and Enablers*

If collaborative inquiry or any practice related to a learning community is dependent on teachers giving energy and time outside of work, then burnout and personal life changes that create barriers to the ongoing learning are real threats. Life changes or burnout stopped people from learning and pulled them out of the web of connections at Emerson, Pierce, and Thoreau. At Dewey, the personal investment of energy in efforts to survive as a school redirected efforts that would normally have tended to relational integrity. In all cases, the dedication to maintaining relationships suffered, as did the shared accountability to each other. Goldenberg (2004) discusses the impact of key individuals leaving as having far-reaching consequences because of the interdependency of environmental factors.

Lack of resources for presenting at or attending conferences, hiring an external consultant, or making critical friend visits limited the public accountability that all the participants saw as important to deepening their learning. The accountability to others who operated as enablers was one facet of the integrity held by the learning community, one that teachers characterized as facilitating their professional growth. This was particularly true in the case of a facilitator who supported the development of their technical skills. This was clearly a resource issue, though once the skills were learned, participation in a network or with a critical friend partner provided support and challenged thinking. In the case of Emerson, the staff's participation in a partnership with a local university provided them with a regular influx of ideas and questions. At Dewey, it was the parents who played the role because they had both invested in the community and wanted a sound experience for their children.

### *Coherence*

Although each of the changes at these schools by itself would not appear to be a fatal blow to the learning communities that had developed, the multiplicity of simultaneous changes led to a weakening of their resiliency. Taylor (2005) notes that external support longer than the 4 years is often required for changes of an initiative to take effect. Furthermore, when the grant ended, financial resources that supported many of the environmental factors were lost, and this loss was exacerbated by the appearance of NCLB measures.

The NCLB mandates appeared to prevent movement toward the coherence the schools were expected to develop. Although there were some parallels with IESN's reform (school improvement and professional development plans, use of data for decision making, teaching portfolios), there were also dissonant elements. Particularly when the schools were trying to focus on individual learning, portfolios, and student projects, many of the mandated interventions did not mesh well with the underlying CSR philosophy. Specifically, the top-down nature of mandates conflicted with the local decision-making approach of IESN's work. This dissonance took teachers' time and energy away from other activities, such as their involvement in collaborative inquiry. Teachers also had little choice but to attend to mandates. Although there might have been a possibility of incorporating the legislated mandates, such as NCLB, into IESN's more holistic orientation, that orientation had most likely not matured enough to accomplish such.

## Conclusion

Together, the adverse effect of the changes in the environmental factors promoted a climate hostile to cultural change necessary for sustaining the professional learning communities within these schools. Without collaborative structures and time as well as the leadership willing to dedicate resources to pursue individual and schoolwide inquiries, the teachers were limited in their professional learning. In addition, when the external support disappeared, and with it reform assistance, the pressure for holistic change was also modified. At the same time that funding was withdrawn, what appeared were a new external accountability measure and pressure for achievement on a standardized test. This shift in focus created a dissonance for the teachers. Faced with a less than favorable environment, teachers mostly chose to disengage, seizing on occasional opportunities (individual change in their classrooms, "collaborative inquiry—esque" activities, etc.) to return to the work of the professional learning community that had sustained their change efforts during the reform initiative.

In the commonalities of the journeys of these four schools, there were three responses to changes in the environmental factors. First, teachers attempted to maintain the ideals of the change effort individually as best they could, whether that was in the individual classroom or through maintaining their web of connections. Second, there was a feeling of loss and limitation on the part of the teachers who had participated in the CSR effort. Third, there was a schoolwide fostering of those ideals that had taken root in the culture of the school. The great challenge of culture change when a school attempts to transform into a professional learning community was iterated. Although every school had small pockets where cultural change had taken root, it was most pronounced at Dewey, where the learning community had the greatest influence on its environmental factors.

Like the latest research on teaching, this work on school reform points out its complexity. School reform, and the leadership of a school, is not a simple or straightforward task. This research suggests that the environmental factors of administrative support,

collaborative structures, relational integrity, enablers, and coherence, which support professional learning communities, must all be present and fostered because of their interrelated nature. Leadership and administrative support play a more critical role than the others given the concentration of power and decision making in the office of the principal. Just as the environmental factors can promote or hinder the ability of a natural ecosystem to flourish, the system of relationships or culture in a school can be supported or hindered by the actions and activities of key personnel. A school leader's attention to these factors can increase the chance of success in building and maintaining a professional learning community within a school.

### Declaration of Conflicting Interests

The author participated in the original IESN reform effort as an external service provider. The research undertaken, however, was done four years after that service ended and during which time the author had no financial relationship with the schools under study.

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## Bio

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“When are we going to study curriculum in curriculum studies?”

I came to teaching with a background in ecology, starting my career in environmental education. My three-day sessions provided too little interaction with students, so I became a middle school science teacher. I struggled. Curriculum was the “stuff” that I was passing on to the students. Eventually my students helped me realize that I should be teaching them, not the subject matter, and I saw more success as a teacher. Even with this broader conception of curriculum I found myself struggling to help students understand the world by teaching “just science.” Then I read Beane’s (1997) work on curriculum integration and found that its holistic and interconnected approach to curriculum resonated with my ecological frame of reference. I was hooked. It was my most satisfying year of teaching.

As I pursued a Ph.D., I wanted to consider curriculum integration, to engage with curriculum more broadly than a study of environmental or science education would allow. Curriculum studies was suggested as a focus area and the generality of its name implied that more generic study I wanted. Not so, I came to find out. While I appreciate the critical focus of curriculum studies, as it has done an admirable job of identifying challenges in our educational environment, it seems that its focus has been more cultural than curricular. So I am left asking, “When will we study curriculum in curriculum studies?”

I understand that this question might not make sense given the critique from curriculum studies that curriculum, in its modern definition of a pre-determined knowledge base to be transmitted, will no longer exist. Yet, I would argue that curriculum studies has broadened the definition of curriculum (by uncovering hidden curriculum, promoting autobiographical work, focusing on aesthetics, etc.) rather than destroying it.

The fact that the field of curriculum studies does not have the concentrated focus of science education may make it more difficult to decide what to study but it also

permits it to range more broadly in its deliberations. Perhaps the critical nature of curriculum studies came to prominence to fill a need for focus. Its strong critical analysis of schools and culture supports the holistic view I hold of the educational process. But a strong understanding of how students come to acquire their knowledge of how this world works is equally important. While curriculum studies has helped explicate and complicate that understanding it has not yet helped explain curriculum in that traditional vision of what will happen day-to-day in schools. What will an education look like that attends to all the issues curriculum studies has raised about the endeavor of education? What do students know and do and how do they come to that understanding? What do teachers know and do? What are some of the more apt ways of enabling such learning to occur?

Clearly we are all struggling with what will education look like, in actuality, in a post-modern or post-structuralist setting (indeed we are still trying to describe those worlds). Yet, if we are to become a world in which the curriculum is the endeavor more broadly described by the field of curriculum studies in the last thirty-some years, we need to develop ways or describe possibilities to make such happen. Bonnett (2007), in the field of environmental education<sup>1</sup>, terms these possibilities “emergent engagements” in which students learn to “love the self-arising in themselves” (Bonnett, 2007, p. 719) and which have a unity for students because they are engaged with issues that sustain them. I rarely find science education engaged in studies about emergent engagements or similar, and would welcome such from curriculum studies. Plus as a teacher educator I wonder, “How can I design emergent learning experiences that will allow my students to design emergent experiences for their students?”

It is clear to me that the field of curriculum studies should be involved in developing “curriculum.” By this I don’t mean a static canon, but rather possibilities of emerging engagements and stories of these engagement, for example. These curricula/studies will need to be tailored to the local and idiosyncratic setting in which the learning takes place to destroy the theory-practice, researcher-practitioner dualism present in modern research and critiqued by the field. Davis and Sumara (2000) have suggested that the need for such a unity compels university researchers and K-12

educators to design, study, and come to understand the educational endeavor together. That call makes sense to me.

Or perhaps it is as Schwarz (2006) suggests, that the curriculum should be written for teachers not students. Curriculum studies has that broader view that would best be able to provide emerging engagements for educators so as to deepen their understanding of the experience their students could have in integrated experiences, and perhaps in single subjects as well. The work of Slattery, Krasny, & O'Malley (2006) represents this possibility for me. They report on the interactive and transformational work of a high school faculty who engaged deeply in a communal conversation of their work as educators.

As I consider the field of curriculum studies, and the answer to my question above, I see the energizing and demanding study to be done as that of creating the foundation to support all the curricular visioning that has been done in the past few years.

<sup>1</sup> I have often found great affinity between the writings of curriculum studies and the environmental field as both discuss a holistic view and awareness of issues of culture.

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## ***Scholarship: Conference Presentations***

“A case for coherence: Leadership, community, and outside support in schools as learning organizations.” American Educational Research Association, Denver, CO, April 2010. (paper attached)

“The transformation process through the eyes of the students and how it shaped the future.” Coalition of Essential Schools Fall Forum, New Orleans, LA, November 2009. (powerpoint presentation attached)

“Maintaining integrity in an immoral act.” Curriculum and Pedagogy Conference, Decatur, GA, October 2009. (paper attached)

“Notes on a successful urban high school partnership: What we learned from the students and how it shaped the future.” National Association for Professional Development Schools Conference, Daytona Beach, FL, March 2009. (powerpoint presentation and handout attached)

“A collaborative model that works... Moving professional development beyond the parking lot... A university/high school model for increasing student achievement and improving teaching practices.” National Association for Professional Development Schools Conference, Orlando, FL, March 2008. [no link to paper]

“Striving for coherence in an incoherent space” Curriculum & Pedagogy Conference, Marble Falls, TX, October 2007. [no link to paper]

**A Case for Coherence:  
Leadership, Community, and Outside Support in Schools as Learning Organizations  
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**Introduction**

It was when I was teaching middle school that I came to understand how students view the various subjects and classes that they took as disconnected from each other. In part my interest in an integrated curriculum grew from students arguing that they should not be doing math in science class when I would use a graph to view data or calculate an equation. So one year I convinced the administration to give me the opportunity and convinced four teachers to join me to design a year-long integrated curriculum. In that experience I learned how rarely teachers (each of the teachers was certified in a different subject) saw the connections between our subjects. For me, helping students and teachers see how the disciplines interact in solving interesting problems was what makes an education interesting. They work together and that was how I first started thinking about coherence.

As I moved into working in school reform my undergraduate education in ecology framed how I began to look at what was going on in school reform in the late 80's and early 90's. Ecology helped me not only understand how various elements in a natural community work together, it is where I began to first understand how the various scientific disciplines worked together to understand the whole. In framing a school as a community through an ecological lens I was aided by writers who were beginning to suggest that we had to look at whole school reform, not piece meal reform.

As a middle school teacher I had experienced the attempted implementation of specific instructional reforms intended to improve the education of students. The overall experience for students seemed pretty resistant to change. My work in school reform supported the idea that a whole school approach was needed. I began working with schools in Indiana that were implementing the Common Principles of The Coalition of Essential Schools (CES). For four years ten schools collectively worked as a network supporting each other in their implementation efforts. My understanding of coherence in school reform came from my study of that work.

## **School Reform and Sustainability**

As part of their school reform effort, the schools in Indiana were simultaneously attempting to engender on-going (and hence sustainable) professional development mores that were characteristic of a learning organization (Senge, 1990; Senge, et al., 2000). The literature on the sustainability of reform efforts and development of learning communities suggests a number of different factors that affect sustainability. These reviews suggest factors related to issues of leadership including style and support for structures of the organizational environment (Taylor, 2005; Florian, 2000), issues of community that support the relational environment (McLaughlin & Talbert, 2001; Grossman, Wineburg, & Woolworth, 2001; Louis, Marks, & Kruse, 1996), and issues of support external to the school organization (Taylor, 2005; Goldenberg, 2004). Additionally, the literature speaks to coherence of purpose among these elements as valuable in school reform efforts (Taylor, 2005; Goldenberg, 2004; Florian, 2000).

## ***Issues of Leadership***

Most schools in the United States have a hierarchical leadership structure placing most of the decision-making power with the principal. As part of the reform effort the schools were developing and beginning to practice a more distributed leadership model, where a group of teachers in concert with the principal made leadership decisions. The intent of doing so in the reform effort was to sustain that effort through short tenures of principals. However there was little real change in the power structure at the schools despite a state requirement that all schools had such a leadership team.

While clearly a leader in a situation of distributed leadership must be willing to share power and responsibility, much of the reform literature speaks about the types of support that the principal provides for any reform effort. In particular the unique needs of a learning organization or any community need support and collaborative structures.

In a three-year study of eight elementary, eight middle, and eight high schools who were successful at developing a professional community, Louis, et al. (1996) developed a framework of structural conditions and social resources that made a substantial contribution to the strength of these communities. The four structural conditions were: scheduled planning time, teacher empowerment, staff size, and staffing complexity all directly controlled by the administrative

leadership of the building. They also identified social resources that are critical to development of a learning community that will be discussed later.

Time for teachers to come together is the structural condition most commonly cited as a necessity and challenge in comprehensive school reform (CSR) (Bray, et al., 2000; DuFour & Eaker, 1998; Sarason, 1990; Senge, et al., 2000; Weinbaum, et al., 2004). Most CSR initiatives have teachers meeting outside of school time, usually with a stipend. This arrangement leaves the meeting as an extra that can be ignored when the teacher's life outside of school requires attention.

Time is usually dependent on resources. Appropriate resources, along with administrative support to provide those resources, are seen as critical (Bray, et al., 2000; Little, 2002; Louis, et al., 1996; Oja & Smulyan, 1989). Resources are needed for coaching, substitutes to allow teachers to visit each other's classrooms, equipment to videotape teaching, financial support to present at conferences, and internet access for professional communication. Additionally, there needs to be resources committed to increased communication (Senge, et al., 2000).

Learning organizations by their nature are to be engaged in on-going learning of asking questions, gathering data and taking action. In this situations support is also necessary to provide the autonomy and empowerment for teacher inquiry (DuFour & Eakers, 1998; Louis, et al., 1996; Newmann, 2002; Senge, et al., 2000). If teachers do not feel they have the power to make changes based on the findings of their inquiry, they will not invest the energy or effort into the challenging work of inquiry. The teachers in each school involved with the reform effort participated in a Collaborative Inquiry Group (CIG) that did this work, examining both classroom practices and whole school practices. Whether classroom or whole school the CIG at each school had the power, in concert with the principal, to take action.

This empowerment also can increase a sense of accountability, which can be further enhanced by opportunities to share the results of inquiries with a larger public, be it professional or the local community. Providing support for professional exchanges such as critical friends visits (where visiting groups provide feedback to the host school), presenting at conferences, or hosting open house nights can develop teacher professionalism (Little, 2002). It is this professionalism that can then engender the commitment of teachers to sustaining the hard work of being a learning organization.



Much of the work of a learning organization requires the collaborative efforts of many people. This leads us to a consideration of issues of community.

### *Issues of Community*

Organizational structures alone are not enough to support a reform effort, particularly that of a learning organization. While an organizational structure that allows time for teachers to collaborate or develop professionally is necessary (Florian, 2000), learning organization theory requires teachers to interact in ways different from that of traditional school practices. Teachers need to learn new ways to interact that promote collaborative learning and inquiry (Cochran-Smith & Lytle, 2001). For teachers involved in this reform effort it was learning the practice of Collaborative Inquiry Groups (CIG).

Some of the practices learned were ways to professionally discuss student work, teaching practices, and instructional approaches. Engaging in effective conversations that comprise deprivatization of practice require a knowledge base of group theory/skills (Mohr & Dichter, 2002) and conversational skills (Clark, 2001). These conversations are challenging due to diversity of views, fluidity of relationships, and the multi-dimensionality of group work (Achinstein, 2002). But Achinstein also notes that such challenge is necessary for learning, which is at the heart of a learning organization. For the teachers in the reform effort conversations were aided by protocols. Protocols guide the flow and manner of the conversation and are frequently cited in research as helping educators practice ways of talking that are more productive in collaborative settings (Little, Gearhart, Curry, & Kafka, 2003; McDonald, Mohr, Dichter, & McDonald, 2003). In addition to commitment to the conversations it means having the conversational skills to balance honesty with care and concern so as to not shut others down (Grossman, et al., 2001) and the professional disposition to set and adhere to norms of interaction (Weinbaum, et al., 2004).

In my research, I spoke of this commitment as relational integrity. Relational integrity is the internal accountability of the members of the community to continuous learning and to each other (Kilbane, 2007). This commitment to continuous learning requires a goal-orientation and an acceptance of the accountability that goes with setting and measuring progress toward goals (Florian, 2000; Goldenberg, 2004) whether it be the goal of student learning or teacher learning.

If one is going use goals then the skill of measuring progress toward goals requires that teachers know the technical aspects of collaborative inquiry (Weinbaum, et al., 2004). The knowledge of developing and using formative assessments as well as collecting, managing, and analyzing data that result is a key aspect of inquiry and collaborative inquiry when done in a community.

Particularly, when the commitment is to school goals, the work becomes a group inquiry, which then involves the second aspect of relational integrity, responsibility to one another. Accepting responsibility for the learning of not only oneself, but of all members is an element of professional community (Allen, Blythe, & Seidel, 2002; Grossman, et al., 2001; Westheimer, 1998). This responsibility requires an acceptance of mutual respect (Cochran-Smith & Lytle, 1999), deprivatization of practice, and conversations that lead to shared vision and team learning.

Oja and Smulyan (1989) identified technical support for learning new conversational skills, group dynamics, data processing skills, and knowledge about the inquiry process as important so we next discuss ways to develop the skills necessary for learning organizations to sustain.

### ***Issues of Outside Support***

Oja and Smulyan (1989) speak of the need for technical support and Weinbaum, et al (2004) describe using partners to support CSR. In particular, an external sympathetic partner can provide both the motivation and the pressure of occasional nudging to persist long enough for the efforts to take root (Guskey, 1995; Moffett, 2000). There are two key supporting partnerships or enablers discussed in the literature: coaches and networks. In my research I termed these enablers (Kilbane, 2007) because an enabler keeps change efforts moving (cheerleads), frequently offers new ideas or perspectives (a catalyst), and challenges the underlying assumptions that may prevent progress.

#### *Coaching*

Poglinco and Bach (2004) defined coaching as “a process whereby seasoned teachers provide instructional support, professional development opportunities, feedback, and materials to classroom teachers” (p. 398). Tung and Feldman (2001) described the responsibilities of coaches as: 1) developing a collaborative culture; 2) improving teaching, learning, and assessment; 3) creating structures for high achievement; and 4) promoting decision-making based on data-based

inquiry. Each responsibility corresponds to an aspect of relational integrity: strengthening relationships, professional accountability, long-term goals, and use of evidence. At the same time the tools a coach uses in Costa and Garmston's (1994) conception – observing, questioning, probing and clarifying, providing data, reflection – enable coaches to model the inquiry cycle for teachers with whom they are working. In the reform effort every school and CIG had a coach who was external to the school and the district. The coach facilitated the CIG and developed CIG members to become facilitators as there was an intent to move toward internal facilitation. This was planned because of the cost of sustaining a long-term coach. For the schools in the reform effort, their membership in a network of schools on a similar path was expected to become a tool by which they provided external support to each other.

### *Networks*

Professional networks of individual teachers for the purpose of sharing ideas about practice have been around for many years. Schools involved in CSR have formed networks often supported by national organizations. McLaughlin (1990) suggested that “the embedded structure of greatest import to teachers might have little or nothing to do with policy – it might have to do with professional networks, school departments, or other school-level associations or colleagues, however organized” (p. 14). This may be because networks can provide the two-pronged action of support and pressure necessary for learning to occur (Meier, 2000). Lieberman and Grolnick (1996) studied sixteen networks finding that participants were able “to label, share and discuss their work experiences and to grapple with problems in depth and immediately, to get multiple perspectives, with others who have common struggles and goals” (p. 52). Learning communities, particularly benefit, as networks tend to support collaboration, integrated change, facilitative leadership, multi-perspective thinking, and teachers challenging each other to develop new ideas rather than administrators prescribing actions (Lieberman & Grolnick, 1996). By acting as “critical friends,” members of a network can offer critical feedback through structures of school visits and protocols, which also support by recognizing and celebrating successes when they occur (Aness, 2003; Little, 1999; McDonald, et al., 1999). For the schools in the network, being part of the network provided opportunities to exchange ideas and receive honest feedback.

All these issues of leadership, community, and outside support have a literature base of their own. However some have looked at how different elements of school reform work together

in issues of coherence.

### ***Issues of Coherence***

Taylor (2005) identified the importance of a fit or alignment between the philosophy of the reform effort and that of the school for ensuring success. Goldenberg (2004) expanded the alignment to be between all factors that impacted learning at school. All elements of a reform intervention, professional development, instructional strategies, indicators of success, culture, and community involvement must work together to provide the coherence necessary to sustain change (Berends, Bodilly, & Kirby, 2002).

Taylor's (2005) research noted the need for coherence not only at the school, but also at the district office level through its support of the school efforts. This makes sense based on Meier's (2000) contention that innovative schools need to expend energy on obtaining waivers and adjustments from rules and regulations designed to standardize schools. A district whose vision aligned with the school would decrease the possibility of frustration and burn out on the staff from such efforts. It was this coherence that Pritchard and Marshall (2002) found in their research on healthy districts that had improved student achievement. The commonalities they determined by examining 18 sample districts from a pool of 100 included professional development that is integrated into the life and purposes of the district as a whole. While the healthy districts provided time and support for professional development, there was also an expectation that all staff members continued to learn on their own.

Fullan (2005) also contends that not only must there be coherence between the efforts of the school and the district, but also that of the state, as it is many state regulations that govern practice in schools. Fink (2000), Goldenberg (2004), and Ouchi (2003) extend this idea of coherence to developing support from the wider public community in order to decrease the challenges to change. It is this sense of coherence between the school environment and its structures, the professional development of teachers, the leadership, school goals, indicators of success, professional culture, and community involvement that shifts from the modern world view conception of fixing each teacher to that of a holistic approach to not only school reform, but also learning.

This case study examined the coherence surrounding the interplay of leadership, community (relational integrity), and outside supports for the sustainability of reform effort of the schools as learning organizations or communities.

### **Methods of Inquiry**

Similar to methodology employed by Coe (2000), Florian (2000), and Coburn (2003) this research employed a collective case study (Stake, 1995) approach with four schools involved in the school reform effort that was funded for four years. Two of the schools are large comprehensive high schools and in each case the only high school in their community. Pierce is in an urban community while Thoreau is in a rural one. Both of the other schools are 1-8 schools in an urban setting. Emerson is in a large city and Dewey in a mid-size city. All are in a Midwestern state.

The study looks at data from each of the schools during the implementation of the reform effort to draw a picture of their state of development as the collective reform effort ended after four years of work. The implementation data includes school portfolios developed for the reform effort, school improvement plans, conference presentation proceedings and videotapes, and responses to surveys, logs, and journals kept during the reform effort.

Follow-up data about the state of each of the schools was then collected four years after the funded reform effort ended. The follow-up data came from focus group interviews, individual teacher interviews, observations, and document analysis. Focus group interviews were held with teachers most involved in the reform effort to discern their perspective on the current state of the school as a learning organization. Focus groups questions considered issues that define a learning organization:

- ~ collaboration among faculty
- ~ inquiry stance held by staff members
- ~ a focus on multiple dimension of change held by staff
- ~ supporting and challenging activities engaged in by staff

Additionally one or two teachers in each building were chosen for more in-depth interviews on how the above issues played out in their classroom practice. Observations were made of two faculty meetings or decision-making groups at each school to look for evidence of

those four issues noted above as defining a learning organization, as well as the supporting elements of leadership, community, and outside support. Similarly analysis of current school improvement and professional development documents sought evidence of these same issues and elements.

### ***Data Sources***

***Data Set A:*** Implementation documents from each school – school portfolios, TREK documents (a school culture examination process), videotapes of conference presentations made by schools, comments of teachers from each school recorded as minutes or notes during gatherings of the reform effort in regards to opinions, thoughts, and activities of the individual and the group. This data set provides a picture of the state of each of the schools at the end of the four-year reform effort.

***Data Set B:*** Follow-up data collected through interviews with teachers about their practice and their perspective on school change in their school. Two focus group interviews at each school provided insight into how teachers involved in the reform effort currently engage in the characteristic practices of a learning organization. Individual interviews of two of the teachers (one a pioneer in the reform work, the other more reticent in his/her participation) from each school provide an understanding of the individual practice and its relation to the whole school effort.

***Data Set C:*** Follow-up data collection through document analysis of school improvement plans, professional development plans, NCA documentation, staff newsletters, parent/community newsletters, etc. This data set provides another indication of the presence of learning organization characteristics.

***Data Set D:*** Follow-up data collection through observation of school-wide or committee decision-making meetings. Observations look for a third set of evidence of the presence of learning organization characteristics.

### ***Data Analysis and Trustworthiness***

Two coding schemes were employed in analyzing data. The first was developed from the review of the literature on learning communities as offered in the previous section. The characteristics, habits, and supporting environmental factors of learning communities were examined. Second, data were reviewed to make sense of the perspectives of the teachers about the influences on their interactions and professional practice (van den Hoonaard, 1997). A constant comparative method was employed to develop a grounded, sensitizing framework for interpreting data. These concepts were adjusted as additional data were reviewed and organized, which became the four themes of change, loss, challenge, and hope. These themes were common across the interviews and schools and were integral to understanding the perceptions of teachers.

Follow-up phone interviews were conducted in conjunction with member checking, when necessary. These provided additional clarification and validity for the conclusions being drawn. In addition to these steps for assessing the accuracy of collected and analyzed data, the validity of conclusions depended on there being multiple incidents of supporting evidence across schools and teachers. Lastly, a thick description of the themes as offered in the report of the findings provides transparency that permits readers to determine the strength of the research.

### ***Limitations***

As this is a case study of just four schools from one state, the conclusions it draws are not readily generalizable to other contexts. Conclusions that are made are based upon a limited range of possibilities from these sites and it is probable that some important issues of schools as learning communities may have not emerged in this study. The schools do represent a limited

range of schools, however each is unique and the relevance of the findings to another school depends on its educational setting and its similarity to the schools studied here (Florian, 2000). Also though some conclusions are drawn regarding potential impacts on the development (or lack thereof) of learning communities, the research was not designed to determine causal relationships, but rather suggest possibilities for further research in this area.

## **Findings**

### *Leadership*

As with many reform efforts a change in leadership had a major impact on the sustainability of the schools as learning organizations. Most often the impact came from the leadership diverting resources once dedicated to the organizational structures required to maintain the effort of developing as a learning organization to some other effort. While the reform initiative worked directly with teachers to build their capacity to evaluate data, make decisions based on that data, study their own classroom practices and school practices, and collaborate on school change, this capacity remained unused once the reform effort ended in those schools where the leadership moved the school in a different reform direction, even though external forces were requiring schools in general to focus more on data analysis.

Capacity of teachers to be decision-makers was developed during the reform effort as part of a collaborative leadership model. However, that capacity could not overcome the formal power held by the principal and his/her impact on change efforts, if he/she chose not to employ a distributed leadership model. While the teachers may have the capacity, the principal determines whether it is used or not. School administrators, without the same experience of learning community as the teachers, did not have the necessary “knowledge of practice” to do so.

### *Community/Relational Integrity*

In all the schools, the formal structures for collaboration that the reform effort put in place are no longer present. The main vehicle for the learning of the learning organization promoted by the reform effort, collaborative inquiry groups – groups of teachers inquiring into



their own practice, has not continued. Rather, in place of the more formal structure, teachers who were part of the collaborative inquiry groups, continue to discuss issues of practice with each other in more informal conversations.

Individual teachers, however, have maintained their inquiry stance, but pursue questions about teaching and learning in a more informal manner, guided by the inquiry cycle, but with less structure than laid out and used during the reform effort itself. Structures of portfolios and exhibitions of changes in practice are no longer employed. So while these teachers continue to question their practice with the intent of increased learning, the sharing outside of their individual practice is limited.

Similarly, on an individual level, most teachers have maintained the focus on multiple dimensions of change (the interplay of classroom practice, whole school structure/culture, student perspective, community perspective, and parent interaction) when participating in all staff and ad hoc committee groups. This has kept a more ecological focus on school reform in the conversation, though it still struggles with the Newtonian or mechanical and linear mindset for change that pervades the structure of most schools. So for these teachers they discuss the coherence of the reform efforts as part of how they view the learning and teaching process, rather than a coherence of what is occurring in the school.

Schools have continued to use data collection and its analysis for their decision-making, but within traditional school structures, thus limiting its ability to provide the impetus for the learning organization to change. In these same faculty groups, school systems and the state have continued to require collaboration. This push from the outside has continued some of the collaborative practices learned and employed by teachers during the reform effort. Surprisingly, the tools to aid collaborative conversation, though well liked by the teachers during the reform effort, were used only on a limited basis.

### *Outside Support*

This research supports the importance of outside support or “enablers” over the long term. During the reform effort outside coaches met regularly with the collaborative inquiry groups (CIG). CIG members were vocal about the necessity of an outside person to whom they felt accountable to ensure that they regularly engaged in the process. No structure was adopted after the grant to act as that external accountability agent and the daily obligations of teaching

overcame the teachers' desires to continue collaborative inquiry as well as any internal accountability that may have developed during the initiative. This points to the need for support longer than the four years of this reform initiative. The fiscal challenge of maintaining an external coach over an extended period of time may not be viable, but research into other mechanisms that provide such support until internal accountability for such support becomes instituted should be fostered. That is not to say that enablers outside the school will become unnecessary, but that they can play a more occasional role. Two of the schools that were most successful in maintaining elements of the reform effort, found alternate outside supports that played a role similar to that of the coaching and networking employed during the reform.

### *Coherence*

The interrelated nature of the factors that are key to reform efforts require that they be systemically coherent to give the best opportunity for success. This research shows the need for a multi-faceted approach if we are really serious about reform. It also points out the value of coherence for a learning community. The two schools in this study which maintained more of the reform elements also had the most coherence in their school life – coherence of leadership, community, professional development, goals, and instruction. The challenge for a school striving to be accountable and have coherence is that external mandates are often piecemeal. As noted by one of the teachers at Pierce, A teacher at Pierce explained that the mandates forwarded within NCLB were “so totally contrary” to the CSR effort. Many teachers felt no connection could be made between the two. “Now it just seems like there are so many unfunded mandates from everywhere. There’s no common anchor. So it’s all fragmented and there’s no common energy” (Pierce Teacher Interview). Fragmentation of efforts, a hallmark of traditional school culture, was reasserted in these schools.

Thus it can be difficult, even if teachers in schools hold a systemic or ecological view to fit these pieces in. Without that coherence, the mandated requirements become a distraction as described by the teachers in this study.

### **Importance of study**

This study confirmed the impact of factors found in other research on school reform to be applicable to learning communities. Leadership, relational integrity, and outside support are key

factors affecting the ecological whole of an organization and thus the sustainability of a school as a learning organization. Additionally it suggests that coherence is a critical factor as those schools whose leadership continued to support the reform efforts, whose faculty continued to practice community practices, and who developed outside supports for their efforts maintained the characteristics of a learning organization better than those that did not have a similar coherence.

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*The Transformation Process  
Through the Eyes of Students  
and How It Shaped the Future*

Art Maloney  
Jim Kilbane  
Pace University


**Pace University High School**

Location: Chinatown – Lower Manhattan – 100 Hester Street New York City (One mile from "Ground Zero")

Population: 415 students grades 9-12 (Average to Low Average Ability)

Applications: (2009) 4300+ for 115 Seats

Faculty – 43 teachers - 97% hold Masters degrees



One of the 50 Best High Schools in New York City – **Hemphill Guide to New York City Schools, (2008)**

**The Pace Partnership - University**

- Professional Development School Concept
  - General Access to University Facilities
  - Inclusion in the political, social and cultural life of the university
  - Use of the Suburban Campus for Summer Orientation
  - Graduation from the University Theater
  - Regular assignment of SOE faculty to assist in professional development
  - Assignment of Graduate teaching Interns
  - Management of the Gates Grant Funds

**Partnership - Students**

**Students**

- Tuition Free Access to University classes
- Five Full Tuition Scholarships for each Graduating Class
- University e-mail and Blackboard Access

**High School Faculty**

- University e-mail and Blackboard Access



## Pace High School – the background

### *Key Historical Developments*

- Pace resulted from a Gates/New Visions Small High School Grant in 2004
- Students, Parents and Teachers were involved in the defining the vision in several planned meetings.
- Promise was to provide a **safe, orderly, community based environment focused on college preparatory work.**

## Student Statistics – 2008 & 2009

- SAT Verbal 520    SAT Math 550
- 78% - 4 Years of Math, Science and SS
- 88% - graduation on time
- 100% - completed 180 hrs of Community Service
- 83% - Regents Diplomas
- 34% - Advanced Regents Diplomas
- Attendance Rate - 93%+
- Discipline Incidents well below City and State Averages

## Our Research Questions

- Students were involved in designing Pace High School and now four years later, we want to know from their perspective “Was the dream fulfilled?”
- The university intended to be a partner with Pace High School and from the perspective of the students we want to know how did we fulfill that role?

## Pace Seniors speak to the vision

- When asked what their expectations of Pace High School had been as incoming freshmen, student comments focused on three areas:
  - ~ 1) to be prepared for college
  - ~ 2) to gain some college experience
  - ~ 3) to have a safe space in which to be known

### Dream fulfilled...

- College experience
  - 1) First summer
  - 2) Access to university library, facilities
  - 3) College courses
    - 25 students surveyed (1/4 of Seniors)
    - 57 classes
    - 33 different courses

### Dream fulfilled...

- Strong academics
  - Students did not identify strong academics as not being fulfilled, however only three students identified it as an expectation met without prompting

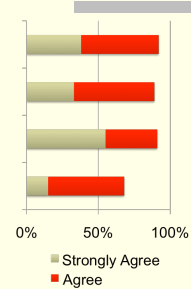
### Dream fulfilled...

- Safe and comfortable learning environment
  - By far the greatest number of agreement
    - Safe place
    - Lack of anonymity; being known
    - Tight-knit community; many friends
- Fostered by
  - First Summer
  - Caring and dedicated teachers

### Dream continuing...

#### Learning Environment

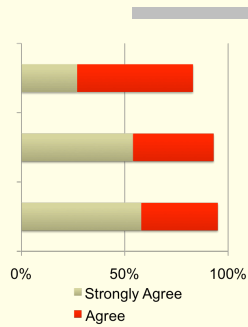
- ~ I feel welcome in my school.
- ~ The adults at my school look out for me.
- ~ Most adults know who I am.
- ~ Most students help and care about each other.



### Dream continuing...

#### Academics

- ~ My school helps me to develop challenging academic goals.
- ~ I need to work hard to get good grades at my school.
- ~ My teachers expect me to continue my education after high school.



### Dream waiting to happen....

- Internships and the Resume of Experiences
- Technology (well sort of)
- Broader Involvement of the University Community

### University Lessons learned...

- We were surprised that the students did not see themselves as connected to, or part of, Pace University.
- Our original dream of the two schools and two faculties intermingling and working together to create Pace High School did not materialize.

### Lessons continued...

- Our role turned out to be, and necessarily so, one of behind-the-scenes support.
- Since the school was just starting out, it had great needs and the relationship became mostly the University giving resources to the School.
- The day-to-day needs of building a high school left little time for the philosophical conversations.

### Lessons continued...

- New schools can only focus well on one or two things – so make them count.
- Watch what you say...
  - Couches in the hallways
  - And a blackberry in every pot

### The Pace Partnership - University

- Professional Development School Concept
  - General Access to University Facilities
  - Inclusion in the political, social and cultural life of the university
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  - Regular assignment of SOE faculty to assist in professional development
  - Assignment of Graduate teaching Interns
  - Management of the Gates Grant Funds

### U's dream moving forward...

- Increasing interaction with students
  - Faculty participating in high school classrooms
  - Student voice about teacher prep candidates
  - Greater use of university resources
- More conversation with faculty
  - High School faculty liaison counterpart
  - University faculty member having professional development conversation with a department

### U's dream moving forward...

- Increased presence of field experience and student teachers, plus university faculty in monitoring
- Increased research by University faculty in conjunction with High School faculty
- Fostering whole-school views of student experience, particularly regarding Resume of Experiences and coherence of academic program cross-discipline and cross-grade

## U's dream moving forward...

- Our role should be that of an outside-insider
  - an outsider perspective
  - but insider understanding of the context
  - so that having developed trust
  - comments are more thoughtfully received
- Our focus should be big picture
  - keeping mission and principles visible
  - gently reminding about coherence

## Resume of Experiences

- What would your resume look like – specific experiences or types or menu of possibilities?
- How can we use the development of the resume of experiences to help staff move forward with implementing CES principles?
- In what ways might the university specifically aid in this development including helping the faculty see its advantages?

## For further questions...

- Jim Kilbane
  - [jkilbane@pace.edu](mailto:jkilbane@pace.edu)
- Art Maloney
  - [amaloney@pace.edu](mailto:amaloney@pace.edu)

**Maintaining Integrity in an Immoral Act**  
**Jim Kilbane**  
**jkilbane@pace.edu**

**Morality**

For me, at this time and in this “presentation,” I am considering morality as the ethical question of right action. I tend to consider such issues from the perspective of morality being determined by a social contract. So, in this instance, I am wondering whether the situation created by these alternative certification programs violates an agreement that would be made between equals.

**Context of the dilemma**

- ~ Teachers-to-be are notified of acceptance into the program between April and May
- ~ Teachers-to-be find their own job in the NYC schools, going through the same process as all potential employees, including teaching model lessons
- ~ If moving to NYC, find a place to live
- ~ Teachers-to-be attend a six-week educational experience that includes university coursework, “how-to-teach” seminar and summer school field experience
- ~ Teachers-to-be become the teacher-of-record of a classroom in September, with a Transitional B license and because they have a license issued by the state of New York are now categorized as “highly qualified”
- ~ Teachers in the program continue to take classes with the university (1 in fall, 2 in spring, 2 in summer, 2 in second fall, 1 in second spring)
- ~ Teachers in the program earn a Masters of Science in Teaching and an initial teaching license
- ~ Teachers in the program are paid a salary, receive benefits, and cost of university tuition is basically covered through a reduction of tuition from the university, tuition payments by the NYC DOE, and Americorps vouchers

## **Is it training or hazing and what I did that I hoped helped**

- ~ Connecting assignments and classroom work
- ~ Flexible on due dates
- ~ Being open about my own shortcomings
- ~ Transparent facilitation
- ~ Hand-holding and support
- ~ Listening and advice-giving
- ~ Acknowledging craziness and that it is what they signed up for

## **First Look at the Results**

10 of 13 respondents responded similar to this:

Yes, I would enter the program again. The program itself gave me what I needed and what I expected. The schools have been difficult, but all I wanted of the program in the first place was to provide me with the opportunity to work as a teacher right away. I was able to do that. I think the program could have done more in terms of support and preparation but I was able to start teaching right away and get a Master's in Teaching. For me, that made the program worth it. Even if this is my last year teaching (and it may be), I am happy that I entered the program and I am satisfied with what I have gotten from it.

Another respondent's answer echoed what others said in their answers to the different questions: It's difficult to answer this. On the one hand, I am now married with a nice house and Master's degree, and I wouldn't have any of it if not for this job that I got through the Fellows Program. On the other hand, I feel like they threw me to the lions and I had to fend for myself in order to survive. The two years I spent in their program were the toughest and most stressful of my life. Many would say that being a rookie teacher is what caused it to be so stressful and tough, but I would counter that it could have been a much smoother transition if the Fellows Program, and through association, Pace University, better prepared me for what was to come.

## **First Analysis of the comments**

- 1) I can sleep at nights
- 2) at least from the perspective of the alt cert teachers, the program is not immoral  
from the perspective of the k-12 students, it is still open to debate, depending on the alternative
- 3) we still have to improve the curriculum in Schools of Education
- 4) first year, is first year, and forcing them to taking classes may be immoral
- 5) we aren't using placements of these students to our advantage by contextualizing what we teach
- 6) lack of support and help to new teachers still seems to have some air of immorality whether coming from a traditional program or alt cert program
- 7) they were using us, as much as we were using them, so while they may not have realized the extent of the abuse, they knew they were paying a different "price"

## Perspectives Presentation

Background of the program	5 minutes
Design of the coursework & sequence of courses	
Selection & "initiation" coping with multiple entities (quote Rock)	
Funding	
Story	
Background of the question	2 minutes
Comment from student (my second year, her first)	
Caused me to wonder, plus I found out more about how admin. Treating them	
The question	
My working definition of immoral	3 minutes
Two levels – K-12 teacher & K-12 student	
Is it training or hazing?	
What I thought I was doing to be helpful...	
Connecting assignments and classroom work	
Flexible on due dates	
Being open about my own shortcomings	
Transparent facilitation	
Hand-holding and support	
Listening and advice-giving	
Acknowledging craziness and that it is what they signed up for	
What the participants said	
Have people examine data	10 minutes
Themes, observations, questions raised	
Reporting out	5 minutes
Discussion	10 minutes
My thoughts on the question	2 minutes
Is it immoral if the students want it???	
Hazing	
Prostitution	



## First Glance at the comments

- 1) I can sleep at nights
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- 8)

**Notes on a Successful Urban High School Partnership**  
*What We Learned from the Students and How it Shaped the Future.*

Art Maloney  
 Jim Kilbane  
 Pace University


**Pace University High School**

Location: Chinatown – Lower Manhattan – 100 Hester Street New York City (One mile from "Ground Zero")

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One of the 50 Best High Schools in New York City – **Hemphill Guide to New York City Schools, (2008)**

Many of the small schools we invested in did not improve students' achievement in any significant way. These tended to be schools that did not take radical steps to change the culture, such as allowing the principal to pick the team of teachers or change the curriculum...

*Annual Letter from Bill Gates: U.S. Education (2009)*

**The Pace Partnership - University**

- Professional Development School Concept
  - General Access to University Facilities
  - Inclusion in the political, social and cultural life of the university
  - Use of the Suburban Campus for Summer Orientation
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## Partnership - Students

### Students

- Tuition Free Access to University classes
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### High School Faculty

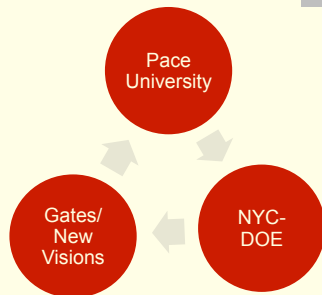
- Adjunct Professor status
- Tuition free classes at the university < 50%

## Pace High School – the background

### *Key Historical Developments*

- Pace resulted from a Gates/New Visions Small High School Grant in 2004
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## *Pace High School*



## First Graduating Class - 2008

- SAT Verbal 570 SAT Math 590
- 80% - 4 Years of Math, Science and SS
- 90% - graduation on time
- 97% - completed 180 hrs of Community Service
- 96% - Regents Diplomas
- 45% - Advanced Regents Diplomas
- Attendance Rate - 90%+
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- Students were involved in designing Pace High School and now four years later, we want to know from their perspective “Was the dream fulfilled?”
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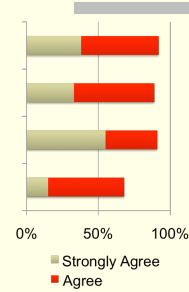
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### Dream continuing...

#### Learning Environment

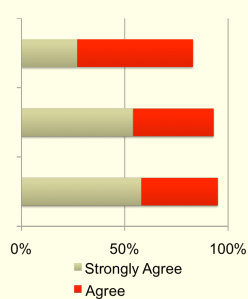
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### For further questions...

- Jim Kilbane
  - [jkilbane@pace.edu](mailto:jkilbane@pace.edu)
- Art Maloney
  - [amaloney@pace.edu](mailto:amaloney@pace.edu)

## ***Grants Awarded***

☞ Students as Inquirers, Teachers as Inquirers  
Teacher/Leader Quality Partnership Grant 2009-2010  
\$245,000

Documentation:

- ~ Grant Application
- ~ Acceptance Letter
- ~ Site Visit / Mid-contract Report

☞ Students as Inquirers, Teachers as Inquirers  
Teacher/Leader Quality Partnership Grant Renewal 2010-2011  
\$245,000

Documentation:

- ~ Renewal application
- ~ Acceptance Letter





**ATTACHMENT I**

Number of proposed participants: 32-40 In-service 12 IHE faculty  
       Prospective K-12 administrators 4 Current school (K-12) administrators  
       Others (specify): 4-8 paraprofessionals, 12-16 SOE teaching candidates       

Name of other two primary partners (high-need school/district and school of arts and sciences):  
Pace High School, Millenium High School, Peekskill High School, Sleepy Hollow High School  
Dyson College of Arts and Sciences

**Indicate the amount of TLQP funds requested and the other resources to be allocated:**

TLQP funds requested	\$ <u>261,870</u>
Institutional contribution	\$ <u>35,150</u>
Other sources (specify):	\$ _____
TOTAL:	\$ <u>297,020</u>

Person completing this form: Christine Clayton, Ed.D. / James Kilbane, Ph.D.

Signature: \_\_\_\_\_

Title: Assistant Professor, School of Education

Phone: 212-346-1908

**CEO Signature** (in blue ink): \_\_\_\_\_

**CEO Name and Title** Victor Goldsmith, Ph.D.

**Associate Provost for Sponsored Research and Economic Development**

**Date:** \_\_\_\_\_

**INSTITUTION BACKGROUND**

**Institution Name:**     Pace University    

SECTOR (check one):

SUNY     CUNY     Independent     Proprietary

TYPE (check one):

2-yr.     4-yr.     Graduate School     Non-profit organization     Other

LOCATION *Institution location is (check one):*     Urban     Suburban     Rural

*County(ies) where schools to be served are located:*     Manhattan, Westchester    

Other partners (not including the three primary partners) collaborating with the proposed project:

   Although we don't have formal agreements with other partners, our partner LEA's have agreements with key partners that we think we can leverage with the use of this grant. These include: the Institute for Student Achievement (Peekskill) and the Chancellor's Children First Initiative (New York City). Additionally, we anticipate several local area and university centers that we will leverage for supporting inquiry-based instruction particularly in Life Sciences and to incorporate technology: Clearwater, Thinkfinity Initiative, Pace Center for Environment.

**Describe any important aspects of the local community\* served by the institution (for instance, high unemployment or immigrant population) that influence the institution's policies and/or program design. Attach another sheet or use the back of this page if needed.**

**Partner LEA's draw from diverse school communities with high poverty and high-needs populations served. Peekskill High School serves diverse students with 48% African American and 29% Latino with nearly 28% of the students on free and reduced lunch. Nearby Sleepy Hollow High School draws from a large immigrant population with 28% limited English proficient. The surrounding communities of both Peekskill and Sleepy Hollow are primarily working class with growing immigrant populations where the average household income is considerably less than the typically more affluent surrounding communities of Westchester county.**

**\*Provide most recent data.**

## ATTACHMENT I

### INSTITUTION/PROGRAM PROFILE—TLQP PROGRAM BACKGROUND

Institution Name:   Pace University  

Instructional Period: 2009-2010

Program Name: Students as Inquirers, Teachers as Inquirers: Using Collaborative Inquiry to Create, Implement, and Evaluate Inquiry-Based Instruction in Secondary Schools

List all local education agencies (LEAs)—schools, school districts, and/or BOCES—that will be involved in the planning, development, implementation, and evaluation of this project.

School/District/BOCES Name and Address (Including County)	If School, Provide District Number	SURR school? (Y/N)	High-Need School or District by TitleII, A (For Definition, see Appendix B) (Y/N) **	Number of Students in School/District	Number or Percent of Title I Students
Peekskill High School 1072 Elm St Peekskill, NY 10566 Westchester County		N	No	844/ 2,722	
Sleepy Hollow High School 210 N. Broadway Sleepy Hollow, NY 10591 Westchester County		N	No	780	
Pace High School 100 Hester St. New York, NY 10002		N	Yes	310	
Millennium High School 75 Broad Street New York, NY 10004		N	Yes	519	

ATTACHMENT I

**\*\*NOTE: For each high-need school or district, attach copy of page from Comprehensive Information Report described in Appendix B that shows that this LEA meets the two Federal criteria.**

**INSTITUTION/PROGRAM PROFILE—TLQP PROGRAM BACKGROUND**

Institution Name: Pace University

Instructional Period: 2009-2010

(Check all that apply):

Summer only  Academic year only  Summer and  Academic year  
 During school hours  After school  Weekend

Ongoing communication/support through:  On-line support  Mentoring support  
 Other Specify: \_\_\_\_\_

Indicate the number of faculty who will be involved in planning, development, implementation, and/or evaluation of the proposed project:

6 School of Education 2 Undergraduate 4 Graduate

3 Science Department (specify which) 3 Undergraduate \_\_\_\_\_ Graduate  
*Biology; plus consultant from Chemistry & Physics*

\_\_\_\_\_ Mathematics Department \_\_\_\_\_ Undergraduate \_\_\_\_\_ Graduate

\_\_\_\_\_ English Department or another \_\_\_\_\_ Undergraduate \_\_\_\_\_ Graduate

\_\_\_\_\_ Department dealing with Language Arts Specify: \_\_\_\_\_

\_\_\_\_\_ Education Administration \_\_\_\_\_ Undergraduate \_\_\_\_\_ Graduate

3 Social Sciences (specify which) 3 Undergraduate \_\_\_\_\_ Graduate  
*History, possibly Political Science consultant*

\_\_\_\_\_ Other Departments (specify which) \_\_\_\_\_ Undergraduate \_\_\_\_\_ Graduate

**Indicate the number of teachers and other school personnel who will be involved in the planning, development, implementation, and/or evaluation of the proposed project:**

\_\_\_\_\_ Elementary Teachers \_\_\_\_\_ Middle School Teachers 8 High School Teachers

4 Principals \_\_\_\_\_ Assistant Principals \_\_\_\_\_ Other K-12 Personnel

\_\_\_\_\_ Superintendents

**ATTACHMENT I**

Indicate the anticipated total number of teacher/leaders who will participate in and students who will be affected by this program: \_\_\_\_\_

<b>NUMBER OF TEACHERS AND OTHER SCHOOL PERSONNEL</b>						
<b>LEVEL</b>	<b><u>Pre-Service</u></b>	<b><u>Novice Teachers</u></b>	<b><u>In-service Teachers</u></b>	<b><u>Other Please specify)</u></b>	<b><u>TOTAL</u></b>	<b>Number of Students Affected</b>
Elementary						
Middle						
High School		16-20	16-20	4-8 paraprofessionals 4 principals		4800-6000
Vocational						
Special Education						
Other*						
<b>TOTAL</b>						





**ATTACHMENT I**

**Level(s):**         Elementary     Middle         High school  
                          Other

**Special Focus:**     Pedagogy     Technology     Special Education  
                          Bilingual/LEP

**Proposed activities** (check all that apply):

- Use of manipulatives
- Problem-solving modules
- Hands-on modules
- Peer review
- Inquiry
- Action research
- Teacher reflection and practice
- Expert/novice teacher pairing
- Group review of student work
- Analyzing teaching and learning needs by study of disaggregated student data
- Classroom use of computer and/or other technologies
- Curriculum addressing NYS Learning Standards and assessments
- Assisting teachers to achieve new and/or additional subject area certification
- Leadership training for administrators
- Support for IHE faculty to reform teacher preparation activities/ requirements

Other activities (please specify): \_\_\_\_\_

STATEMENT OF ASSURANCES

INSTITUTION/PROGRAM PROFILE—TLQP

Institution Name: Pace University

Program Name: Students as Inquirers, Teachers as Inquirers: Using Collaborative Inquiry to Create, Implement, and Evaluate Inquiry-Based Instruction in Secondary Schools

1. The recipient will, if funded, operate a Teacher/Leader Quality Partnerships (TLQP) program within the letter and spirit of all pertinent legislation and rules, including the appropriate Guidelines.
2. Funds from this source will supplement, not supplant, local expenditures and will not duplicate expenditures from other sources.
3. Educational activities conducted under this project will take place in accordance with appropriate sections of the following Acts:
  - A. Title VI of the Civil Rights Act of 1964
  - B. Title IX of the Education Amendments of 1972
  - C. Section 504 of the Rehabilitation Act of 1973
  - D. Section 303 of the Age Discrimination Act of 1975
4. All activities supported by Teacher/Leader Quality Partnerships funds will, to the extent possible, be accessible by persons with disabilities.
5. Upon request, the recipient will provide State Education Department staff access to its records and other information necessary to determine whether violations of civil rights have occurred.
6. All materials produced with grant funds and all publicized grant activities will contain a statement that no aspect of the program discriminates on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, generic predisposition or carrier status, or sexual orientation.
7. All materials developed in whole or in part with the support of Teacher/Leader Quality Partnerships funds, including publicity releases and program announcements, will include the following statement:

**Support for the development and production of this material was provided by a grant under the New York State Higher Education Teacher Quality Leader/Partnerships program administered by the New York State Education Department.**

8. The State funds requested will be used \_\_\_\_\_ to develop or expand efforts to improve teacher preparation and professional development programs for current and prospective K-12 teachers of the core academic subjects and/or faculty involved in teacher preparation or development. Projects must be developed and implemented by a primary partnership consisting of a teacher education program, a college of arts and sciences, and one or more high-need local education agencies. The project will be designed to meet the needs of (a) high-need\* school(s) and/or district(s) to improve teacher practice and the academic achievement of elementary, middle, and secondary school students. Students and teachers benefiting from the funds are New York State residents.

\*N.B. For the purposes of Title II A (b) activities, a “high-need local education agency” is defined as a local education agency:

- A. (1) that serves not fewer than 10,000 children from families with incomes below the poverty line; or  
(2) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **and**
- B. (1) for which there is a high percentage of teachers not teaching in the academic areas or at the grade levels for which the teachers were trained to teach; or  
(2) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

9. All consultants meet competency requirements and are legally eligible to receive Title II A (b) funds.

10. The agency assures that no one member of the partnership will receive more than 50 percent of the award funds.

#### Statement of Assurances

#### **CHIEF EXECUTIVE OFFICER CERTIFICATION**

I hereby certify that the information in this application is correct and in total compliance with appropriate State laws and regulations and that the program design will be carried out as described in the application.

Signed\*: \_\_\_\_\_ Date: \_\_\_\_\_

(Chief Executive Officer)

Print name and title Victor Goldsmith, Ph.D., Associate Provost for Sponsored Research

### ATTACHMENT III

#### **XVII. DRUG-FREE WORKPLACE CERTIFICATION (GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

1. The applicant certifies that it will or will continue to provide a drug-free workplace by:
  - (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
  - (b) Establishing an on-going drug-free awareness program to inform employees about-
    - (1) The dangers of drug abuse in the workplace;
    - (2) The grantee's policy of maintaining a drug-free workplace;
    - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
    - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
  - (c) Making it a requirement that each employee to be engaged in the performance of the grant is given a copy of the statement required by paragraph (a);
  - (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—
    - (1) Abide by the terms of the statement; and
    - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
  - (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;
  - (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—
    - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
    - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a

Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

II. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

**1 Pace Plaza, New York, NY 10038**  
**861 Bedford Dr, Pleasantville, NY 10570**

Check if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE**  
**(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610—

- I. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- II. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the CEO or the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

<u>Pace University</u>	
Name of Applicant	PR/Award Number and/or Project
<u>Victor Goldsmith, Ph.D., Associate Provost for Sponsored Research &amp; Economic Development</u>	
Printed Name and Title of CEO or Authorized Representative	
Signature (in blue ink)	Date

**Attachment IV**  
**The University of the State of New York**  
**THE STATE EDUCATION DEPARTMENT**

**Required Federal Certification for Debarment/Suspension and Lobbying for Federal Grants Administered by the New York State Education Department**

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**Section 1. REQUIRED FEDERAL CERTIFICATION REGARDING DEBARMENT AND SUSPENSION**

This certification covers all Federal programs in this application and is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211). Copies of the regulations may be obtained by contacting the office to which this proposal is submitted.

**INSTRUCTIONS FOR CERTIFICATION**

- (1) By signing and submitting this proposal, the prospective lower-tier participant is providing the certification set out below.
- (2) The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
- (3) The prospective lower-tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
- (4) The terms "covered transaction," "debarred," "suspended," "ineligible," "lower-tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of such regulations.
- (5) The prospective lower-tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
- (6) The prospective lower-tier participant further agrees by submitting this proposal that it will include this clause titled "Certification Regarding Debarment, Suspension,

Ineligibility and Voluntary Exclusion— Lower Tier Covered Transaction,” without modification, in all lower-tier covered transactions and in all solicitations for lower-tier covered transactions.

- (7) A participant in a covered transaction may rely upon a certification of a prospective participant in a lower-tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
- (8) Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
- (9) Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower-tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

## **Section II. REQUIRED FEDERAL CERTIFICATION REGARDING LOBBYING**

Submission of this certification covers all Federal programs in this application and is required by the U.S. Department of Education and Section 1352, Title 31 of the United States Code and is a prerequisite for making or entering into a sub-grant or subcontract over \$100,000 with any organization.

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the awarded documents for all sub-awards at all tiers (including subcontracts, sub grants, and

contracts under grants, loans, and cooperative agreements) and that all sub recipients shall certify and disclose accordingly.

**Section III. CERTIFYING STATEMENT**

\_\_\_\_\_ The prospective lower-tier participant certifies, by submission of this proposal, at neither it nor debarment/its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or suspension voluntarily excluded from participation in this transaction by any Federal department or agency. Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

\_\_\_\_\_ This certification is a material representation of fact upon which reliance was placed when this lobbying transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

School or Federal Fiscal Year Septempber 2009 – August 2010

Federal Program(s) Teacher / Leader Quality Partnership

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Institution Name Pace University

Name and Title of CEO or Authorized Representative

**Victor Goldsmith, Ph.D.,  
Associate Provost for Sponsored Research & Economic Development**

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Signature (in blue ink)

Date



Institution Name: Pace University School of Education**PROPOSED BUDGET 2009-2010 (ROUND CENTS TO NEAREST DOLLAR)**

Line No.	Expenditure Category	Code	TLQP*				
			1a TP	1b AS	1c LEA 1	1d LEA 2	1e TOTAL TLQP
1	<b>Salaries for Professional Personnel</b>	15	\$51,800	\$28,000			\$ 79,800
2	<b>Salaries for Non-Professional Personnel</b>	16	\$ 6,000				\$ 6,000
	a. Clerical/Secretarial						
	b. Student Assistants		\$ 6,000				\$ 6,000
	c. Other						
3	<b>Purchased Services</b> (substitutes, stipends)	40			\$ 50,600	\$ 50,600	\$ 101,200
4	<b>Supplies &amp; Materials</b>	45	\$ 100		\$ 18,500	\$ 18,500	\$ 37,100
	a. Instructional		\$ 100		\$ 13,500	\$ 13,500	\$ 27,100
	b. Other (light refreshments, workshop meals)				\$ 5,000	\$ 5,000	\$ 10,000
5	<b>Travel Expenses</b>	46	\$ 500	\$ 250	\$ 1,000	\$ 1,000	\$ 2,750
	a. Student/Programmatic		\$ 250	\$ 250	\$ 1,000	\$ 1,000	\$ 2,500
	b. Staff/Administrative		\$ 250				\$ 250
6	<b>Employee Benefits</b>	80	\$ 16,666	\$ 9,352			\$ 26,008
	a. Professional <u>33.4</u> %		\$ 14,696	\$ 9,352			\$ 24,048
	b. Clerical/Secretarial <u>33.4</u> %						
	c. Student Assistants <u>14.2</u> %		\$ 852				\$ 852
	d. Other <u>14.2</u> % (Adjunct replacements)		\$ 1,108				\$ 1,108
7	<b>SUBTOTAL of Lines 1-6</b>		\$ 75,056	\$ 37,602	\$ 70,100	\$ 70,100	\$ 252,858
8	<b>Indirect Cost**</b>	90	\$ 6,004	\$ 3,008			\$ 9,012
9	<b>Equipment</b>	20					
10	<b>GRAND TOTAL (Lines 7 - 9)</b>		\$, 81,060	\$ 40,610	\$ 70,100	\$ 70,100	\$ 261,870

\*The Legislation supporting TLQP requires that no single participant in an eligible partnership use more than 50% of the funds made available to the partnership; 1a, TP = Teacher Preparation Program, 1b, AS = School/Department of Arts & Science, 1c and 1d, LEA = Local Education Agency(ies).

\*\*The TLQP Indirect Cost (column 1, line 8) may not exceed 8% of SUBTOTAL (col. 1, line 7). Equipment, tuition, stipends, honoraria, and consultant fees over \$25,000 per consultant cannot be included in the basis for computing Indirect Cost.

**PROPOSED BUDGET 2009-2010 (ROUND CENTS TO NEAREST DOLLAR)**

Line No.	Expenditure Category	Code	IN-KIND, PACE SOE				
			1a TP	1b AS	1c LEA 1	1d LEA 2	1e TOTAL TLQP
1	<b>Salaries for Professional Personnel</b>	15	\$14,200				\$ 14,200
2	<b>Salaries for Non-Professional Personnel</b>	16	\$ 9,000				\$ 9,000
	a. Clerical/Secretarial		\$ 2,250				\$ 2,250
	b. Student Assistants						
	c. Other		\$ 6,750				\$ 6,750
3	<b>Purchased Services</b> (substitutes, stipends)	40					
4	<b>Supplies &amp; Materials</b>	45					
	a. Instructional						
	b. Other (light refreshments, workshop meals)						
5	<b>Travel Expenses</b>	46					
	a. Student/Programmatic						
	b. Staff/Administrative						
6	<b>Employee Benefits</b>	80	\$ 7,749				\$ 7,749
	a. Professional <u>33.4</u> %		\$ 6,997				\$ 6,997
	b. Clerical/Secretarial <u>33.4</u> %		\$ 752				\$ 752
	c. Student Assistants <u>14.2</u> %						
	d. Other <u>14.2</u> %						
7	<b>SUBTOTAL of Lines 1-6</b>		\$ 30,949				\$ 30,949
8	<b>Indirect Cost**</b>	90					
9	<b>Equipment</b>	20					
10	<b>GRAND TOTAL (Lines 7 - 9)</b>		\$ 30,949				\$ 30,949

\*The Legislation supporting TLQP requires that no single participant in an eligible partnership use more than 50% of the funds made available to the partnership; 1a, TP = Teacher Preparation Program, 1b, AS = School/Department of Arts & Science, 1c and 1d, LEA = Local Education Agency(ies).

\*\*The TLQP Indirect Cost (column 1, line 8) may not exceed 8% of SUBTOTAL (col. 1, line 7). Equipment, tuition, stipends, honoraria, and consultant fees over \$25,000 per consultant cannot be included in the basis for computing Indirect Cost.

**Attachment VII**

The University of the State of New York  
 THE STATE EDUCATION DEPARTMENT  
 (See instructions for mailing address)

PROPOSED BUDGET SUMMARY FOR A FEDERAL  
 OR STATE PROJECT  
**FS-20**

<b>Grant Applicant Information</b>			
Funding Source: Teacher / Leader Quality Partnership Program Funding			
Report Prepared By: Christine Clayton, Ed..D. / James F. Kilbane, Ph.D.			
Name of Applicant: Pace University School of Education			
Street Mailing Address: 163 William Street			
City: New York	State: NY	Zip Code: 10038	
County: Manhattan			
Telephone #: 212-346-1908		Fax #: 212-346-1746	
Project Funding Dates:	Start: 09/01/ 2009	End: 08/31 /2010	E-Mail Address: <a href="mailto:cclayton@pace.edu">cclayton@pace.edu</a> <a href="mailto:jkilbane@pace.edu">jkilbane@pace.edu</a>

**INSTRUCTIONS**

- ❖ **Submit the original FS-20 Budget Summary and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to the Grants Finance.**
- ❖ **Please submit the FS-20 Budget Summary as a two page form (not back-to-back on a single sheet).**
- ❖ Enter whole dollar amounts only. The amounts must agree with the budget category totals from each Budget Category and Narrative Form.
- ❖ For changes in agency or payee address contact the State Education Department office indicated on the application instructions for the grant program for which you are applying.
- ❖ An approved copy of the FS-20 Budget Summary will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate, legible and confined to the address field.
- ❖ For information on budgeting, including 2007-08 **REVISED** guidelines for equipment and supplies, refer to the Fiscal Guidelines for Federal and State Aided Grants at [www.oms.nysed.gov/cafe/](http://www.oms.nysed.gov/cafe/).
- ❖ You can fill this form out in Word. **Original signatures required.**

CATEGORIES	CODE	PROJECT COSTS
Professional Salaries	15	\$ 79,800
Support Staff Salaries	16	\$ 6,000
Purchased Services	40	\$ 101,200
Supplies and Materials	45	\$ 37,100
Travel Expenses	46	\$ 2,750
Employee Benefits	80	\$ 26,008
Indirect Cost (IC)* (Amount from "C" below)	90	\$ 9,012
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$ 261,870

*A. Modified Direct Cost Base	\$ 112,658
B. Approved Restricted IC Rate	8 %
C. (A) x (B) = Indirect Cost (Be sure to put total in Code 90 above)	\$ 9,012

**Agency Code**

**Project #**

**Contract #**

**Agency Name:** \_\_\_\_\_

**FOR DEPARTMENT USE ONLY**

Approved  
Funding Dates: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Program Approval: \_\_\_\_\_

Date: \_\_\_\_\_

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____

\_\_\_\_\_
\_\_\_\_\_  
Voucher #                      First Payment

**CHIEF ADMINISTRATOR'S CERTIFICATION**

**I hereby certify that the requested budget amounts are necessary for the implementation of this project and that this agency is in compliance with applicable Federal and State laws and regulations.**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Victor Goldsmith, Ph.D.**

**Print Name of Chief Administrative Officer**

**A. Project Abstract (0 Points)**

The Pace University Teacher Leader Quality Partnership (TLQP) proposal for 2009-2010 aims to develop the capacity of partnership schools to use collaborative inquiry groups as a vehicle for teacher learning. The focus of collaborative inquiry groups will be to improve student learning through inquiry-based instruction in order to meet the high standards expected of all students in New York state. A collaborative inquiry process involves teachers, working with each other, to pursue a question of interest surrounding their practice.

Collaborative inquiry to promote teacher learning is a well-established professional development practice that promotes ongoing, sustained, and deep learning that improves individual teacher practices when focused on student learning (Hawley & Valli, 1999; Weinbaum, et al., 2004). Moreover, collaborative inquiry groups develop the school's capacity as a learning organization to improve practices school-wide and over time (Cochran-Smith & Lytle, 2001; Darling-Hammond, 1997), which improves student learning (Darling-Hammond & Richardson, 2009). Collaborative inquiry provides teachers the opportunity to practice inquiry which improves their ability to implement inquiry-based instruction.

Inquiry-based instruction encourages active learning, knowledge building, and evidence gathering as central learning tasks. Inquiries, developed from student questions and interests, guide teachers in designing learning experiences that meet New York state standards (see footnote in Part D, Objective 3, Strategy 1). Ongoing assessment using authentic performance tasks informs both students' inquiries and teacher planning. National and New York state learning standards require student inquiry and problem solving in core subjects. Research has identified that inquiry-based instruction produces high achievement (Barron & Darling-Hammond, 2008; Newmann & colleagues, 1995).

The Pace TLQP project involves 4 high schools (Pace High School and Millenium High Schools in New York, Peekskill High School in the City of Peekskill School District, and Sleepy Hollow High School in Tarrytown, New York). Collaborative inquiry groups (CIGs) will meet 15 times over the course of the school year and will be facilitated at each school by School of Education (SOE) faculty. CIGs will be open to early career teachers, mentor teacher leaders, paraprofessionals, and teacher education candidates from any core content area. Additionally, the TLQP project will provide support to science and social studies teachers through on-site/online consulting and 4 professional in-service days. All content supports will be jointly planned by faculty from Pace University's Dyson College of Arts and Sciences and the School of Education and integrate literacy, numeracy, and technology as tools

in the service of inquiry learning; total teacher contact hours exceed 50 hours. The project will culminate in a Teaching and Learning Conference that brings together all TLQP stakeholders in an exhibition of teachers' inquiries into students' learning through inquiry-based instruction.

The Pace TLQP project will specifically target professional development for:

- early career teachers to deepen their content knowledge and build strong local, school-based networks of support to improve retention,
- mentor teachers to better assist early career teachers to improve retention,
- principals to support teachers in implementing inquiry-based instruction,
- SOE teacher candidates to experience effective models of teacher learning and student learning in high-needs schools.

**B. Institutional Effectiveness in Meeting the Teachers' Professional Development Needs in High-Need Schools and School Districts (10 Points)**

In the past four years, the Pace University TLQP project has worked in a variety of high-needs K-12 schools to meet school-identified needs in literacy, educational technology, and science. The project also serves university teacher education candidates to develop their commitment to work with high-needs schools. For example, in the past year,

- Dyson science faculty member consulted twice monthly to build an effective integrated science research program at Peekskill High School.
- A local teacher study group, facilitated by TLQP, met to discuss integrating literature into different content areas at Peekskill High School.
- At Pace High School, 4 SOE faculty members met multiple times over the year with science, math, and special education teachers to improve instruction in various workshops and study groups.
- At Our Lady of Sorrows, 2 SOE faculty members conducted study groups focused on supporting teachers to develop democratic ideas in instruction and student understanding.
- University teacher education candidates receive certification test support, guidance services, and assistance with placement in high-needs schools.

In evaluating our work, teachers have indicated they have found value in it and they want to continue and extend the project. Additionally, TLQP pre-service teachers pass NYSTCE exams and stay in urban classrooms at 87% retention rate.

The Pace University TLQP proposal for 2009-2010 builds on successful elements of the past TLQP project while differing in substantial ways to more strategically align the work of the project with the purpose of building capacities of LEAs as well as those of university faculties to promote inquiry learning at the secondary level. This focus was identified by partner schools as well as through discussions of School of Education faculty in reviewing feedback from teacher education candidates and evaluations. In that vein, this proposal will continue and deepen work with two of the high schools supported by TLQP in past years (Pace HS and Peekskill HS) while bringing new high schools into the project that share a common, school-identified interest in inquiry-based instruction, collaborative inquiry for teacher learning, and the challenges of content demands at the secondary level. Pace High School, Millenium High School, and Peekskill High School meet the grant's requirements as high-needs schools while Sleepy Hollow High School consists of a large population of English Language Learners that make it an interesting site for the development of inquiry-based instruction and preparation of prospective teachers who have commitments to work in high-needs schools and specifically with high-needs populations of students. SOE teaching candidates will be pursuing certification while simultaneously developing a commitment to these school populations through their meaningful fieldwork and student teaching experiences supported through this project. Moreover, in-service teachers who participate may be eligible to take university coursework to qualify for additional certifications. The main focus of the TLQP project for 2009-2010 is in developing the practices and commitments to collaborative teacher learning and to inquiry-based instruction with high-needs student populations that will result in the hiring and retention of teachers in these schools who can continuously improve student learning for all students.

Pace University is uniquely qualified to support this new focus desired by these schools. First, Pace has a long history of and commitment to working with high needs schools, including through TLQP grants. Second, both Project Directors bring experience in collaborative inquiry and teacher networks to this grant. Dr. Kilbane has directed a ten-school network in Indiana that used collaborative inquiry groups as the main vehicle to develop professional learning communities and reform the individual schools. Support and development of the CIG facilitators was a component of that work. Additionally, he has authored and directed a TLQP project in Indiana that provided on-going support to middle school teachers to increase their use of inquiry-based instruction, while also providing opportunities to learn from the university's science faculty. Dr. Clayton worked as a school partnerships director for a network of six high-needs schools in California that used data-based inquiry as an equity

strategy to improve student achievement. Dr. Clayton also developed a university-district partnership project to support early career teachers, across a district, through the development of learning communities where she provided direct support to early career teachers in New York city as well as helped to launch the program in 3 additional states.

### **C. Partnerships (10 Points)**

#### **1. Network Schools (LEA)**

Four secondary LEAs are key partners in the Pace University TLQP proposal for 2009-2010. Three (Pace HS, Millenium HS, and Peekskill HS) satisfy the criteria for high-needs schools and districts of which two (Pace HS and Peekskill HS) have participated in past Pace University TLQP projects. While Sleepy Hollow HS does not qualify as a high-needs school, it does serve a diverse student population with 28% English Language Learners, making it an interesting new partner to bring together in this Network as an important site to support teacher and teacher education candidate learning to implement inquiry-based instruction with ELL students.

As described in accompanying MOAs, each school will have a collaborative inquiry group made of 6 – 12 teachers. This group will be made of early career teachers, experienced teachers, mentor teachers, and paraprofessionals; additionally, SOE teaching candidates who are doing fieldwork or student teaching with participating teachers will be encouraged to attend.

Principals will promote the time and space for these meetings beyond the school day; some principals have indicated willingness to use contractual meeting time for CIGs or In-service days. Principals will communicate regularly with the SOE faculty facilitator of the CIGs, keeping the facilitator informed of the school's community announcements. The principal will attend the principal/mentor meetings twice during the school year, as well as the Network Teaching and Learning conference which will be hosted at a Network school site. Lastly, the principal will meet regularly with the SOE faculty facilitator by e-mail, phone, or in-person visit.

Each teacher in the CIG will conduct an inquiry into their own practice by identifying a key question related to implementing inquiry-based instruction, studying topics in relation to focus question, gathering and disaggregating classroom and school achievement data, reflecting and analyzing that data for public sharing. Teachers will garner assistance in design and data analysis for their inquiries from the other members of the CIG, as well as the SOE faculty facilitator. Participating CIG teachers will be able to inquire and study science and social studies topics chosen by the teachers at 4 Network In-service days. Since these sessions will include discussions of literacy, numeracy, and technology in relation to the content, teachers of math and Language Arts would be



encouraged to attend to consider how to use science or social studies applications to teach their content. Just-in-time, school-based and online consulting with Dyson faculty content specialists and consultants will round out the support for teaching of content.

In each of the schools in the proposed project, teachers were involved in development of the professional development plan for the school. For each of the schools, this project aligns with those plans and responds to needs identified by school principals. Each high school has begun to develop or been developing the capacity to do inquiry-based instruction in core content areas. The content focus areas of science (biology/living environment) and social studies (global studies) for the first year of this project were suggested by the principals of the schools based on needs they had determined of students in these courses, particularly English-language learners. Teachers and Principals will help to inform and evaluate the work of the TLQP project through ongoing assessment (twice annual surveys) and feedback mechanisms (facilitator reports and regular principal contacts) that will continuously improve the partnerships.

***Partner 1: Pace High School***

Pace High School is in its fifth year as a school, located in Chinatown with 410 students and 40 faculty and staff. Pace HS developed with the support of Pace University to be a Professional Development School (PDS). That goal has been elusive while the school was growing, but now that it has a full four-year complement of grades, the high school wants to pursue a more active PDS relationship. As a NYC school, Pace HS is already involved in the Chancellor's initiative to have teachers inquire as professional learning communities. This initiative, still in its early stages, and this project will support Pace High School building on its success so far. The school has had collaborative working groups all along, and would now like to add the element of inquiry into student learning, while also moving instruction towards more active learning as outlined in its mission.

***Partner 2: Millenium High School***

Millenium High School, founded in 2002, has 550 students, 48 faculty and staff, and is located in the lower part of Manhattan. Like Pace HS, Millenium is a young school, and is also involved in the NYC Chancellor's initiative. Millenium has been looking to build a relationship with Pace to support the inquiry initiative which is just beginning. Millenium teachers are interested in challenging students, especially through projects and inquiry, so this partnership will support their initial explorations into inquiry-based instruction. The relationship between Pace and Millenium is only one year old but already includes Pace teacher education courses housed on-site and early-career

teachers also enrolled in classes at Pace University.

***Partner 3: Peekskill High School***

Peekskill High School, the sole high school in the city of Peekskill, has 840 students, 103 faculty and staff, is located on the Hudson and serves an ethnically and socioeconomically diverse community. Like Pace HS, Peekskill has been involved with the Pace University TLQP grant for a number of years. In 2008-2009, TLQP has supported the continued development of the Integrated Math Science & Technology (IMST) program with a close collaboration between Dyson faculty consultant and science teachers while also promoting literacy more broadly with a faculty and staff book club. For several years, Peekskill has been involved in the Institute for Student Achievement, learning about inquiry as a strategy for instruction. The principal strongly supports the direction of this proposal as he needs to expand the model of work in the TLQP/IMST to other content areas while beginning to build greater capacity to promote inquiry-based instruction across the curriculum.

***Partner 4: Sleepy Hollow School***

Sleepy Hollow High School consists of 108 staff and serves 850 students from two neighboring towns also on the Hudson which are socioeconomically and ethnically diverse with a growing immigrant population. While Sleepy Hollow is a new partner in TLQP, it has hosted several Pace SOE teacher education candidates. SOE graduates who have been hired by Sleepy Hollow have had positive experiences working with the school's ELL population. Sleepy Hollow is also a participant in the Today's Students Tomorrow's Teachers program to promote recruitment of more diverse teachers. Recent staff development has focused on checking for understanding and curriculum design based on backwards planning (Wiggins & McTighe, 2005) consistent with the Pace SOE program approach. The principal identified needs in the social studies and science departments for support to develop inquiry-based instruction. The diverse student population, the school's consistent philosophy with the SOE, and interest in partnership and network involvement make Sleepy Hollow a strategic partner to include in this proposal.

**2. Pace University (IHE)**

One of the struggles for teaching candidates is to translate concepts taught in teacher education courses into practice. The proposed activities with TLQP schools allow SOE teacher candidates to "see" the process of thoughtful teachers engaging in a process of inquiry and continuous learning around inquiry-based instruction. In addition to seeing collaborative inquiry modeled, teacher candidates can participate in actual inquiries as field researchers, aiding teachers in their data collection and analysis. Additionally, student teachers will be able to

connect the research they are undertaking with their capstone university Action Research course, participating more fully and authentically than they currently do.

The SOE will supply CIG facilitators. TLQP Project Directors will support facilitators by conducting ongoing facilitator meetings and trainings throughout the year. The SOE is well situated to develop and sustain this project as the co-project directors have both participated in and/or directed similar school-university partnerships. Additionally both investigators regularly teach the graduate capstone course, ED690 "Teacher as Researcher," which parallels the work being done by Network teachers through CIG's. They are also instructors of general, content literacy, and science methods courses which employ research-based curriculum design approaches - backwards design (Wiggins & McTighe, 2005) and teaching for understanding (Wiske, 1998), both of which are consistent with inquiry-based instructional approaches.

In partnership with LEAS's and the Dyson College of Arts and Science, the SOE will leverage its resources to develop the Teaching and Learning Conference. In collaboration with the science and history faculty from Dyson, the SOE will develop the Network In-service days around content topics determined by Network teachers. Dyson faculty will bring an in-depth understanding of the content and its relevant applications and the SOE faculty will bring expertise regarding the pedagogical uses of literacy, numeracy, and technology to aid students in accessing that content.

The SOE will work with its Assessment Director to gather information regularly on the effectiveness of the project in meeting needs of the participants. Key representatives from the LEAs and Dyson will be involved in developing the appropriate survey instruments. Information will be gathered in the following manner:

- a. Reports every six weeks from each CIG facilitator;
- b. Surveys of all CIG members in December (half-way) and in June;
- c. Evaluations at the end of each Network Session;
- d. Verbal feedback from Principals/Mentors at their two meetings.

The SOE will work with LEAs to gather evaluative information on outcomes of inquiries and the effects on student learning. This will include analysis of student work and collection of student achievement data as well as other relevant information that indicate impacts on student learning,

**D. Program Objectives, Strategies, Activities, Services and Performance Measures/Data (40 Points)**

<b>Objective 1: Establish and maintain partnerships to maximize TLQP resources and program success by increasing student academic achievement.</b>				
<b>Strategies</b>	<b>Activities/Services</b>	<b>Staff Responsible</b>	<b>Timeframe</b>	<b>Performance Measures/ Data Source</b>
<p>Support and collaborate with schools/districts <i>to identify</i> critical areas of need to implement inquiry-based instruction that increases student achievement for all students.</p> <p>Support and collaborate with Dyson <i>to address</i> critical areas of need to implement inquiry based instruction that increases student achievement for all students.</p>	<ul style="list-style-type: none"> <li>* Regular meetings with principals</li> <li>* 4 Network In-Service Days (content determined by teacher needs)</li> <li>* 1 Network Teaching &amp; Learning Conference</li> <li>* Dyson school-site and online consulting</li> </ul>	<ul style="list-style-type: none"> <li>* SOE faculty facilitators</li> <li>* Project Directors, SOE faculty, Dyson faculty content specialists and consultants</li> <li>* Project Directors, SOE faculty facilitators, &amp; Dyson content specialists</li> <li>* Dyson faculty content specialists &amp; consultants</li> </ul>	<p>Ongoing, at least 2x/month</p> <p>11/09, 3/10, summer/10, – total=32 hours</p> <p>6/10 – total=3 hours</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>* Student Achievement Data</li> <li>* Student Work Samples</li> <li>* Mid-year and End-year Surveys of LEA Network faculty</li> <li>* Consulting contact logs</li> </ul>
<p>Support and collaborate with schools/districts to build school-based and individual teacher capacity for collaborative inquiry that fosters continuous improvement focused on student achievement of New York state learning goals and consistent with school professional development plans.</p>	<ul style="list-style-type: none"> <li>* CIGs at each school</li> <li>* Facilitator Development Sessions</li> <li>* 2 Principal/Mentor Teacher Leader Meetings</li> </ul>	<ul style="list-style-type: none"> <li>* SOE Faculty Facilitators</li> <li>* Project Directors</li> <li>* Project Directors</li> </ul>	<p>Ongoing, 15 sessions – total=30 hours</p> <p>Ongoing, 9 sessions – total=9 hours</p> <p>10/09, 2/10 – total=4 hours</p>	<ul style="list-style-type: none"> <li>* Teacher Work Samples</li> <li>* Facilitator Written Reports</li> <li>* Mid-year and End-year Surveys of LEA Network faculty</li> </ul>
<p>Encourage SOE candidates to participate in Network activities, including collection of student learning data to target instruction of participating mentor teachers.</p>	<ul style="list-style-type: none"> <li>* Undergraduate and Graduate fieldwork placements targeting teachers who are participating in CIGs. Select 2 SOE candidates per Network school as field researchers.</li> </ul>	<ul style="list-style-type: none"> <li>* 2 SOE candidates / Network school.</li> </ul>	<p>Ongoing, 20 hours/semester</p>	<ul style="list-style-type: none"> <li>*Field Researchers' logs</li> </ul>

**Objective 2: Provide sustained, intensive, and high-quality professional development and teacher/leader activities that address school and/or district needs identified in the school/district professional development plan.**

Strategies	Activities/Services	Staff Responsible	Timeframe	Performance Measures/Data Source
Build capacity for ongoing, intensive, and sustained learning communities of mixed experience levels (mentor teachers, early career teachers, and SOE teaching candidates) and content areas to focus on implementing effective inquiry-based instruction to improve student achievement for all students to meet learning standards of New York state.	<ul style="list-style-type: none"> <li>* CIGs at each school</li> <li>*Facilitator Development Sessions</li> </ul>	<ul style="list-style-type: none"> <li>* SOE faculty facilitators</li> <li>*Project Directors</li> </ul>	Ongoing, 15 sessions – total=30 hours  Ongoing, 9 sessions – total=9 hours	<ul style="list-style-type: none"> <li>* Teacher Work Samples</li> <li>* Mid-year and End-year Surveys of LEA Network faculty</li> <li>* Facilitator Written Reports</li> </ul>
Assist schools in accessing just-in-time, high-quality consulting on specific content-area needs to implement effective inquiry-based instruction linked to NYS Performance Standards. School-identified foci are science and social studies.	<ul style="list-style-type: none"> <li>* Regular meetings with principal</li> <li>* Dyson school-site and online consulting</li> </ul>	<ul style="list-style-type: none"> <li>* SOE Faculty Facilitators</li> <li>* Dyson faculty content specialists &amp; consultants</li> </ul>	Ongoing, at least 2 times/month  Ongoing	<ul style="list-style-type: none"> <li>* Teacher Work Samples</li> <li>* Mid-year and End-year Surveys of LEA Network faculty</li> <li>* Consulting contact logs</li> </ul>
Build capacity of mentor/teacher leaders and principals to support early career teachers and SOE teaching candidates in learning to implement effective inquiry-based instruction to improve academic achievement for all students.	<ul style="list-style-type: none"> <li>* 2 Network Meetings with Principals/Mentors</li> <li>* 4 Network In-service Days</li> <li>* Regular meetings with principals</li> </ul>	<ul style="list-style-type: none"> <li>*Project Directors,</li> <li>* Project Directors, SOE faculty</li> <li>* SOE faculty facilitator</li> </ul>	10/09 & 2/10 – total=4 hours  11/09, 3/10, summer/10, – total=32 hours  Ongoing, 2 times/month	<ul style="list-style-type: none"> <li>* Mid-year and End-year Surveys of LEA Network faculty</li> <li>* Facilitator Written Reports</li> </ul>
Target professional development of teachers of varying experience levels (early career teachers, SOE teacher education candidates, mentor teacher leaders) as well as particular content areas of science and social studies, as identified in school professional development plans.	<ul style="list-style-type: none"> <li>* Differentiated Sessions at 4 Network In-Service Days</li> <li>* Dyson school-site and online consulting</li> <li>* 2 Network Meetings with Principals / Mentors</li> </ul>	<ul style="list-style-type: none"> <li>* Project Directors, SOE Faculty, Dyson faculty content specialists &amp; consultants</li> <li>* Dyson faculty content specialists &amp; consultants</li> <li>Project Directors, SOE Director of School Partnerships</li> </ul>	11/09, 3/10, summer/10, – total=32 hours  Ongoing  10/09 & 2/10 – total=4 hours	<ul style="list-style-type: none"> <li>* Mid-year and End-year Surveys of LEA Network faculty</li> <li>* Facilitator Written Reports</li> <li>* Evaluations of Network In-service days</li> <li>* Consulting contact logs</li> </ul>

**Objective 3: Align academic content and classroom strategies with New York Learning Standards and student assessment standards.**

Strategies	Activities/Services	Staff Responsible	Timeframe	Performance Measures/Data Source
<p>Provide a consistent forum for teachers of all experience levels (mentors, early career teachers, SOE teaching candidates) and different content areas to work together to gather and analyze disaggregated classroom and student achievement data to revise curricula to implement inquiry-based instruction that is aligned with NYS Standards* and targeted to improve academic achievement for all students on NYS performance measures.</p> <p>*NYS Standards that develop student inquiry                      ~ Math &amp; Science Core Standards 1, 2, 6, 7                      ~ Language Arts Core Standard 2                      ~ Arts Core Standard 3                      ~ Social Studies Core Standards 1.4, 2.4, 3.2, 5.4 (Commencement level)</p>	<ul style="list-style-type: none"> <li>* CIGs</li> <li>* Dyson school-site and online consulting in content areas</li> <li>* 4 Network In-service Days</li> </ul>	<ul style="list-style-type: none"> <li>* SOE Faculty Facilitators</li> <li>* Dyson Faculty content specialists and consultants</li> <li>* Project Directors, SOE faculty, Dyson content specialists &amp; consultants</li> </ul>	<p>Ongoing, 15 sessions – total=30 hours</p> <p>Ongoing</p> <p>11/09, 3/10, summer/10, – total=32 hours</p>	<ul style="list-style-type: none"> <li>* Student achievement data</li> <li>* Teacher Work Samples</li> <li>* Mid-year and End-year Surveys of LEA Network faculty</li> <li>* Facilitator Written Reports</li> <li>* Consulting contact logs</li> </ul>
<p>Support teachers to utilize literacy, numeracy, and technology as important strategies in the effective implementation of inquiry-based instruction for all students.</p>	<ul style="list-style-type: none"> <li>* 4 Network In-Service Days</li> </ul>	<ul style="list-style-type: none"> <li>* Project Directors, SOE Faculty, Dyson faculty content specialists and consultants</li> </ul>	<p>11/09, 3/10, summer/10, – total=32 hours</p>	<ul style="list-style-type: none"> <li>* Mid-year and End-year Surveys of LEA Network Faculty</li> <li>* Teacher Work Samples</li> </ul>
<p>Support early career teachers and SOE teaching candidates, particularly in social studies and science, to align inquiry-based instruction with NYS standards and performance measures.</p>	<ul style="list-style-type: none"> <li>* 4 Network In-Service Days</li> <li>* Dyson school-site and online consulting</li> </ul>	<ul style="list-style-type: none"> <li>* Project Directors, SOE faculty, Dyson faculty content specialists and consultants</li> <li>* SOE Clinical supervisors of SOE teaching candidates; Dyson faculty content specialists &amp; consultants</li> </ul>	<p>11/09, 3/10, summer/10, – total=32 hours</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>* Mid-year and End-year Surveys of LEA Network Faculty</li> <li>* Teacher Work Samples</li> </ul>

**Objective 4: Provide strong academic content and effective strategies and practices that value equity and diversity and increase the ability of current and prospective educators to meet the needs of all students.**

Strategies	Activities/Services	Staff Responsible	Timeframe	Performance Measures/Data Source
Build the capacity of school-based learning communities to address equity concerns by analyzing disaggregated classroom and student achievement data, identifying learning needs, and differentiating approaches to inquiry-based instruction that improves academic achievement for all students.	* CIGs	* SOE Faculty Facilitator	Ongoing, 15 sessions – total=30 hours	<ul style="list-style-type: none"> <li>* Mid-year and End-year Surveys of LEA Network faculty</li> <li>* Facilitator Written Reports</li> <li>* Agenda and Field Notes from CIGs</li> <li>* Teacher Work Samples</li> <li>* Student Work Samples</li> </ul>
Focus fieldwork experiences of SOE teacher education candidates to assist collaborative inquiry groups by collecting and analyzing student learning data with a particular focus on using data to teach for equity.	* Undergraduate and Graduate fieldwork placements targeting teachers who are participating in CIGs	* Project Directors, SOE clinical supervisors, SOE faculty facilitator	Ongoing on a weekly basis	<ul style="list-style-type: none"> <li>* SOE Candidate Survey</li> <li>* Facilitator Written Reports</li> </ul>
Support Network teachers and SOE teacher education candidates in utilizing research-based literacy, numeracy, and technology strategies as critical tools to differentiate and deepen inquiry-based instruction in order to meet the needs of all students.	* 4 Network In-service Days	* Project Directors, SOE Faculty	11/09, 3/10, summer/10, – total=32 hours	<ul style="list-style-type: none"> <li>* Mid-year and End-year Surveys of LEA Network Faculty</li> <li>* Evaluations of Network In-Service Days</li> </ul>

**Objective 5: Increase the number of teachers and principals who are highly qualified and appropriately certified in New York State’s high-need districts.**

Strategies	Activities/Services	Staff Responsible	Timeframe	Performance Measures/Data Source
<p>Develop collaborative relationships between teachers of varying experience levels (early career, mentor teacher leader, and SOE teaching candidate) that improve retention of highly qualified teachers in high-need schools and districts.</p>	<ul style="list-style-type: none"> <li>* CIGs</li> <li>* 4 Network In-Service Days</li> <li>* 1 Network Teaching &amp; Learning Conference</li> </ul>	<ul style="list-style-type: none"> <li>* SOE Faculty Facilitators</li> <li>* Project Directors</li> <li>* Project Directors, SOE Faculty, Dyson faculty content specialists &amp; consultant</li> </ul>	<p>Ongoing, 15 sessions – total=30 hours</p> <p>11/09, 3/10 , summer/10, – total=32 hours</p> <p>6/10 – total=3 hours</p>	<ul style="list-style-type: none"> <li>* Mid-year and End-year Surveys of LEA Network Faculty</li> <li>* Facilitator Written Report</li> <li>* School Retention Statistics</li> </ul>
<p>Support mentor/teacher leaders and principals in building their capacity to more effectively support early career teachers improve retention of highly qualified teachers in high-need schools and districts.</p>	<ul style="list-style-type: none"> <li>* 2 Principal/Mentor Teacher Leader Meetings</li> <li>* Regular Contacts with Mentors and Principals</li> <li>* Differentiated Sessions at Summer Network In-service Days</li> </ul>	<ul style="list-style-type: none"> <li>* Project Directors</li> <li>* Project Directors, SOE Faculty Facilitators</li> <li>* Project Directors, SOE Faculty, Dyson Faculty content specialists &amp; consultants</li> </ul>	<p>10/09 &amp; 2/10 – total=4 hours</p> <p>Ongoing</p> <p>Summer 2010, total=16 hours</p>	<ul style="list-style-type: none"> <li>* Mid-year and End-year Surveys of LEA Network Faculty</li> <li>* Evaluations of Network In-service Days</li> </ul>
<p>Establish and support meaningful placements for teacher education candidates in high-need schools to develop capacities and commitments to teach in these schools.</p>	<ul style="list-style-type: none"> <li>* Undergraduate and Graduate fieldwork placements in Network Schools</li> </ul>	<ul style="list-style-type: none"> <li>* Principals, SOE Director of School Partnership, Mentor Teachers, Clinical Supervisors</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>*SOE Teacher Education Candidate Survey</li> </ul>



**E. Recruitment (5 points)**

The project directors will make a brief presentation to a meeting of the full faculty and staff at each of the schools and principals will facilitate access with science and social studies departments, in particular. A written description of the project and the responsibilities of, as well as the benefits to, the teachers will be disseminated. Follow-up reminders by e-mail and written note will occur at weekly intervals after the meeting. Additional staff members will be recruited, in consultation with the Principal, to fill out groups so as to have a diversity of subjects, grade levels, and experience represented. Paraprofessionals will receive a personal face-to-face request, as they might be reluctant to even consider joining. Recruitment for the CIGs will occur during the late spring of 2009, as all of the schools are finalizing their professional development plans and activities for the next school year at that time. The goal of recruitment is to form CIGs of 8-10 members in each school.

There is an expectation that the benefits associated with the project will be some enticement to recruit volunteer members of the CIGs. CIG members will receive a stipend for their participation or continuing education credits, are eligible to apply for a grant for inquiry materials for their classrooms, and have the opportunity to collaborate with others. All teachers and paraprofessional staff at a school are eligible to join the CIG, as long as they meet the criteria of committing to complete and present an inquiry into their practice.

Field experience and student teachers will receive a brief presentation at their first class meeting and receive a request to consider joining. Additionally two students per school can receive a small stipend to assist with teacher inquiries, so students can apply to be a field researcher.

**F. Retention (5 Points)**

Recent research has suggested the promise of learning communities and, particularly, the participation of novices in collaborative planning groups and external professional networks paired with some mentor support (National Commission on Teaching and America's Future, 2005; Smith & Ingersoll, 2004). The structure of school-based CIGs within a larger network of schools focused on improving teacher practice and student learning builds on recommendations from that research.

National Commission on Teaching and America's Future (NCTAF, 2005)

Inherent in the design of CIGs, particularly, is a deepened understanding of practice that will lessen some of the frustration and feeling of helplessness that causes teachers to leave the profession. The design of the CIG also creates a support structure for all members, but such support particularly benefits early career teachers. Strategies and activities that support collaboration and the development of the group include:

- the use of conversational protocols;
- an understanding of group dynamics in collaborative learning;
- disaggregating and analyzing achievement data;
- deep examination of student work.

Novice teachers who collaborate together on curriculum and planning with a persistent focus on student learning report strong feelings of personal control and satisfaction in teaching.

Principals will have two mechanisms of support. First, principals will gather together so they can assist each other in supporting teachers as inquirers and students as inquirers. Second, the SOE faculty facilitator will check in regularly with the school principal to connect the work of the CIG with the overall plan for the school. Both actions will provide support to the principal that may alleviate feelings of isolation or lack of feedback that suppress principal retention in high-needs schools.

## **G. Project Staffing and Management (5 Points)**

### **1. Staff Position Descriptions**

**Project Coordinator for Collaborative Inquiry** (part-time) will oversee the coordination of the CIG facilitators, including training and on-going support, as well as coordinate 2 Network Principal/Mentor Teacher Leader meetings.

**Project Coordinator for Network Services** (part-time) will oversee the coordination of the Network In-service Days and Summer Institute, the on-going consulting of the professors from Dyson College of Arts & Sciences, and the Teaching and Learning Conference.

**SOE Faculty CIG Facilitators** (4 part-time) will facilitate 15 CIG sessions to develop group members as collaborative inquirers and their ability to analyze student learning data to improve instruction.

**Dyson Faculty Content Specialists** (2 part-time) will collaborate with Project Directors to develop the 4

Network In-service Days so that teachers have an opportunity to inquire actively into the content areas.

Each will also provide up to 20 hours of consultation to CIG members via email and on-site visits to each school at least twice during the year.

**Dyson Faculty Content Consultants** (part-time) will provide content consultation to CIG members in areas outside of the expertise of the two Dyson content specialists (e.g. Chemistry, physics, sociology, political science etc.). Vehicles for consultation include 2 site visits annually, email, and phone contacts.

**Field Researchers** (8 part-time) are SOE teacher education candidates, placed in Network schools, who will provide up to 20 hours of support with data collection and analysis for members of each CIG.

**Grants Director** (part-time) will provide financial and grant management support for grant of the project.

**Assessment Director** (part-time) will assist in implementing and analyzing evaluation of the project.

**2. Management Plan**

<b>Fall 2009</b>			
<b>Timeline</b>	<b>Activity/Event</b>	<b>Responsible</b>	<b>Outcomes</b>
Sept 09	<b>Facilitator Session 1:</b> Collaborating for Success	C. Clayton	Teachers successfully engage in collaborative discussion.
	<b>CIG Session 1:</b> Practicing Collaborative Skills	CIG Facilitator	
Oct 09	<b>Facilitator Session 2:</b> Inquiring into One’s Practice	C. Clayton	Teachers identify questions about their own practice.
	<b>CIG Session 2:</b> What do we know about our students?	CIG Facilitator	
	<b>CIG Session 3:</b> What questions do I have about my practice? What do others say about that?	CIG Facilitator	
	<b>CIG Facilitator Written Report #1 Due</b>	CIG Facilitator / J. Kilbane	Update on activities & concerns
	<b>Principal/Mentor Network Meeting #1</b> Supporting inquiry as instructional leaders and coaches; and supporting ourselves	C. Clayton	Principals and mentors develop a supporting stance.
Nov 09	<b>Network Session 1:</b> Inquiry into Content Area - TBD	J. Kilbane / Dyson Spclst.	Teachers deepen content understanding
	<b>Facilitator Session 4:</b> Quantitative Data and Student Work: Analytical Tools in Tandem Use	C. Clayton	Teachers develop a potential inquiry project to study their teaching practice.
	<b>CIG Session 4:</b> What does an inquiry into teaching practice look like?	CIG Facilitator	
	<b>CIG Session 5:</b> Designing an inquiry.	CIG Facilitator	
Dec 09	<b>CIG Session 6:</b> Assessment tools for an inquiry.	CIG Facilitator	Teachers design tools to assess answer to inquiry.
	<b>CIG Facilitator Written Report #2 Due</b>	CIG Facilitator / J. Kilbane	Update on activities & concerns
	Survey: <b>Meeting Needs – Mid-year</b>	J. Kilbane / Assmt. Dir.	Evidence of project meeting needs

<b>Spring 2010</b>			
<b>Timeline</b>	<b>Activity/Event</b>	<b>Responsible</b>	<b>Outcomes</b>
Jan 10	<b>CIG Session 7:</b> Final Review of Inquiry Design	CIG Facilitator	Teachers are ready to implement their inquiries.
Feb 10	<b>Facilitator Session 5:</b> Problem-solving and Hand-holding	C. Clayton	Teachers adjust their designs as challenges and problems arise.
	<b>CIG Session 8:</b> Reports on implementation of design	CIG Facilitator	
	<b>CIG Session 9:</b> Reports on implementation of design	CIG Facilitator	
	<b>CIG Facilitator Written Report #3 Due</b>	CIG Facilitator / J. Kilbane	Update on activities & concerns
	<b>Principal/Mentor Network Meeting #2</b> What is happening in the CIGs and how to capitalize on it?	C. Clayton	Principals and mentors outline a plan to build on CIG.
Mar 10	<b>Network Session 2:</b> Inquiry into Content Area - TBD	J. Kilbane / Dyson Splst.	Teachers deepen content understg.
	<b>Facilitator Session 6:</b> Reading and Mining Data	C. Clayton	Teachers use their observations in a structured manner as a tool to study their own classroom.
	<b>CIG Session 10:</b> What are we observing?	CIG Facilitator	
	<b>CIG Session 11:</b> What do my observations tell me about learning and teaching?	CIG Facilitator	
Apr 10	<b>Facilitator Session 7:</b> Connecting the dots – what story are the data points telling us?	C. Clayton	Teachers interpret data with strong supporting evidence.
	<b>CIG Session 12:</b> Telling a story with supporting evidence -1	CIG Facilitator	
	<b>CIG Session 13:</b> Telling a story with supporting evidence - 2	CIG Facilitator	
	<b>CIG Facilitator Written Report #4 Due</b>	CIG Facilitator / J. Kilbane	Update on activities & concerns
May 10	<b>Facilitator Session 8:</b> Teachers as Reflective Practitioners	C. Clayton	Teachers reflect individually and collaboratively on the interpretation of the data.
	<b>CIG Session 14:</b> Peer Feedback	CIG Facilitator	
	<b>CIG Session 15:</b> Peer Feedback	CIG Facilitator	
Jun 10	<b>Facilitator Session 9:</b> Evaluation of CIGs and process	C. Clayton	Teachers reflect collaboratively on the process and outcomes.
	<b>Teaching and Learning Conference:</b> What have our inquiries told us?	J. Kilbane	
	<b>CIG Facilitator Written Report #5 Due</b>	CIG Facilitator / J. Kilbane	Review of successes & future adjustments
	<b>Survey:</b> Meeting Needs – End of Year	J. Kilbane / Assmt. Dir.	Evidence of meeting needs.
July 10	<b>Network Session 3/4:</b> Day 1: Inquiry into Content Area – TBD Day 2: Strands: Mentors, Principals, and Early Career Teachers	J. Kilbane	Participants deepen content understanding and deepen knowledge of their roles in increasing student learning

**H. Budget/Budget Narrative - (25 Points)****Line 1: Salaries for Professional Personnel (15)**

Co-Project Directors – The hours necessary to direct elements of this project were calculated as: a) Plan and implement the Facilitator Sessions (nine sessions, two hours each); b) Co-plan, co-implement, and organize the four day-long content Network Sessions; c) Provide monthly 30-minute individual support sessions with each of the CIG facilitators, principals, and mentor teachers; d) Plan, organize, and implement two meetings (two hours each) for principals and mentor teachers; e) Plan and organize the Teaching and Learning Conference; f) Recruit and orient field researchers from the teacher education candidates; g) Provide general coordination and management. The total amount of hours were computed and divided between the two directors. The amount per director was equivalent to the number of hours spent to teach a course for one term. The amount per director was equivalent to the number of hours spent to teach a course for one term. For these tasks, associated with managing and organizing the project, each project director will be released from a teaching assignment. Pace University is charging the grant for the cost of a substitute instructor (\$3,900 each) for that release and will provide in-kind the remainder of each project director's salary (\$11,000 less \$3,900) normally associated with teaching a course.

SOE CIG Facilitators -- The hours required of the CIG Facilitator throughout the year were calculated to complete the following: a) Facilitate 15 two-hour collaborative inquiry group sessions, as well as prepare for them; b) Check-in monthly with the building principal; c) Participate in, and prepare for, the nine Facilitator Sessions; d) Attend the Network Sessions; e) Complete field reports and general e-mail correspondence; f) Assist CIG members through e-mail and phone calls between sessions, as needed. The total amount of hours was equivalent to the number of hours spent to teach a course for one term. The budget amount is equivalent to that portion of an average salary for teaching a course (\$11,000). The teacher then effectively replaces the time for teaching one course during the year with facilitation of the project.

Dyson Content Specialist – The hours required of the Content Specialist were calculated as: a) Co-prepare and co-implement the four day-long content Network Sessions; b) Visit each of the schools twice during the year (once per semester) to interact with the respective subject area teachers; c) Consult throughout the year via e-mail and phone; d) Meet with Co-Project Directors to evaluate the project at two times during the year. The total amount of hours was equivalent to the number of hours spent to teach a course for one term. The budget amount is equivalent to that portion of an average salary for teaching a course. The professor then effectively replaces the time

for teaching one course during the year with supporting a deeper understanding of content by the high school teachers and teacher candidates.

Dyson Content Consultant – To assist a deeper study of content beyond the expertise of the Content Specialists, funds were budgeted to pay other professors with needed content knowledge to assist subject area teachers. Consultant pay was calculated at \$250 for a half-day, with an expectation that each school would get two to three visits by a consultant with e-mail follow-up, as needed.

**Line 2: Salaries for Non-Professional Personnel (16)**

Field Researchers – To provide greater interaction and experience with teacher-led inquiries, two teacher education candidates per school can receive a stipend of \$300 for 20 hours of work each term assisting CIG teachers in collecting and analyzing data for the inquiries. Additionally one candidate can receive a stipend each semester to aid in gathering data on the progress of the CIG's.

**Line 3: Purchased Services (40)**

Cost for substitute teachers – The two content Network In-service days are scheduled to take place during the school year which requires substitutes for attending teachers. Substitute cost was calculated using the rate in New York City of \$175, for up to eight teachers per building, per session.

Per Session cost – Teachers in the project will be spending time outside of the work day and, by contract, are to receive per session pay for their time. The cost was calculated using the rate in New York City of \$45 per hour. The total hours were calculated for fifteen two-hour CIG sessions during the year, two 8-hour summer Network In-service days, and one after-school Teaching and Learning conference.

**Line 4: Supplies and Materials (45)**

Printing & Duplicating -- Based upon past experience with similar grants, \$100 was estimated to photocopy materials for facilitator professional development to maintain collaboration and communication.

Publications -- \$3050 was an estimate, based upon past experience with similar grants, to provide professional development materials/books to participating teachers.

Mini-grants -- \$600 per teacher (40 teachers estimated) provides for purchase of instructional materials that support student inquiry in the classroom. The mini-grant maximum was determined based on experience of previous science inquiry grants to provide teachers with modest instructional materials for two to three inquiry activities.

Meals/Light Refreshments – Beverage set-up and lunch was calculated for all day-long Network In-service days with an average cost of \$15 per person for 40 participants. The two summer sessions included a light breakfast as well. Additionally, to provide some sustenance and improve the climate of the after-school sessions, \$25 per CIG session was budgeted for light snacks and beverages.

**Line 5: Travel Expenses (46)**

Local Travel – An estimate of \$2750 was budgeted to cover costs of public transportation to bring people together for Network In-service (either New York City teachers traveling to Westchester or vice versa). The amounts were based on half of the teachers traveling for each of the four Network Sessions. Additionally a modest amount was included to cover travel costs for Dyson Faculty Content Specialists or Consultants who travel to schools distant from their work place and for Project Directors to visit schools.

**Line 6: Employee Benefits (80)**

Full-time Personnel – Benefits were calculated using Pace University’s benefit rate for full-time personnel of 33.4%

Part-time Personnel – Benefits were calculated using Pace University’s benefit rate for part-time personnel and students of 14.2%

**Line 8: Indirect Cost (90)**

Indirect costs were calculated on the portion of the funds assigned to Pace University School of Education and Dyson College of Arts and Sciences only using the 8% rate permitted by the grant.

**Line 9: Equipment (20)**

No equipment is being purchased by this grant.

**In-Kind Contributions**

*Please note that in-kind contributions for personnel were calculated using a combined salary and benefits figure.*

**Line 1: Salaries for Professional Personnel (15)**

The salary equivalent of one release course was calculated to be \$11000. For the management activities of the grant, each of the co-project directors was to receive one course release. This release, rather than being charged to the grant for the full amount, was charged just for the replacement cost of a substitute instructor in the amount of \$3900. Thus the grant was charged for \$7,800 (the cost of two replacement instructors) with the remainder of the cost of the salary and benefit package for the two project directors, \$14,200 as in-kind contribution.

**Line 2: Salaries for Non-Professional Personnel (16)**

A calculation of time for the following personnel to support this grant was calculated as:

Assessment Coordinator, 1/20 time, \$2,250

To assist with the development, implementation and synthesis of evaluation efforts

Grants Coordinator, 1/10 time, \$4,500

To assist with the financial, management, and reporting tasks of the grant

Clerical Support, 1/20 time, \$2,250

**Line 6: Employee Benefits (80)**

Benefits for the replacement instructors are calculated using Pace University's benefit rate for part-time personnel of 14.2%

Benefits for the Assessment Coordinator, Grants Coordinator, and Clerical Staff are calculated using Pace University's benefit rate for full-time personnel of 33.4%



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August 28, 2009

Stephen J. Friedman , President  
Pace University  
1 Pace Plaza

New York, NY 10038

Dear President Friedman:

This letter is in regard to the 2009-2010 Teacher Leader Quality Partnership Professional Development program. As you know, your institution was recently awarded funding for the 2009-2010 award period. Unfortunately, we have learned that it will be necessary to reduce the proposed grant award due to a change in the level of federal funds available for programmatic use. As a result, your Teacher Leader Quality Partnership project will receive a reduction in funding.

Your campus project directors were informed via e-mail from the State Education Department Teacher Leader Quality Partnership program staff on August 28th of the impact of these reductions on your program. While your campus staff works with the State Education Department to execute the required fiscal transactions, I wanted to personally notify you of the funding reductions and the process used to execute the needed revised budget.

The original Teacher Leader Quality Partnership award of \$261870 has been reduced to \$245140. The institution will be required to complete a revised budget (FS-20), a proposed budget form (Attachment VI, page 1) and a short narrative to account for the reduced amount. These forms were included in your RFP, which can be found on the Teacher Development Programs Unit website at <http://www.highered.nysed.gov/kiap/TEACHING/TLQP/TLQP/tlqipindex.htm>. These materials can be sent to the Teacher Leader Quality Partnership Program Officer, Mr. David Lovell, at the following address:

New York State Education Department  
Office of K-16 Initiatives and Access Programs  
Teacher Development Programs Unit  
89 Washington Avenue/ Room 1069 EBA  
Albany, New York 12234

If you have any questions or concerns, please contact Mr. Lovell at (518) 486-6042 or at [dlovell@mail.nysed.gov](mailto:dlovell@mail.nysed.gov).

Thank you for your attention to this matter.

Sincerely,

Stanley S. Hansen, Jr.  
Executive Coordinator

cc: Christine Clayton, Ed.D.  
James Kilbane, Ph.D.

**Students as Inquirers, Teachers as Inquirers**  
**TLQP Grant 2009-2010 Mid-Year Report**  
**Submitted by Dr. Christine Clayton & Dr. Jim Kilbane, Pace University**

**PART 1**

**1. Communications with TLQP Partners**

***Meetings with School Partners.*** The Pace team met with all schools between July and early September 2009 to plan for the program and recruit teachers. (See addendum for complete list of various participants.) At three of the four schools, all faculty members were invited to become involved in the program through presentations made by the Co-Directors and facilitators at faculty meetings. In the fourth school, Sleepy Hollow, the principal restricted recruitment to the Social Studies and Science departments only to whom two presentations were made. Throughout the fall, co-directors and facilitators met or had contact via email and phone with every principal to monitor progress and get planning feedback.

***Meetings with Dyson Partners.*** Guided by Associate Dean of the Dyson College of Arts and Sciences, Dr. Richard Schlesinger, the co-directors initiated meetings with Department Chairs in History and Biology in August and September, 2009. Given the initial focus of the grant on Social Studies and Science and, due to the late notification of the grant which delayed recruitment of teachers, we focused outreach in these two areas. These conversations resulted in the participation of Dr. Reza Afshari, History, and Dr. James Cervino, Biology, in our first Network Day on November 3, 2009. On November 23, the co-directors met with Associate Deans of the School of Education and Dyson College of Arts and Sciences to clarify processes for collaborating further since, by then, the makeup of our teacher groups created a need to reach out to more Dyson departments. In December and January, the co-directors held discussions with 13 additional faculty members from History, Environmental Studies, English, Math, Biology, Physics and Chemistry, as well as the Director of the Environmental Center. Ten professors expressed interest in involvement, of which 8 participated in Network Day 2 (please see appendix for names and departments).

**2&3. Workshop, Attendance, & Participant Response for Professional Development Sessions**

***Collaborative Inquiry Group (CIG) at Sleepy Hollow.*** This year marks the first partnership relationship between SHHS and Pace. The CIG, facilitated by Dr. Clayton, currently has 7 regular participants, 3 from Social Studies and 4 from Science. While there are 2 early career teachers, the rest of the group could be characterized as experienced teachers, at least 3 of which currently mentor Pace teaching candidates. Two of the teachers are also Department Chairs of Social Studies and Science and have been involved in working closely with Dr. Clayton in informing the development of the CIG. To launch the program and at the principal's personal request, Dr. Clayton conducted 7 hours of staff development, constituting the first 3 sessions of the program, on three dates (9/23, 10/9 and 11/25) for 16-20 teachers in both the Science and Social Studies departments. From that a CIG group was formed which has met 6 additional times (10/28, 12/9, 1/13, 2/3, 3/3, and 3/24).

Much of the fall has focused on defining inquiry, introducing a framework through which to view inquiry experiences, providing examples of curricula and lesson plans, engaging participants in inquiry tasks, and learning how to support student questioning. Teachers regularly bring lesson plans to engage in discussion and critique about practice. In January and February, the focus was on developing an inquiry proposal to deepen their work with students. In March, the group is focusing on evidence of inquiry and assessment.

***CIG at Peekskill.*** Peekskill High School and Pace were involved previously in TLQP work; additionally Peekskill has been involved with the Institute for Student Achievement which included a focus on student inquiry. Professor Kava is the facilitator of 10 teachers: 2 Science teachers, 3 math teachers, 2 English teachers, 1 Social Studies teacher, 1 LOTE teacher, and 1 Special Education teacher. While several of the teachers are experienced, a sizeable group of the teachers are early career teachers, including four graduates of the Pace teaching program. Like Sleepy Hollow, initial sessions focused on developing a shared

understanding of inquiry with a particular focus on understanding inquiry in particular disciplines. A focus on essential questions, teacher questioning, and student questioning led to the development of student inquiry proposals. In March, teachers developed plans to collect data as evidence of student understanding from their planned inquiries. The CIG has met 11 times (10/19, 10/26, 11/16, 11/30, 12/14, 1/11, 1/25, 2/8, 3/1, 3/8, 3/22).

**CIG at Pace.** Pace High School has been associated with Pace University since its founding six years ago. It has received professional development from the University though this was the first effort focused on inquiry at either the teacher or student level. Dr. Kilbane facilitates this group that is comprised of 1 Science teacher, 1 English teacher, 1 Social Studies teacher, and 1 Special Education teacher. As with the prior two groups the initial sessions focused on a study of student inquiry. This led to a discussion of the development of the supporting skills of inquiry and into instructional strategies, such as questioning and discussion, to promote inquiry. Teachers also brought lessons they had implemented for study and feedback, as a step toward developing their own inquiries. The CIG has met 9 times (10/28, 11/16, 12/2, 12/16, 1/25, 2/8, 2/22, 3/8, 3/24).

**CIG at Millennium.** Millennium High School has also only been in existence for 6 years so it, like Pace, has a relatively inexperienced staff. Its principal came from a school heavily invested in student inquiry and he has fostered that work at Millennium. Some teachers engage in adhoc collaboration around inquiry already, which we were unable to capitalize on so the CIG group at Millenium only has 2 Science teachers and 1 Math teacher facilitated by Dr. Birney. As with the other CIGs there was a focus on a study of student inquiry that led to planning teacher inquiries. However the previous experience of the CIG members allowed them to transition more quickly into planning their own inquiries. Refining and analyzing data from these inquiries then became the work of the CIG. The CIG has met 11 times (10/21, 10/28, 11/4, 11/18, 12/2, 12/9, 1/27, 2/10, 3/3, 3/10, 3/24).

*A more detailed description of each session at each school, including attendance data, are included as an appendix.*

**Network Days.** The purpose of Network Days is to bring together teachers across the 4 schools to support pedagogy and content knowledge for conducting inquiries that support student learning. Our first Network Day on November 3, 2009, involved 23 teachers, with the focus questions of: What does it mean to do inquiry in our disciplines? How do we support a culture of thinking that supports students in learning through inquiry? Morning sessions, facilitated by Dr. Clayton and Dr. Kilbane, focused on developing a shared understanding of both common and disciplinary thinking skills associated with inquiry. The late morning and afternoon breakout sessions featured presentations on the Universal Declaration of Human Rights (Dr. Afshari, History), and Climate Change (Dr. James Cervino, Biology). These presentations were intended to involve teachers in content area inquiries and develop more awareness about thinking skills involved in disciplinary inquiries. Teachers appreciated networking with other teachers and the morning dialogues but did not see enough practical applications from the breakout sessions.

As a result, we took a different approach for Network Day 2 on February 24, 2010. This day involved 20 secondary teachers, 8 Dyson faculty, and 2 School of Ed faculty in addition to the 2 TLQP facilitators and 2 co-directors. The focus questions were: What's worth understanding through inquiry? What does evidence from inquiry reveal? Morning sessions focused on teachers sharing their draft proposals for supporting student inquiry, using a structured protocol called a "Charette" for feedback, and considering the nature of evidences possible in inquiry learning. The afternoon was used to support collaborative planning based on the inputs from morning sessions and with the help of faculty consultants. Overwhelmingly, comments, such as the following, recognized that the day was much improved and more productive in supporting their practical implementation of inquiry learning: "The discourse and suggestions proved very successful. This opened up my thinking for new ideas and how to implement them" and "The day was energizing and inspiring to me."

**Participant Response.** Our mid-year evaluation was conducted through electronic survey in March. We found that participants (22 of 24 responded) were generally positive about the overall experience and about

their CIG group in particular. As a result of their experience in the project, 87% agreed that they had a better understanding of student inquiry, 91% had developed a vision of what an inquiry might look like, while 68% said they had come to think of inquiry in a different way. In addition to developing conceptual understandings, teachers also reported obtaining some practical value; 85% agreed they had gained new ideas on enacting student inquiry, 73% said they came away with practical ideas or insights from their school groups, and 68% agreed they had tried student inquiry activities further along the continuum. Finally, participants valued various opportunities to get new insights on their inquiry work. All participants reported that they valued the conversations with their school groups, 91% said they valued conversations with those from other schools, and 100% said they valued the opportunity to gain insight from content area colleagues at the high school and college levels.

#### **4. Other activities and participants' responses.**

We have utilized technology to support this project in unique ways. First, we developed a password-protected networking site called [Paceinquirylearning.ning.com](http://paceinquirylearning.ning.com). This has become a place for the four TLQP facilitators (Birney, Clayton, Kava, and Kilbane) to document their CIG professional development sessions. After each session, the facilitator posts their facilitator reflections, the session report (which is filled out by a teacher participant), and any relevant materials provided to the teachers including articles, lessons, and powerpoints. Additionally, for our second Network Day we created an open wiki page for all participants in this project to post links, resources, and references on inquiry learning, more generally, and to support inquiry work on their particular projects, in particular. This site was launched on February 24, 2010, and has since been updated as teacher inquiry projects have been finalized with relevant links to support teachers' enactment of their inquiries (See <http://paceinquirylearning.wikispaces.com/>)

### **PART 2**

The current status of our project is "not quite as planned." In the following paragraphs we identify the key elements of the project and their status.

***Collaborative Inquiry Groups.*** The central element of our plan, CIGs, has been implemented as planned. Each of the schools, as proposed, has a CIG that meets regularly. During these sessions, teachers have been considering issues of student inquiry; this includes reviewing teacher and, increasingly, student work samples. CIGs were scheduled to meet for a total of fourteen sessions and all schools are on target to do so by the end of the year, having conducted between nine and eleven sessions across the four schools.

Every teacher is also currently finalizing or implementing her/his own inquiry into how to better support student inquiry in the classroom. To date, 22 of 24 teachers have submitted proposals that have been reviewed and are accepted or in the process of revision. Six of the teachers have begun their inquiries, while the rest are waiting to begin after spring break. In all cases, teachers have identified inquiry materials and those materials are being ordered, with some already received and in use by students. The ordering process within the university did not go as smoothly as expected, but the challenges of a variety of new vendors and delivery sites are being met.

In conjunction with these inquiries we had planned for the hiring of 8 graduate students as field researchers to assist the teachers in data gathering for their inquiries. While we had planned for the field researchers to work both terms, in the end they were only needed for the spring term. Those field researchers have been hired or are in the process of being hired: 3 for Peekskill, 2 for Sleepy Hollow, 3 to share for Pace and Millennium. Dr. Clayton conducted an orientation with the 5 Westchester field researchers on March 17, and four attended CIG meetings on 3/22 and 3/24 to begin their work with secondary teachers.

The one challenge we have had with the Collaborative Inquiry Groups is in numbers of teachers in the New York City Schools. While we have been able to involve 7-10 teachers in each of the Westchester schools, and we began the year with 5-6 in the New York City schools, in the end we only have 3-4 teachers in each of the city groups. We attempted to augment these numbers with early career teachers recently graduated from

Pace, however issues of travel (since we were meeting right after school with our groups) and union regulations (which made it a challenge to just ask Pace graduates to participate) did not enable these teachers to participate.

We intend to augment these numbers by conducting a summer session for early career teachers teaching in city schools who have recently graduated from Pace. This session will utilize the curriculum developed from our CIGs so as to help these early career teachers incorporate more inquiry into their plans for the coming year. Our meetings with the NYC principals in the spring will also discuss approaches for small schools whose teachers are fulfilling multiple roles and having less time to give to a professional development project that requires additional time outside of the school day.

**Network Days.** Two Network Days have also been implemented according to plan. These two days brought all the schools together to interact with faculty from the Dyson College of Arts and Sciences. While the teachers appreciated much of what was done on both days, the first day our plan for interaction with the Arts & Sciences professors was not as productive as intended. This informed the design of the second day in which the Arts & Sciences professors played a much more productive role and formed relationships for future interactions with the teachers.

**Network of Schools.** The beginning development of a Network of schools has also met the expectations of the plan. We have added two additional schools to the two that we have had a relationship with in the past. There is regular communication between school principals, TLQP facilitators, and the co-directors. The university has increased the number of field placements in these schools so that pre-service teachers are benefitting from these teachers who are reconsidering the use of inquiry in their classrooms. For example, two of the teachers in the Pace CIG are each being assigned a student teacher for the first time as is one teacher at Peekskill. In Sleepy Hollow, three teachers have mentored Pace teaching candidates, integrating them into their inquiry work on supporting student questioning.

**Collaboration with Dyson College of Arts and Sciences.** This collaboration has not gone as planned. We have found many professors interested in the work and we have certainly begun to strengthen the relationship between the School of Education and the College of Arts and Sciences. The disappointment was that our intention was not realized to have two faculty members released from a course to work with the school groups on a more regular basis. We were unable to release two faculty members due to lack of available faculty and the needs of the College (for example, the science departments had no faculty to spare as replacements had not been hired for five positions). Our revised plan is to increase the number of consulting opportunities for additional Dyson faculty to support teachers at the schools in deepening their understanding of specific topics. While our second Network day sought to launch these connections, the nurturing, coordination, and support of these interactions is a challenge for the co-directors. We would be interested in knowing how others are utilizing professors from Arts and Sciences to support secondary teachers.

**Grants Management.** In general the grant is going as planned, though there has been a delay in arranging payments to the teachers and schools. While there was an expectation that it would take some time to set up the financial arrangements with three different school districts and the University, mechanisms to ensure that the partner schools and teachers are compensated for their involvement as well as mechanisms to actualize the purchasing of supplies and instructional materials to support classroom inquiries have been difficult to identify, actualize, and enact. Progress has been made, but the solution has not yet been reached. It has taken considerable intervention from the co-directors to move this toward resolution and active monitoring of the situation will ensure that the financial elements are appropriately expended. It would be beneficial to learn how other institutions are facilitating these processes with partners.

## TLQP Interim Report: Record of Professional Development Sessions by Location

### Sleepy Hollow High School Staff Development and CIG Sessions

Date	Description (i.e. Purpose, Topic)	Presenter(s)	Attendance
9/23	<b>Social Science/Science Department Meeting Presentation, Session One</b> <b>Focus:</b> What is inquiry? <b>Topics:</b> Overview of Inquiry, Examples of Inquiry Curricula	Dr. Christine Clayton	16 teachers
10/9	<b>Social Science/Science Department Staff Development Day Workshop, Session Two</b> <b>Focus:</b> What is inquiry? <b>Topics:</b> Inquiry Learning Exercise, Video Examination of Classroom Inquiries, Revisiting Definitions	Dr. Christine Clayton	16 teachers
10/28	<b>Sleepy Hollow CIG Session Three</b> <b>Focus:</b> How do I design inquiry experiences to support learning? <b>Topics:</b> Developing Design Criteria for Inquiry. Descriptive Consultancy and Peeling the Onion Protocols to Examine Teachers' Lessons.	Dr. Christine Clayton	8 teachers
11/25	<b>Sleepy Hollow CIG Session Four</b> <b>Focus:</b> How do I design inquiry experiences to support learning? Supporting Student Questioning. <b>Topics:</b> Forced Choice Activity on Quality Questioning. Overview of Student Questioning. Guided Practice with Question-Answer Relationships. Tuning Protocol of Teachers' Lesson Plans.	Dr. Christine Clayton	20 teachers (16 HS teachers and 4 MS SS teachers)
12/9	<b>Sleepy Hollow CIG Session Five</b> <b>Focus:</b> How do I design inquiry experiences to support learning? Supporting Questioning for Inquiry. <b>Topics:</b> Peeling the Onion Protocol on Teacher Lessons on Student Questioning. Follow-up to 11/25 work on questioning.	Dr. Christine Clayton	6 teachers
1/13	<b>Sleepy Hollow CIG Session Six</b> <b>Focus:</b> How do I design inquiry experiences to support student learning. Lanning for inquiry – How does inquiry teaching look and feel? What are the implications for planning that design? <b>Topics:</b> Inquiry Continuum Enhanced. Examining An Inquiry Lesson (Text Case and Video).	Dr. Christine Clayton	8 teachers



2/3	<b>Sleepy Hollow CIG Session Seven</b> <b>Focus:</b> What do I wonder about my practice and inquiry? <b>Topics:</b> Developing Teacher Inquiry Questions	Dr. Christine Clayton	7 teachers
3/3	<b>Sleepy Hollow CIG Session Eight</b> <b>Focus:</b> How do I design inquiry experiences to support student learning? What do I wonder about inquiry? How can I know what I want to understand. Planning with Evidence in Mind. <b>Topics:</b> Planning Student and Teaching Inquiries through Evidence. Work Time on Inquiry Proposals.	Dr. Christine Clayton	7 teachers
3/24	<b>Sleepy Hollow CIG Session Ten</b> <b>Focus:</b> How am I supporting student inquiry? What kind of evidence can help drive my inquiry? Assessment & Inquiry – Data Collection Tools for Observation Classroom Inquiry <b>Topics:</b> Inquiry and Assessment – Data Collection Tools. Observations & Rubrics.	Dr. Christine Clayton	6 teachers and 2 teacher ed candidates

### Peekskill High School CIG Group Sessions

Date	Description (i.e. Purpose, Topic)	Presenter(s)	Attendance
10/19	<b>Peekskill CIG Group Session One</b> <b>Focus:</b> Why are you interested in inquiry? What do you wonder about? Where are you on the continuum of possibilities? <b>Topics:</b> Inquiry Continuum, Viewing of Video re: inquiry, Case study discussion.	Professor Beth Kava	7 teachers
10/26	<b>Peekskill CIG Group Session Two</b> <b>Focus:</b> What is inquiry? What does inquiry-based learning mean? What is collaborative inquiry? What does it mean to inquire? <b>Topics:</b> Defining Inquiry. Experiencing Inquiry. Case Study Discussion.	Professor Beth Kava	10 teachers
11/16	<b>Peekskill CIG Group Session Three</b> <b>Focus:</b> Where are we on the inquiry scale? Are our lessons inquiry based? How do we make them more inquiry based? <b>Topics:</b> Protocol to examine teacher lesson plans to get feedback	Professor Beth Kava, Dr. Christine Clayton	8 teachers

	and develop a way to inquire about inquiry.		
11/30	<b>Peekskill CIG Group Session Four</b> <b>Focus:</b> The relationship between teacher questioning and our student inquiry goals. <b>Topics:</b> Essential Questions. Developing and sharing lessons with essential questions after seeing models.	Professor Beth Kava	8 teachers
12/14	<b>Peekskill CIG Group Session Five</b> <b>Focus:</b> How do we support beginning inquiry with students? <b>Topics:</b> Modelling inquiry for students, supporting beginning steps. Protocol to examine inquiry lessons.	Professor Beth Kava	8 teachers
1/11	<b>Peekskill CIG Group Session Six</b> <b>Focus:</b> Building Inquiry Based Lessons <b>Topics:</b> Unit plans and essential questions. Differentiating inquiry.	Professor Beth Kava	9 teachers
1/25	<b>Peekskill CIG Group Session Seven</b> <b>Focus:</b> What do I want to learn more about in developing my students' ability to do inquiry? And what improvements do I expect to see as a result of my focus and efforts in this work? <b>Topics:</b> Developing Inquiry Questions. Inquiry Proposals	Professor Beth Kava, Dr. Christine Clayton	8 teachers
2/8	<b>Peekskill CIG Group Session Eight</b> <b>Focus:</b> What do I want to learn more about in developing my students' ability to do inquiry? And what improvements do I expect to see as a result of my focus and efforts in this work? <b>Topics:</b> Developing Inquiry Proposals	Professor Beth Kava	10 teachers
3/1	<b>Peekskill CIG Group Session Nine</b> <b>Focus:</b> Identifying Data Sources for my Inquiry Question; Continuing to Examine the Inquiry Proposal Process <b>Topics:</b> Presentation of Action Research Projects. Data collection choices.	Professor Beth Kava	8 teachers
3/8	<b>Peekskill CIG Group Session Ten</b> <b>Focus:</b> Planning for Teacher Inquiry: Planning with Evidence in Mind <b>Topics:</b> Sharing proposals. Looking at inquiry proposal in action (video). Creating an action plan for teacher inquiry.	Professor Beth Kava	10 teachers
3/22	<b>Peekskill CIG Group Session Eleven</b> <b>Focus:</b> Looking at Data Collection <b>Topics:</b> Observations as Data. Work Session on Planning for Data	Professor Beth Kava, Dr. Clayton	8 teachers

	Collection and finishing proposals.		
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### Millennium High School CIG Group Sessions

<b>Date</b>	<b>Description (i.e. Purpose, Topic)</b>	<b>Presenter(s)</b>	<b>Attendance</b>
10/21	<b>Millennium CIG Group Session One</b> <b>Focus:</b> What is inquiry? <b>Topics:</b> Overview of Inquiry, Examples of Inquiry Curricula	Dr. Lauren Birney	5 teachers
10/28	<b>Millennium CIG Group Session Two</b> <b>Focus:</b> How to do inquiry more? How to make practice more meaningful? How to measure goal of inquiry? Where does inquiry get you? <b>Topics:</b> Inquiry Learning and Understanding	Dr. Lauren Birney	3 teachers
11/4	<b>Millennium CIG Group Session Three</b> <b>Focus:</b> What do I want to learn about inquiry? <b>Topics:</b> Inquiry Proposal	Dr. Lauren Birney	3 teachers
11/18	<b>Millennium CIG Group Session Four</b> <b>Focus:</b> What does inquiry mean for you? <b>Topics:</b> Describe when inquiry worked for you (in the classroom, in life).	Dr. Lauren Birney	3 teachers
12/2	<b>Millennium CIG Group Session Five</b> <b>Focus:</b> What do inquiry lessons look like? <b>Topics:</b> Sample collaborative inquiry lesson plans. Collaborative inquiry – inside/outside the classroom. Proposal Format and workshop.	Dr. Lauren Birney	3 teachers
12/9	<b>Millennium CIG Group Session Six</b> <b>Focus:</b> How can we implement inquiry to support student learning? <b>Topics:</b> Collaborative Inquiry projects and classroom implementation.	Dr. Lauren Birney	3 teachers
1/27	<b>Millennium CIG Group Session Seven</b> <b>Focus:</b> Developing Proposals.	Dr. Lauren Birney	3 teachers
2/10	<b>Millennium CIG Group Session Eight</b> <b>Focus:</b> How can teacher inquiry inform student inquiry?	Dr. Lauren Birney	2 teachers

	<b>Topics:</b> Discussion about teacher inquiry v. student inquiry. Presentation and review of proposals for submission.		
3/3	<b>Millennium CIG Group Session Nine</b> <b>Focus:</b> What can we revise now? <b>Topics:</b> Review of comments and suggestion by TLPQ committee on proposals. Review of Professional Development Day Two	Dr. Lauren Birney	3 teachers
3/10	<b>Millennium CIG Group Session Ten</b> <b>Focus:</b> How are you creating and inquiry environment in your classrooms? <b>Topics:</b> Review/Check in with each participant.	Dr. Lauren Birney	3 teachers
3/24	<b>Millennium CIG Group Session Eleven</b> <b>Focus:</b> What's the data? <b>Topics:</b> Data collection	Dr. Lauren Birney	3 teachers

### Pace High School CIG Group Sessions

<b>Date</b>	<b>Description (i.e. Purpose, Topic)</b>	<b>Presenter(s)</b>	<b>Attendance</b>
10/28	<b>Pace CIG Group Session One</b> <b>Focus:</b> How to do inquiry more? How to make practice more meaningful. How to measure goal of inquiry. Where does inquiry get you?	Dr. Jim Kilbane	7 teachers
11/16	<b>Pace CIG Group Session Two</b> <b>Focus:</b> What inquiry do you see present or how does the activity promote inquiry?	Dr. Jim Kilbane	6 teachers
12/2	<b>Pace CIG Group Session Three</b> <b>Focus:</b> reviewed a Development Continuum of Supporting Skills for Inquiry. <b>Topics:</b> Understanding developmental continuum	Dr. Jim Kilbane	4 teachers
12/16	<b>Pace CIG Group Session Four</b> <b>Focus:</b> Discussion of "School as Inquiry" <b>Topics:</b> Discussion of inquiry based on the text "Inquiry-based learning using everyday objects"	Dr. Jim Kilbane	4 teachers
1/25	<b>Pace CIG Group Session Five</b> <b>Focus:</b> Where am I going? An inquiry into maps. Discuss the	Dr. Jim Kilbane	4 teachers

	collaborative inquiry process and reviewed the Collaborative Inquiry Cycle diagram.		
2/8	<b>Pace CIG Group Session Six</b> <b>Focus:</b> A collaborative review of inquiry proposals	Dr. Jim Kilbane	3 teachers
2/22	<b>Pace CIG Group Session Seven</b> <b>Focus:</b> A guided consideration of a Inquiry Learning Activity: The Soap Project	Dr. Jim Kilbane	3 teachers
3/8	<b>Pace CIG Group Session Eight</b> <b>Focus:</b> What is the role of discussion in students engaging in inquiry and how can we promote discussion? <b>Topics:</b> Conducting inquiry-based discussions.	Dr. Jim Kilbane	4 teachers
3/24	<b>Pace CIG Group Session Nine</b> <b>Focus:</b> Sharing of inquiry activities done in class with a discussion of how to strengthen (1 hour session).	Dr. Jim Kilbane	3 teachers

### Network Days

Date	Location	Description (i.e. Purpose, Topic)	Presenter(s)	Attendance
11/3	Pace University White Plains Graduate Center	<b>Network Day 1</b> <b>Focus:</b> What does it mean to do inquiry in our disciplines? How do we support a culture of thinking that supports students in learning through inquiry? <b>Topics:</b> Thinking and Disciplinary Inquiries, Universal Declaration of Human Rights (Afshari), Climate Change (Cervino)	Dr. Clayton Dr. Kilbane Dr. Birney Professor Kava Dr. Afshari – History Dr. Cervino – Biology	23 teachers
2/24	Pace University White Plains Graduate Center	<b>Network Day 1</b> <b>Focus:</b> What's worth understanding through inquiry? What does evidence from inquiry reveal? <b>Topics:</b> Charette protocol to examine teacher inquiry proposals. Evidences of inquiry. Workshop and Consultations on Inquiry Proposal	Dr. Clayton Dr. Kilbane Dr. Birney Professor Kava.  8 Dyson Faculty Consultants	20 teachers

		and Planning	Dr. Collins - English Dr. Frank - History Dr. Gloster-Coates - History Dr. Horne - Biology Dr. Spillo – Environmtl. Ctr. Dr. Taylor - History Dr. Shiri-Garakani - Physics Dr. Yarlett - Chemistry  2 School of Ed Faculty Consultants: Professor Kass - Spanish Dr. Evans - Math	
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**Planning Participants**

School	School Personnel	University Personnel
<b><i>Sleepy Hollow</i></b>		
	Carol Conklin, Principal	Dr. Christine Clayton
	Barbarann Tantillo, Assistant Superintendent	Mr. Frank DeLuca, School Partnership Director
	Jesica Hunsberger, Social Studies Dept Chair	
	Jason Choi, Science Department Chair	
<b><i>Peekskill High School</i></b>		

	Vincent Burruano, Principal	Dr. Christine Clayton
	Emily Hirsch, Assistant Principal	Professor Beth Kava
	Griselda Rivera, Assistant Principal	
	Marina Mogulescu, Coach, Institute for Student Achievement	
<b><i>Pace High School</i></b>		
	Yvette Sy, Principal	Dr. Jim Kilbane
	Larry Gabbard, Assistant Principal	Dr. Art Maloney, Chair, NYC Department
<b><i>Millennium High School</i></b>		
	Robert Rhodes, Principal	Dr. Jim Kilbane
		Dr. Lauren Birney

**COLLEGIATE AND PROFESSIONAL DEVELOPMENT PROGRAMS  
TEACHER/LEADER QUALITY PARTNERSHIPS PROFESSIONAL DEVELOPMENT PROGRAM  
2010-2011 SITE VISIT REPORT**

**Institution/Program Name:** Pace University

**Date(s) of Visit:** May 11-12- 2010

**Project Director:** Dr. Christine Clayton, Dr. James Kilbane

**Director's Supervisor:** Dr. Mary Rose McCarthy

**No. of Participants:** 50

**Targeted Audience:** Inservice Administrators Paraprofessionals

**Level:** Elementary Middle High School

<b>Subject:</b>	Math	Science	Foreign Languages	Social Studies
	English Language Arts			
<b>SED Program Officer:</b>			David Lovell	

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**Project Personnel Interactions:**

**Name** Ms. Roberta Robinson

**Title:** Grants Director, School of Education

**Name** Christine Clayton

**Title:** Project Coordinator Westchester Campus

**Name** James Kilbane

**Title:** Project Coordinator NYC Campus

**Name** Dr. Mary Rose McCarthy

**Title:** Associate Dean, School of Education

**Name** Dr. Nigel Yarlett

**Title:** Chemistry Department Chair, Dyson College

**Name** Dr. Lauren Birney

**Title:** Clinical Professor, School of Education

**Name** Professor Beth Kava

**Title:** Clinical Professor, School of Education

**Name** Mr. Jason Diffenderfer

**Title:** Assessment Coordinator, School of Education

**Non-Project Personnel Interactions (use additional sheet if necessary)**

**Name** Larry Gabbard

**Title:** Acting Principal, Pace High School



Name Robert Rhodes

Title: Principal Millennium High School

Name Vincent Burruano

Title: Principal, Peekskill High School

Name Emily Hersh

Title: Assistant Principal, Peekskill High School

Name Carol Conkin

Title: Principal, Sleepy Hollow High School

**1. PARTICIPANT SELECTION PROCESS**

Statewide recruitment

**Local/regional recruitment**

Selection Criteria as  Proposed:

**Yes**

No

**Comments:**

Participant Status: Provisional Certification

**Permanent Certification.**

**No Certification**

Temporary Certification

Teaching

out of Certification Area

Project involves nonpublic school teachers and/or administrators?

Yes

**No**

**Comments:** Formal presentations are given on TLQP at full faculty meetings at each school. Presentations included a handout with a summary of project details. Additionally, follow-up e-mails were sent to all teachers to remind them to indicate their desire to participate. Administrators also were asked to suggest participation to teachers. Word-of-mouth is also very effective in recruiting for this component of the project. The project keeps in mind both school needs and the district's professional development plan when recruiting teacher leaders and mentors.

**2. OBSERVED INSTRUCTIONAL ACTIVITIES**

**A. CATEGORIES**

Summer Institute

Yes

No

**Not in program**

Academic Year Workshops

**Yes**

No

Not in program

For-credit Courses

Yes

No

**Not in program**

School-based Observations or Discussions

**Yes**

No

Not in program

Mentoring program	Yes	<b><u>No</u></b>	Not	in	<input type="checkbox"/>
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**B. TECHNIQUES/QUALITIES PRESENT IN OBSERVED ACTIVITY/ACTIVITIES**

Alignment with NYS Learning Standards and Assessment		<b><u>Yes</u></b>	No
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Use of technology		<b><u>Yes</u></b>	No
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Training in use of disaggregated student achievement data		<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Yes</u></b>	No	<input type="checkbox"/>	<input type="checkbox"/>

**2B – Cont.**

Grounding of activities in scientifically-based research		<b><u>Yes</u></b>	No
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Use of manipulatives		<b><u>Yes</u></b>	No
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Use of inquiry-based learning		<b><u>Yes</u></b>	No
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Use of methods for increasing students’ problem-solving abilities		<b><u>Yes</u></b>	No
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Instruction on motivational strategies		<b><u>Yes</u></b>	No
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**Comments:**

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

**3. FORMALIZED RELATIONSHIPS WITH:**

Elementary schools	Middle schools	<b><u>High schools</u></b>	School District
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The following academic departments: Pace University’s Dyson College and Arts and Sciences

<input type="checkbox"/>	<input type="checkbox"/>
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Professional organizations	Yes	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>No</u></b>			

Teacher centers	Yes	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>No</u></b>			

BOCES	Yes	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>No</u></b>			

Business/Industry	Yes	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>No</u></b>			

<input type="checkbox"/>
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For internship and research opportunities

Mentor Networks  
**No**

Yes



Other (Specify

**Comments:**

**4. PROJECT MANAGEMENT**

Documentation/recordkeeping includes the following:

Fiscal records/Budget tracking  
**Yes** No

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Recruitment data tracking

**Yes**

No

Records on which participants lack certification or are teaching out of area of certification

**Yes**

No

Participation data tracking

**Yes**

No

Data tracking for achievement of LEA students

**Yes**

No

Alignment with district professional development plans?

**Yes**

No

Course syllabi (if applicable)

**Yes**

No

NA

Personnel administration/management Weak

**Effective**

Inter-partner communication & coordination  
Weak **Effective**




**Comments:** The project account books are managed in an electronic spread sheet and are reconciled against the University's accounts. During the year itself, there are multiple layers of review.

Administrative files for the past year are stored on the Pace School of Education's share drive. Much of the inter-partner communication is done by means of telephone and e-mail. I am not sure if the project has an electronic or paper based e-mail, or telephone log. If not, I would suggested that the staff keep a log of communications with the partners—just the date, school name, person's name, and a word or two to indicate the topic (e.g., "placement").

**5. PROGRAM SUPPORT**

Fiscal Support from Institution, partners, community-based organizations **Yes** No

**Comments:** \$30,949 from Institution.

**6. EQUITY**

Specific training is provided in equity activities that enhance academic achievement of all students.

Yes

No

**Comments:** I suggested the project provides GESA training, GESA for Parents, and GESA follow-up.

**7. EVALUATION**

Data about participants being collected?

Yes

No

Data about LEA students being collected?

Yes

No

Are there clear performance measures or standards to be applied to these data?

No

Yes

Evaluation plan uses the curriculum frameworks content and assessment standards?

Yes

No

Are successes of the program being shared with interested groups/persons?

Yes

No

**Comments:** Data is collected and tracked on all Pace

TLQP participants.

**REMARKS:**

During this visit to Pace University TLQP project, I did a records review with the Project Directors, Dr. Kilbane and Dr. Christine Clayton. I found the records to be well maintained and well documented. Pace University is committed to making the partnership successful. This is evident in their in-kind contribution and faculty involvement. Dr. Kilbane and Dr. Clayton both report directly to the School of Education, Associate Dean, Dr. Mary Rose McCarty. This is a clear indication as to the importance of the TLQP program to the college.

My lunch discussion on both days with Pace University Administrators, projects partners, and the project facilitators provided an insight into the relationship shared by the partners in this program. I saw evidence of genuine collaboration among the partners, participants and the College in professional development

I visited the project's PDS at Millennium High School and Pace High School in New York City. I also visited programs at Peekskill High School and Sleepy Hollow in Westchester County. I observed classroom activities and spoke with Administrators, teachers, and on-site Pace University staff. TLQP participants teachers spoke at length concerning the value of the project's support network and the project's field experiences.

This is an extremely well-organized and managed project. It offers inquiry based professional development in math, science, foreign language and literacy designed to improve students' achievement. Furthermore, the project has undertaken to share its insights, successes, and some of its activities with teachers who are not project participants.

I was impressed with all aspects of this project. My visit was not only informative and scenic but it was also enjoyable. I must commend Ms. Robinson, Dr. Clayton, Dr. Kilbane and their team of dedicated professionals for their stewardship of a well developed successful program. I am also deeply appreciative of the respect, and hospitality, afforded to me on this visit.

Program Officer Signature David Lovell Date May 12, 2010

# **STUDENTS AS INQUIRERS, TEACHERS AS INQUIRERS PACE UNIVERSITY SCHOOL OF EDUCATION**

## **TLQP Re-authorization, 2010-2011**

### **1) Project Abstract**

There are only minor changes made to the project abstract. These include the addition of a fifth partner, Bronx High School of Visual Arts, and minor changes made regarding the logistics of on-site sessions and the focus on content-specific workshops for each school. See changes highlighted in the last paragraph of the original abstract below:

The Pace TLQP project involves 5 high schools (Bronx High School of Visual Arts, Pace High School and Millennium High Schools in New York, Peekskill High School in the City of Peekskill School District, and Sleepy Hollow High School in Tarrytown, New York). Collaborative inquiry groups (CIGs) will meet for approximately 20 hours over the course of the school year and will be facilitated at each school by School of Education (SOE) faculty. CIGs will be open to early career teachers, mentor teacher leaders, and paraprofessionals from any core content area. Additionally, the TLQP project will provide support in various content areas, specific to each school site, through on-site/online consulting and 4-professional in-service days. All content supports will be jointly planned by faculty from Pace University's Dyson College of Arts and Sciences and the School of Education and integrate literacy, numeracy, and technology as tools in the service of inquiry learning; total teacher contact hours exceed 40 hours.

### **2) Cooperative Relationships**

Overall, the shifts in Memorandum of Agreements are minor; all new school MOA's reflect new dates of the program and slight changes in delivery of program as noted in project abstract above. The Bronx High School of Visual Arts was brought in as a new partner because of their innovative work on building teacher inquiry groups and their interest in partnering more closely to link inquiry with literacy learning. The Dyson College of Arts and Sciences MOA reflects the change in facilitating Dyson faculty consulting relationships only. As we are serving various content areas through this grant, it has been difficult to find one or two Dyson faculty members to serve the grant's various content areas that would be justified by a course release.

See all attached MOA's from school partners (Bronx High School of Visual Arts, Millennium High School, Pace High School, Peekskill High School, Sleepy Hollow High School) and the Dyson College of Arts and Sciences.

### **3) Program Goals and Objectives**

There are no substantive changes to the program goals and objectives as written in the original grant narrative.

#### **4) Program Activities and Service**

While goals of the program and its basic structure in terms of promoting collaborative inquiry groups (CIGs), facilitating 2 Network Days, 1 Teaching and Learning Conference, and 2 Summer Institute Days remain the same, the delivery of program activities and services will vary by school site based on identified needs.

At Peekskill and Sleepy Hollow, the basic after-school CIG structure will remain. Instead of 14 sessions, our goal is to run 10 sessions, or 20 contact hours, with at least 3 being targeted content area workshops in collaboration with Dyson faculty. We reduced the sessions in order to accommodate a shorter time frame based on our experience during the first year. Sessions will unfold between October and April allowing monthly afterschool sessions. As last year, teachers in this group will submit inquiry proposals, receive funds for instructional materials and implementation, conduct inquiries, and report on results at the Teaching and Learning Conference. The three content specific sessions may be delivered after school or during staff development days; they will be open to teachers beyond the CIG group who are from those content areas that might be interested. At Peekskill, we anticipate some interest in sessions relating to literacy, math, and environmental science and more of a focus on developing and examining evidence of inquiry. At Sleepy Hollow, we anticipate some interest in sessions relating to math and foreign language while also considering inquiry as a way to support the school's goal of more personalized instruction.

The work will unfold differently at Pace and Millennium based on our experience in the first year where afterschool sessions made it hard for teachers to participate consistently; it also made it more difficult for us to serve a larger group of teachers. At both high schools, the CIG facilitators will be working with teams of teachers during the school day to realize mutual goals for school improvement and the grant. Up to 10 teachers at each school will be invited to submit inquiry proposals, receive funds for instructional materials and implementation, conduct inquiries, and report on results at the Teaching and Learning Conference. The three content specific sessions may be delivered after school or during staff development days; they will be open to any teachers in the school. At Pace, the focus will be on developing literacy learning through teacher and student inquiry. At Millennium, the interest is in examining student work more deeply and specific content area focus areas will be identified in the fall.

At the Bronx High School of Visual Arts, a new partner, we anticipate that the 10 sessions may unfold differently. The school will form inquiry teams who meet during school scheduled meeting time. The grant will extend the length of time that teachers are able to meet and the anticipated focus is on conducting inquiry to improve academic literacy. We anticipate up to 20 hours of CIG meeting time. In this first year, we are aiming to have 5-6 teachers involved in submitting inquiry proposals, receiving funds for instructional materials and implementation, conducting inquiries, and reporting on results at the Teaching and Learning Conference. As this is our first year, we anticipate more work on laying the groundwork for student and teacher inquiry as we do not have a clear understanding, yet, of content specific needs. As these develop, we will aim to connect consultants with the school.

## 5) Recruitment

There are no substantive changes to the recruitment of participants in the grant.

## 6) Project Staffing and Management

There are no substantive changes to this aspect of the grant. We highlight minor changes below:

- As noted in the Dyson MOA, we do not plan to have a Dyson Content Specialist (who would have a course release) as we have not identified those faculty members who can serve the increasingly diverse and various content needs of teachers involved in the grant. Instead, we will continue to hire Dyson Content Consultants and our target is to conduct school-based workshops this year.
- We have adjusted the field researchers position to a smaller number that we can manage well for help with program administration and evaluation needs and in anticipation of possible data collection and evidence gathering support of teachers in the school.
- CIG facilitators will be facilitating fewer hours of afterschool sessions. This adjustment allows facilitators to spend more time at the school site observing lessons, facilitating peer observations (as desired), consulting with teachers to prepare work samples for sharing at sessions, and facilitating content-specific consulting.
- As the management of the grant was very difficult in its first year, we anticipate these improvements to the management of the grant as a result of the benefit of a second year. First, we anticipate that contracts can be drafted immediately based on last year's model and signed by relevant partners by mid-fall so that teacher payments (if applicable) can flow more smoothly. Second, we expect that this process will facilitate quicker ordering and delivery of supplies to teachers to conduct their inquiries. Third, co-directors will finalize a program calendar by the end of September to facilitate attendance at all Network events. Fourth, we expect a formal budgeting review to happen every six weeks on the grant that is initiated by the Grants Director to discuss expenditures on the grant with Co-Directors. Fifth, a contact log with partners and other systems created last year will be firmly in place. Sixth, we have budgeted for some summer salary for Co-Directors to signify that some significant parts of the grant – i.e. the Teaching and Learning Conference, the Curriculum Planning Institute, general program evaluation – happen during the summer after the academic year has completed. This facilitates the management of a successful program.

## 7) Budget

Changes to the budget include:

- The salary line has been increased to include a course release for the faculty member who will work with the newly added fifth school.



- Also, the salary line has been increased to include the equivalent to 1/9 or one summer month for each Co-Director to more accurately compensate for time devoted to the program after the completion of the University's Academic year.
- The amount budgeted for student assistants has been reduced to \$900.
- The amount budgeted to compensate the partners for paying substitute teachers and for paying teachers for their session time outside of the regular school day has been adjusted to include a fifth school and to account for the programming that will take place during the school day at Pace High School and Millennium High School.
- The travel allocation has been reduced to \$2,350 based on our experience in year one.
- The allocation for photocopying (listed as Instructional supplies and materials) has been increased to \$300 based on our experience in year one.
- The adjustment for employee benefits corresponds with adjustments made in the salary line of the grant.

Grant Budget Form								
	TP	AS	LEA 1	LEA 2&3	TLQP		In-Kind	Totals
1	Salaries for Professional Personnel	76550	10000	0		86550	14200	100750
2	Salaries for Non-Professional	900	0	0	0	900	9000	9900
	a. clerical/secretarial	0		0		0	9000	
	b. student assistants	900		0		900	0	
	c. other	0		0		0	0	
3	Purchased Services (sub, stipends)	0		42486	43040	85526		85526
4	Supplies & Materials	300	0	18950	13850	33100		33100
	a. Instructional	300		12800	9750	22850		
	b. Other (refreshments, ws meals)	0		6150	4100	10250		
5	Travel Expenses	400	250	850	850	2350		2350
	a. Student / Programmatic	200	250	850	850	2150		
	b. Staff / Administrative	200	0	0	0	200		
6	Employee Benefits	24076.85	3340	0	0	27416.85	7746.8	35163.65
	a. Professional 33.4%	22962.5	3340			26302.5	4742.8	
	b. Clerical/Secretarial 33.4%	0	0			0	3004	
	c. Student Assistants .75%	6.75	0			6.75		
	d. Other 14.2%	1107.6	0			1107.6		
7	Subtotal of lines 1 - 6	102226.85	13590	62286	57740	235842.85	235842.85	
8	Indirect Cost	8178.148	1087.2	0	0	9265.348		9265.348
9	Equipment	0	0	0	0	0		
10	Grand Total	110405	14677.2	62286	57740	245108.2		276055
				REVISED	TARGET	245140		
				115816.85				
				indirect cost base for calculation				
			8%	9265.348				
	percentages	0.4504337	0.0598805	0.2541163	0.2355694			



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

OFFICE OF HIGHER EDUCATION

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Office of K-16 Initiatives and Access Programs  
Education Building Addition, Room 967  
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September 1, 2010

Stephen J. Friedman  
President  
Pace University  
78 North Broadway  
White Plains, NY 10603

Dear President Friedman:

We are pleased to inform you that we have reviewed and approved your 2010-2011 Teacher Leader Quality Partnership (TLQP) reapplication and have forwarded the FS-20 to SED's Grants Finance Unit for processing. **Please be advised that funding will be contingent on Federal allocations.**

<u>Project Number</u>	<u>Award Amount</u>
0247-11-0016	\$245,140.00

A copy of your submitted budget FS-20 is enclosed to assist you in tracking and managing your project expenditures. If any changes were made to the FS-20 prior to forwarding to the Grants Finance Unit, it is noted on your copy, initialed by the Program Coordinator. If no changes are noted, the FS-20 has been forwarded to Grants Finance as submitted. A copy of the submitted FS-20, including any necessary modifications and notations is on file in our office.

Finally, note that the 2010-2011 extension of the grant-contract is not finalized until reviewed and approval by the Grants Finance Unit.

Please contact the Program Coordinator, David Lovell at (518) 486-6042, if you have any questions.

Sincerely,

Stanley S. Hansen Jr.

cc: Dr. Christine Clayton, Project Director  
Kathleen Clarity, Unit Supervisor  
David Lovell, TLQP Program Coordinator

09-17-10P02:32 RCVD

## **Service Documents**

## ***Service, School of Education***

- ☞ Steering Committee
  - Recorder, May 2007 – May 2008
  - Chair, May 2008 – May 2009
  - Member, May 2009 – May 2010
  
- ☞ Lead Author, Strategic Plan, Spring 2008 – Fall 2008
  - I shepherded the process of writing a strategic plan through the School of Education, gathering input, and writing much of the text. I organized the plan developing many of the action steps and benchmarks. I reformatted the plan in various versions (by calendar, by major objectives, by faculty committees) to make it more useful to implement.
  - ~ Strategic Plan, Executive Summary attached
  
- ☞ NCATE Activities
  - NCATE/NSTA Undergraduate Report - I wrote the NCATE report for our undergraduate science program as well as developed the assessment protocols for gathering data in the future.
  
  - NCATE Institutional Report – I wrote the Conceptual Framework section on the outcomes and the revision process.
  
  - Conceptual Framework outcomes revision – I shepherded the process of revising the Conceptual Framework outcomes from small committee through vote of full faculty.
  - ~ NCATE Conceptual Framework Draft report attached
  
- ☞ Faculty Liaison, Pace High School, September 2007 – June 2010
  - ~ Summary Report of activities attached
  
- ☞ Member, Dean Search Committee, September 2009 – April 2010

- ☞ Member, School of Education Task Force, September 2008 – May 2009
  
- ☞ Capstone review, Summer 2007  
I participated in preparing for the first review of TFA capstone projects as well as doing the reviews. In the following year I worked on the revision of the rubric.
  
- ☞ TLQP Professional Development Activities  
Pace High School, Fall 2008, Spring 2009  
Inquiry Planning Sessions, Science Education Fellows, Summer 2009  
~ Summer Report of activities attached
  
- ☞ Worked side-by-side with Amy Shapiro, Pat Stafford, Kara Imm in planning and implementing courses: ED 630, ED 640, or ED 644; Summer 2008, Fall 2008, Summer 2009, Fall 2009, Summer 2010.
  
- ☞ Lyons Community School Science Department,  
September 2008 – May 2010  
I assisted the science department as it was made up of all first year teachers who were all in our Teaching Fellows program. I visited every other week for the first year to observe, co-teach, and develop curriculum. In the second year I kept contact via email and phone and meetings.
  
- ☞ Professional development activities, September 2007 – May 2008  
I developed and delivered a workshop on developing classroom communities in cooperation with Dutchess County BOCES. I also assisted in their development of professional development for district staff and developing professional learning communities.

## **School of Education Strategic Plan 2008-2011**

### **Executive Summary**

The School of Education's mission is to prepare educators to be reflective practitioners who promote social justice, create caring classroom and school communities, and enable all students to be successful learners. In carrying out that mission, the School Of Education programs particularly prepare educators to work with all students in all schools and programs and to serve typically under-resourced or under-served populations, schools, and communities. Our goals include assuring that our graduates will have an orientation to social justice and, depending on their level of certification, a novice or advanced ability to act on that orientation in schools. They will be able to analyze data from formal and informal assessments and use them to improve K-12 student learning. We aim to have graduates who are recognized for their ability to work collaboratively and to generate and disseminate new knowledge in the field.

Pace University has entered into the implementation of a vigorous strategic plan with President Friedman's Three Year Plan. The School of Education community, in developing its plan, built upon the framework of the University Plan. We have identified four primary goals in our efforts to achieve our mission and reach our fifth goal. Each goal is aligned with one or more of those identified by the President in the Three Year Plan. The goals of the School of Education are:

- Improve the Quality of Current Programs
- Develop New Programs
- Enhance the Academic Reputation of the School of Education
- Improve the School of Education's Infrastructure
- Reach a financially sustainable student population of 1000 in three years

For the first four goals we developed targets, action steps, and indicators of quality by which to evaluate success in achieving targets, and for the fifth goal, target numbers by program. A summary of the goals, targets, and connection to the University's goals can be found in the chart on the next two pages.

## School of Education Goals and Targets Summary Chart

### **Goal 1: Improve Quality of Current Programs**

*Supporting University's three-year goals of:*

- ~ Strategic Repositioning Toward Professional Education*
- ~ Growing Academic Reputation in Selected Areas*

#### ***Targets:***

1. Improve the quality of initial certification programs (MST and BA) so that teachers we certify are recognized as novice teachers who have strength in meeting the needs of all students by: differentiating instruction, promoting literacy across the curriculum, working collaboratively with specialists in teaching students with disabilities and English language learners, assessing and utilizing data to improve student learning, and using technology in the service of instruction.
2. Become a leader in in-service initial certification programs.
3. Improve quality of advanced certification programs so that they are better aligned with SOE mission, market needs, professional standards, and certification requirements.
4. Improve quality of instruction in all programs to ensure realizing mission.

### **Goal 2 – Develop New Programs**

*Supporting University's three-year goals of:*

- ~ Strategic Repositioning Toward Professional Education*
- ~ Growing Academic Reputation in Selected Areas*
- ~ Financial Stability Through Moderate Growth in Total Enrollment and Cost Reduction*

#### ***Targets:***

1. Develop Executive Leadership Program.
2. Collaborate with Dyson College to create a 5 year combined BA/MST program.
3. Develop a program to offer the annotation in teaching students with severe disabilities on the Westchester campus.
4. Develop Certificates of Advance Graduate Study Programs.
5. Review potentiality of reinstating the undergraduate program in New York City.
6. Strengthen existing, and explore new, partnerships for recruitment and supporting mission.



**Goal 3: Enhance the Academic Reputation of the SOE**

*Supporting University's three-year goal of:  
~ Growing Academic Reputation in Selected Areas*

**Targets:**

1. Develop assessment system that implements and revises existing assessment plan.
2. Reaccredit SOE through NCATE.
3. Enhance SOE visibility in academic and teacher education communities.
4. Enhance SOE visibility in local educational and professional communities.

**Goal 4: Improve the Infrastructure of the SOE**

*Supporting University's three-year goal of:  
~ Steadily improving management culture  
~ Continuous improvement in faculty, staff and student life*

**Targets:**

1. Improve communication flows within the SOE, with partners, and with the general public.
2. Review faculty governance structure.
3. Provide increased opportunities for students and staff to connect in the life of SOE.
4. Hire additional full-time faculty so as to increase diversity of staff (including race, ethnicity, experience), while also increasing retention of faculty and staff.
5. Recruit students so as to increase the racial and ethnic diversity of the student population.

**Goal 5 – Reach a financially sustainable student population of 1000 in three years**

*Supporting University's three-year goals of:  
~ Financial Stability Through Moderate Growth in Total Enrollment and Cost Reduction*

**Targets:**

1. 200 full-time undergraduate students;
2. 350 TFA, NYTF, with a highly discounted (50%) tuition rate;
3. 320 K12 Alliance, CTWU, BOCES Executive Leadership graduate students with a moderately discounted (25%) tuition rate;
4. 130 full-rate graduate students at a competitive tuition rate.

In the past five years the School of Education has undergone dramatic changes. The quality of its programs was recognized with its first NCATE accreditation. At nearly the same time the School of Education and the University agreed to be part of the Teach for America and Teaching Fellows programs in New York City. With this agreement the School of Education began to work with large numbers of students, as the graduate population increased five-fold. While the income for the University was sorely needed, it also overextended the faculty and staff to educate the students at the same level of quality for which we were accredited. This strategic plan moves the SOE towards a more appropriate balance between income and quality, one where we can assure our continued accreditation thus supporting the reputation of the university, while also maintaining fiscal responsibility.

Our first goal, improving the quality of our current programs, addresses the need that the School of Education has to continue the improvement process it began with its first ever NCATE accreditation received five years ago. Attending to the education of a dramatically increased student population prevented us from continuing that work. As we begin to work towards balancing our student population with our full-time faculty numbers we must also return to an on-going process of evaluation and quality improvement. Our first target (improving initial certification programs) in this goal pushes the SOE to fully implement its mission so that our graduates are recognizable, and sought, for their ability to work with under-served communities and student populations. Though our involvement in alternative certification programs (TFA, Teaching Fellows) has challenged us in many ways, it has also provided us the experience of having successfully graduated many students in an alternative certification pathway. Our second target recognizes that expertise we have begun to develop and builds upon it by consciously developing ourselves as a leader in the field. The third and fourth targets (assessing our advanced graduate study programs and improving instruction across the board) represent on-going work of the SOE, but their articulation as specific goals pushes us to refocus our efforts in these two areas as critical foundation to our ability to move into goal two.

Our second goal develops new offerings to reach new student populations or provide additional opportunities for our current population. With these new offerings we expect to increase our reputation, our impact on the local education system, and our income. The first target (Executive Leadership program) provides a new program in Westchester with a new population. This program also supports the sixth goal as it works with cohorts from specific

partner districts. The second target (combined BA/MST) increases the option for Pace students to graduate with an additional degree, both keeping students at Pace longer and providing an additional incentive to attend Pace. The third target (severe disabilities annotation) also provides an additional opportunity at the Westchester campus for students to take additional courses and improve their marketability. The fourth target (develop new Certificates of Advanced Graduate Studies (CAGS)) is the most probable area of growth for the School of Education. In part due to the alternative certification programs in the area, most local teachers have a Master's, thus most are not likely to attend Pace for that reason. Teachers do need to continue to take professional development courses but many of these are offered for free or at greatly reduced cost. The most likely incentive for teachers to attend university is to participate in a sequence of three-to-four courses that improves their understanding of an area of interest or improves their marketability. While these do not lead to a certificate recognized by the state, they could be packaged as a component of a certificate that is. They would also represent professional development options better than the incoherence of multiple short professional development workshops. The development of a select few CAGS can also develop a niche specialty area for us. The fifth target explores the possible reinstatement of the undergraduate program in New York given our current context. Lastly, for this goal, the sixth target focuses the School of Education on promoting and maintaining partnerships. Districts, teacher centers, and BOCES districts all support the educational endeavor in the region. Partnering with these entities provides greater opportunity for the School of Education to meet needs of practicing and future teachers by offering professional development courses and improved field work experiences, respectively. This target also reaffirms our commitment towards a professional development relationship with Pace High School as it matures.

The third goal of improving our academic reputation goes hand-in-hand with the first two goals. In an area where there are multiple institutions offering teaching certification, reputation is a critical element in attracting students. The second target (NCATE accreditation) is critical to our operations so it is a natural target as we begin a new round of accreditation. However we also wish to integrate it more fully into our first target (on-going self-assessment system) so that our preparation for NCATE is an on-going element of our assessment system. Thus NCATE does not become a five-year monumental task, but rather a natural progression of our self-assessment work. The third and fourth targets engage the School of Education in strengthening

its reputation with its two key constituent communities. It is with the professional education community that we particularly want to be known as a leader in alternative certification pathways. It is with the local education communities that we want to be known as a supplier of exceptional new teachers, and at the same time as providing opportunities to strengthen experienced teachers in key areas (special education, literacy, math, science, technology are all possible areas to develop at this time).

The fourth goal tends to the supporting structure to make all the targets and action steps become reality. An increase in the size of the School of Education, as well as a number of new faculty and staff make improving communication the first target in this goal. Structures and processes for communicating and making information available with faculty, staff, students, partners, and alumni/ae are elements of this target. Two years ago the faculty adopted a new governance structure that is ready for a review and possible revision to improve how it functions. The third target for this goal hopes to improve the community of the School of Education by increasing the opportunities for faculty and students to interact through advisement, in research, and in professional activities (conferences, organizational membership). The fourth and fifth targets focus on faculty and student recruitment efforts so as to increase diversity so that we mirror the larger community. Additionally our target includes efforts to retain students and faculty.

Our last goal is intended to be the result of the action steps taken in all the other goals. While stating an overall goal of 1000 students (both full- and part-time), the targets indicate goal numbers in each of the key constituent categories. These numbers represent a gradual decrease of highly discounted students and an increase in moderately-discounted students, with a slight increase in full-tuition students at a competitive tuition rate. These numbers are based on the best income and expense information available, and may be adjusted as more accurate information becomes available, to ensure that the School of Education is on a fiscally sustainable course.

This strategic plan provides a new and exciting opportunity for growth in the School of Education. Though it represents a thoughtful and collective vision at this time it will be reviewed annually so that strategies may be refined and outcomes reestablished as appropriate.

Pace Candidate Proficiencies	INTASC Standards (All ten standards are supported by multiple proficiencies as correlated below.)	New York State Standards As stated in Part 52.21 (b)(2)(ii)(c)(1).....	Specialty Professional Associations having a Standard that aligns with an outcome. (Each SPA will have additional standards that are program specific)
<b>Theme 1: Reflective Professionalism</b>			
K.1. Educators understand methods of inquiry that provide them with a variety of self-assessment and problem-solving strategies for reflecting on their practice, their students' learning and the interactions between them.	Std 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents and other professionals in the learning community and who actively seeks out opportunities to grow professionally.		NCTE 2.3 NSTA 10a; 10b NCSS Pedag Std 8
K.2. Educators demonstrate knowledge of major areas of research on teaching and of resources available for professional learning.		(i) developmental processes  (v) curriculum development, instructional planning and research-based instructional strategies	
K. 3. Educators understand the legal and ethical responsibilities of their profession.		(viii) history, philosophy, role of education, rights & responsibilities of teachers, importance of relationships with community and home  (x) reporting child abuse and maltreatment  (xi) instruction to prevent child abduction, fire prevention and school safety  (xii) preventing school violence	NSTA 9a; 9b; 9c; 9d
S. 1. Educators use classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning.			NCTE 3.7.2 NSTA 9.c NCSS Pedag Std 8
S. 2. Educators use a variety of methods of inquiry to experiment with, reflect on, problem-solve and improve practice.			

S.3. Educators improve practice by sharing classroom practice with colleagues, requesting peer feedback and collaboratively reflecting on new ideas from research			NSTA 9.d NCSS Pedag Std 9
D.1. Educators value critical thinking and self-directed learning.	Std 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking problem solving and performance skills. Std 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.		
D.2. Educators are committed to the reflection, assessment and learning necessary for problem-solving and the improvement of their practice.	Std 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others...		NCTE 2.3 NCSS Pedag Std 8
<b>Theme 2: Promoting Social Justice</b>			
K.1. Educators understand the social, historical and political contexts in which they teach.		(viii) history, philosophy, role of education, rights & responsibilities of teachers, importance of relationships with community and home	
K.2. Educators understand that social inequities have both been incorporated into schools and challenged within them.		(viii) history, philosophy, role of education, rights & responsibilities of teachers, importance of relationships with community and home	
K.3. Educators understand that students bring knowledge and interests, cultural and linguistic resources and beliefs to schools that impact students' school experience.	Std 7: The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals	(i) developmental processes  (iv) understanding learning and acquiring skills in developing reading, speaking and writing skills of all students including those with disabilities and those who are English language learners	NCTE 2.2

K. 4. Educators understand that improvements in equitable educational access, opportunity and achievement have been the result of social movements.		(viii) history, philosophy, role of education, rights & responsibilities of teachers, importance of relationships with community and home	
S. 1. Educators analyze contemporary educational issues in light of the historical, philosophical and sociological foundations of education.		(viii) history, philosophy, role of education, rights & responsibilities of teachers, importance of relationships with community and home	
S. 2. Educators identify and challenge school policies and practices that contribute to alienation from school and inequitable distribution of academic achievement.	Std 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others...	(viii) history, philosophy, role of education, rights & responsibilities of teachers, importance of relationships with community and home	
S. 3. Educators gather information about students' families, cultures and communities and use this information as a basis for connecting instruction to students' experiences.	Std 7: The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals	(viii) history, philosophy, role of education, rights & responsibilities of teachers, importance of relationships with community and home	NCTE 3.1.4; 3.3.2 NSTA 7a
S. 4. Educators work collaboratively with families, social service organizations, political action groups and government to improve the social conditions of their students' lives.	Std 10: The teacher fosters relationships with schools, colleagues, parents, and agencies in the larger community to support students' learning and well-being.	(viii) history, philosophy, role of education, rights & responsibilities of teachers, importance of relationships with community and home	NCSS Pedag Std 9
D.1. Educators are committed to identifying and managing their prejudices.			NCTM 7.1
D. 2. Educators are committed to democratic ideals such as equality under the law, equal educational access and opportunity and maintaining a balance between individual rights and society's needs.	Std 10: The teacher fosters relationships with schools, colleagues, parents, and agencies in the larger community to support students' learning and well-being.		NCTM 7.1
D. 3. Educators take activist roles and political positions in support of justice.			NCSS Pedag Std 9
D. 4. Educators view parents and communities as partners in their students' education.		(viii) history, philosophy, role of education, rights & responsibilities of teachers, importance of relationships with community and home	NSTA 9.d NCSS Pedag Std 9

<b>Theme 3: Creating Caring Classroom and School Communities</b>			
K. 1. Educators understand sociological and psychological insights about human motivation and behavior that are useful in organizing and supporting positive environments.	Std 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.	(i) developmental processes	NCTE 2.1 NSTA 5c NCSS Pedag Std 5
K. 2. Educators understand how social groups function, how individuals function within groups and the conditions that foster productive and cooperative interaction.		(ii) learning processes, motivation, communication, and classroom management	NSTA 5c NCSS Pedag Std 5
K. 3. Educators have knowledge of research-based strategies and effective communication techniques that foster active inquiry, collaboration and purposeful learning in the classroom.			NCTE 3.7.2 NSTA 3b NCSS Pedag Std 5
S. 1. Educators develop and maintain classroom routines, expectations and processes of communication that create communities in which all students feel safe, respected, responsible and able to learn.	Std 6: The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom	(ii) learning processes, motivation, communication, and classroom management	NCTE 2.1; 4.5 NSTA 5c; 5f NCSS Pedag Std 5
S. 2. Educators help students develop shared values and expectations that create a classroom climate of openness, mutual respect, support and inquiry.			(xii) preventing school violence
S. 3. Educators use thoughtful and responsive communication strategies to model respect and appreciation for individual and cultural diversity within the classroom.		NCTE 2.1; 4.4 NSTA 5f NCSS Pedag Std 5	
S. 4. Educators use and help students to use conflict resolution skills and processes.		NCTE 2.1; 2.2 NSTA 5c NCSS Pedag Std 5	
D. 1. Educators promote a caring classroom community committed to democratic practices where students are “almost equal” partners in the community.	Std 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.		
D. 2. Educators promote students in helping one another to learn and recognize the importance of peer relationships in establishing a caring classroom community.		(xii) preventing school violence	NSTA 5c NCSS Pedag Std 5



D. 3. Educators believe that all students are individuals who each have much to contribute to the teaching and learning process.			
<b>Theme 4: Enabling All Students to Learn</b>			
K. 1. Educators understand central concepts, methods of inquiry and structures of the disciplines they teach and their relation to the liberal arts tradition.	Std 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.		NCTE 3.1-3.7 NSTA Std 1; 2a, 2b; 3a NCTM 1; 4.2
K. 2. Educators have content knowledge in their discipline as outlined by the Specialty Professional Association.			NCTE 3.1 – 3.3 NSTA Std 1; 2a, 2b; 6a NCTM 9 – 15 NCSS Pedag Std1
K. 3. Educators understand how children learn and develop during early childhood, childhood and adolescence and how those developmental periods are related to one another and to learning.	Std 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	(i) developmental processes	NCSS Pedag Std 1
K. 4. Educators understand the cognitive processes associated with various kinds of learning and how to stimulate these processes to enable students to construct knowledge, acquire skills and develop habits of mind.		(iii) nature of students with disabilities and understanding individual learning needs (differentiating instruction)	NCTE 2.4 NCTM 7.4; 8.8 NCSS Pedag Std 1
K. 5. Educators understand how students differ in their approaches to learning, including areas of exceptionality and disability in learning.	Std 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners	(iii) nature of students with disabilities and understanding individual learning needs (differentiating instruction)	NCTM 8.1 NCSS Pedag Std 2
K. 6. Educators understand the principles and theories grounding various instructional strategies and the advantages and disadvantages of each to meet the needs of diverse learners.		(iv) understanding learning and acquiring skills in developing reading, speaking and writing skills of all students including those with disabilities and those who are English language learners	
	Std 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these	(ii) learning processes, motivation, communication, and classroom management	NSTA 5b NCTM 7.3; 8.1 NCSS Pedag Stds 1, 2
		(iii) nature of students with disabilities and understanding	

	aspects of subject matter meaningful for students.	individual learning needs (differentiating instruction)  (iv) understanding learning and acquiring skills in developing reading, speaking and writing skills of all students including those with disabilities and those who are English language learners  (v) curriculum development, instructional planning and research-based instructional strategies	
K. 7. Educators have knowledge of theories of and research on motivation.	Std 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment...	(ii) learning processes, motivation, communication, and classroom management	NCTM 7.3 NCSS Pedag Std 4
K. 8. Educators have knowledge of curriculum development theories and models that take into consideration student diversity.	Std 3: The teacher understands how students differ in their approaches to learning ...	(iii) nature of students with disabilities and understanding individual learning needs (differentiating instruction)  (v) curriculum development, instructional planning and research-based instructional strategies	NCSS Pedag Std 2
K. 9. Educators understand the characteristics, uses, advantages and limitations of different types of assessment.	Std 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	(vii) formal and informal assessment	NCSS Pedag Std 7
K. 10. Educators have knowledge of New York State and local standards and state-mandated tests.	Std 7: The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals		NSTA 6a NCSS Pedag Std 6
S. 1. Educators employ multiple ways of representing and explaining key concepts, viewpoints, and theories and of engaging students in methods of inquiry in the disciplines they teach.	Std 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) ... and can create learning experiences ... meaningful for students.	(i) developmental processes  (ii) learning processes, motivation, communication, and classroom management	NCTE 4.1; 4.0; 3.3; 3.4 NSTA 5a; 6b NCTM 7.2; 7.6; 8.2; 8.3; 8.8 NCSS Pedag Stds 1, 4

		(iii) nature of students with disabilities and understanding individual learning needs (differentiating instruction)  (v) curriculum development, instructional planning and research-based instructional strategies	
S. 2. Educators find and evaluate teaching resources and curriculum materials.	Std 4: The teacher understands and uses a variety of instructional strategies...	(v) curriculum development, instructional planning and research-based instructional strategies	NCTE 4.1 NSTA 6b NCTM 8.1; 8.2
S. 3. Educators develop and implement curricula that encourage students to see, question and interpret ideas from diverse perspectives.	Std 2: The teacher ... can provide learning opportunities that support their intellectual, social and personal development Std 4: The teacher understands and uses a variety of instructional strategies...	(v) curriculum development, instructional planning and research-based instructional strategies	NSTA 3b; 6b NCSS Pedag Std 3
S. 4. Educators design instruction that utilizes multiple teaching and learning strategies to engage students in learning experiences that develop students' critical thinking, problem-solving and performance skills.	Std 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking problem solving and performance skills.	(ii) learning processes, motivation, communication, and classroom management  (v) curriculum development, instructional planning and research-based instructional strategies	NCTE 2.4; 4.1; 4.2; 3.3; 3.4 NSTA 3b; 5a; 5b; 6b NCTM 7.2; 7.6; 8.1; 8.3; 8.8 NCSS Pedag Std 3
S. 5. Educators design teaching and learning activities that are appropriate to students' stages of development, learning styles, strengths and disabilities.	Std 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners	(i) developmental processes  (iii) nature of students with disabilities and understanding individual learning needs (differentiating instruction)  (iv) understanding learning and acquiring skills in developing reading, speaking and writing skills of all students including those with disabilities and those who are English language learners  (v) curriculum development,	NSTE 5e; 6b NCSS Pedag Std 2

		instructional planning and research-based instructional strategies	
S. 6. Educators design learning and teaching activities that allow for student choice and are differentiated so that all students can achieve academic success.	Std 3: The teacher understands how students differ...and creates instructional opportunities that are adapted to diverse learners	(i) developmental processes  (iii) nature of students with disabilities and understanding individual learning needs (differentiating instruction)  (iv) understanding learning and acquiring skills in developing reading, speaking and writing skills of all students including those with disabilities and those who are English language learners  (v) curriculum development, instructional planning and research-based instructional strategies	NSTA 5b; 6b NCSS Pedag Std 2
S. 7. Educators meticulously plan to integrate their subject matter knowledge, students' needs and abilities and community and curriculum goals.	Std 7: The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals	(iii) nature of students with disabilities and understanding individual learning needs (differentiating instruction)  (iv) understanding learning and acquiring skills in developing reading, speaking and writing skills of all students including those with disabilities and those who are English language learners  (v) curriculum development, instructional planning and research-based instructional strategies	NSTA 4; 5e; 6b; 7a; 7b NCSS Pedag Std 6
S. 8. Educators design instruction that supports achievement of New York State and local standards and successful performance on state-mandated tests.		(ii) learning processes, motivation, communication, and classroom management	NSTA 6a; 6b NCTM 8.4 NCSS Pedag Std 6

		(v) curriculum development, instructional planning and research-based instructional strategies	
S. 9. Educators use technology in the service of teaching and learning.	Std 6: The teacher uses knowledge of effective verbal, nonverbal and media communication techniques...	(vi) teaching students to use technology to acquire information, communicate and enhance learning	NCTE 3.6 NCTM 7.6; 8.9 NSTA 5d NCSS Pedag Std 5
S. 10. Educators design and implement a variety of formal and informal assessment strategies and use feedback from them to refine teaching and learning activities.	Std 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner	(vii) formal and informal assessment	NCTE 4.10 NSTA 8a; 8b NCTM 7.5 NCSS Pedag Std 7
S. 11. Educators use instructional and assessment strategies that enable students to take responsibility for their own education by being aware of their learning strengths and weaknesses, setting goals and performing self-assessments.	Std 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. Std 8: The teacher understands and uses formal and informal assessment strategies...	(vii) formal and informal assessment	NCTE 4.10 NSTA 8c NCSS Pedag Stds 4
D. 1. Educators persist in developing teaching and learning activities that enable all students to learn.	Std 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. Std 3: The teacher understands how students differ ... and creates instructional opportunities that are adapted to diverse learners	(i) developmental processes  (iii) nature of students with disabilities and understanding individual learning needs (differentiating instruction)  (v) curriculum development, instructional planning and research-based instructional strategies	NCSS Pedag Std 1
D. 2. Educators are committed to professional development in content and pedagogical knowledge.	Std 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others...		NCSS Pedag Std 8
D. 3. Educators help students take responsibility for their own learning.	Std 2: The teacher... can provide learning opportunities that support their intellectual, social and personal development. Std 4: The teacher ... encourage students' development of critical		

	thinking problem solving and performance skills.		
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## **C.2. Discussion of Changes made to Conceptual Framework since last NCATE report**

In the spring of 2008 the Adolescent & Childhood Program Committees began working on reviewing its programs for consistency, coherence, and redundancy. (See Exhibit A for notes from joint meeting.) In comparing the current program offerings with the Conceptual Framework the committee noted that there was a large number of outcomes and that many were repetitive or hard to measure. A subcommittee consisting of Jim Kilbane, Marina Gair, Elizabeth Kelly & Tom Masters reviewed the outcomes to consolidate and clarify, though not to conceptually change.

The committee met twice on 4 April 2008 and 15 April 2008. Their work was then reviewed by the Adolescent Program Committee on 25 April 2008 to be brought forward toward full faculty. (Please see Exhibit B for document of proposed changes with margin comments.)

The revised framework was not immediately moved forward as other priorities took precedence, particularly the development of a strategic plan. The revised framework was sent to the Curriculum Committee to review, which did so, passing on it in April 2009.

Again there was a pause due to other work. The document was discussed by each department: NYC on 9 March; PLV on 10 March. A copy of the outcomes that used track changes to indicate changes made and margin comments to provide the reasoning for the changes was provided to each faculty member. Notes were taken at each department meeting. These notes were then compiled by Jim Kilbane for a review by the full faculty. (Please see Exhibit C for copies of the feedback pages from each group.) Both a clean copy of the proposed language and a copy of the track changes document were provided to the faculty for the review at the 16 April 2010 Faculty Council meeting. A protocol for discussion in small groups was used to solicit any changes to language to be made. Each group recorded their suggestions which were then compiled by Jim Kilbane as well as the oral discussion comments into a final document. This revision was sent to the faculty for review in June 2010. (Please see Exhibit D for the “to be voted upon” copy.)

While many of the revisions were minor edits, four specific outcomes had two or more possible proposed versions. A discussion and vote on these four word changes took place at the 24 September 2010 faculty Council meeting, as well as a vote on the whole document to replace the current outcomes. The final document is presented below.

Broadly, there were three areas of adjustment to the outcomes. The first was to delete or combine outcomes that essentially said the same thing. The second was to consider measurability of outcomes, particularly that of the disposition outcomes. Often the measure of a disposition outcome was identical to the measure for a skill outcome. In this situation, the skill outcome was kept and the disposition outcome deleted. Some wording was also adjusted to clarify measurability in knowledge, skill and disposition outcomes. For example, the word “can” was often dropped so that the outcome no longer measured whether someone “could” do something, but rather whether it had been done and thus there was evidence. Third, was adjustment of some wording so as to clarify intent of the outcome.

The chart below indicates those outcomes that were not adjusted, and those that were, as well as the intention of the change.

No change	Redundant & deleted or combined	Disposition duplicated by skill	Adjusted to clarify measurability	
<b>Theme 1</b>	<b>Reflective Professionalism</b>			
K1, K3, S1, S2, D3, D4	S3, S4, S5, S6 combined into new S3; D1, D2, D6	D5	K2	
<b>Theme 2</b>	<b>Promoting Social Justice</b>			
K2, D1, D4	K3 incorp into K4; D3 & D7 present in D2; D5 incorp in D6	D2,	K1, S1, S2, S3, S4, D6, D8	
<b>Theme 3</b>	<b>Creating Caring Classroom and School Communities</b>			
K1, K2, K3, S1, S2, S3	K4 repetitive of K1 – K3; S5 incorp in S3; D1 incorp in D2; D4, D5, D6		S4; D3	
<b>Theme 4</b>	<b>Enabling all students to learn</b>			
K1, K2, K3, K4, K7, K8, K10, K11	K5 & K6 combined; K9; D3,	S9; D4, D5	S1, S2, S3, S4, S5, S6, S7, S8, S10, D1, D2, D6, D7	



## **Pace High School Faculty Liaison Summary Report**

*Prepared for Mid-Tenure Dossier from Annual Review Reports*

My role as liaison has evolved over time. When I first began the principal directed my efforts to working with the chemistry teacher to improve her practice. I also worked with the 12<sup>th</sup> grade team as they were organizing that year for the first time.

I developed a relationship with H. Ledet who was my counterpart from the high school. Much of the work was to assist students in taking university courses. When S. Weber took over that position I mentored him into the role and increased the number of students taking university course. We updated the criteria by which students were eligible to take university courses and developed a calendar to direct our activities.

I presented the work of Pace High School on three occasions, to highlight not only their work, but our work with them.

I supported a renewed effort for the faculty to examine their vision through a discussion of the Resume of Experiences. I continue to support this working with the Collaborative Working Group (CWG) of teachers who are working on a revision of this as well as the student portfolio.

I also am a member of the Professional Development CWG. This has been where I have been most interactive with the faculty and administration. I have advised and supported teacher visitations of each other by assisting in the development of the protocol. I worked with the group to develop a professional development activity on differentiation that brought the high school and university faculty together. This activity was well received and involved the two faculties reading a common article and then applying the ideas to a unit one of the teachers on a team was developing.



## ***Service, Pace University***

- ☞ Executive Committee, The Pace Academy for Applied Environmental Studies  
As member assisted in developing the University's first Center of Excellence and continued to advise on activities. January 2008 - present  
Website: <http://www.pace.edu/pace/about-us/centers/paaes/>  
~Executive committee webpage attached
  
- ☞ Advisory Board of the Pforzheimer Center for Faculty Development, September 2009 to present  
Website: [http://web.pace.edu/page.cfm?doc\\_id=17928](http://web.pace.edu/page.cfm?doc_id=17928)  
~Pforzheimer webpage attached
  
- ☞ New York Comprehensive Center,  
Institutes of Higher Education Work Groups  
~ Improving field experience subgroup – provided input to development of report to NYS Regents on possibilities for field experience; September 2008- May 2009  
Summary Report attached  
  
~ Preparing and retaining STEM teachers for high need schools, subgroup; September 2009 – May 2010  
Summary Discussion attached  
(only the relevant section of larger report is included)
  
- ☞ Thinkfinity Trainer  
Training completed for all new science Fellows  
Training session for select group of Pace High School teachers  
~ Certificate attached

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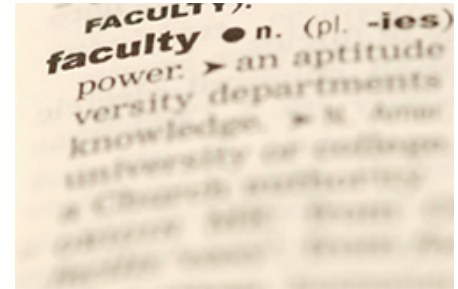
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## Pforzheimer Center for Faculty Development

The Pforzheimer Center for Faculty Development is an integral part of The Center for Teaching, Learning and Technology (CTLT). The partnership of the two Centers provides developmental opportunities for all faculty to improve their pedagogical skills to enable successful student learning. Some of the services offered by the Pforzheimer Center are Faculty Exchange Lunches, Academic Portfolio Workshops, Tenure and Promotion Workshop, Faculty Institute and, upon specific request, a classroom observation session to help any faculty member with developing stronger pedagogical skills and teaching styles. This Center unit is currently overseen by one faculty advisor ([Abbey Berg](#), Ph.D. Dyson College of Arts and Sciences) and guided by an Advisory Board. For the Academic Year 2010-2011 the advisory board members are:



Paul Griffin	Dyson College of Arts & Sciences
Phil Greiner	Lienhard School of Nursing
James Kilbane	School of Education
Randi Priluck	Lubin School of Business
Christelle Scharff	Seidenberg School of Computer Science

Below are descriptions of some of the services provided:

### Teaching Consultations

A one-to-one relationship with an experienced colleague is often an effective way for instructors to tune up their approach to the classroom and other instructional encounters. If you would like to find a colleague who would be willing to talk with you about teaching concerns and insights in teaching, or perhaps sit in on a class or review videotape of your performance, then call or e-mail us. A peer consultant can provide the kind of feedback that can help you see yourself clearly and can work with you in setting a plan for improvement. (*Consultants do not give feedback, evaluations, or information of any kind to Department Chairs, Deans, or anyone else without a written request from their client.*)

### Faculty Exchange Lunch

To increase the opportunities for conversation among faculty at Pace, the faculty development center convenes discussions on issues related to teaching and learning as well as periodic updates from the Provost. Some of the topics we have addressed: The art and science of the syllabus; cheating and plagiarism; creating an appropriate climate in the classroom; collaborative learning; designing and using discussion in classes; encouraging student research; experiential teaching and learning; grading essays; interpreting student evaluations of teaching; responding to our increasingly diverse student body; student presentations; teaching large classes; academic portfolios for self; Department/School evaluation; and teaching using technology.

### Academic Portfolio Workshop

This 4-day Workshop is offered twice an academic year, in January and again in June. Faculty have an opportunity to develop and work on their teaching, research, and service portfolio not only for oneself but to help prepare their dossiers for tenure and/or promotion. An email is sent to all faculty inviting participation as this Workshop is limited to 10 enrollees (20 per academic year).

### Tenure and Promotion Workshop

This Workshop is offered at the end of April of each year. Faculty applying for tenure and/or promotion are encouraged to attend. Information regarding the tenure and promotion process from the perspective of each of the Deans from each of the Schools and faculty members serving on the Council of Deans and Faculty for Promotion and Tenure (CDFPT), time-tables for submission of dossier materials, appropriate tenure and promotion forms, etc.

### Faculty Institute

Each May at 2-day conference is held on the Pace campus (alternating years on the New York and Pleasantville campus). Guest speakers and faculty are invited to present topics of interest to educators. Some examples include diversity, the rewards and challenges of teaching, educating through partnerships, and various teaching pedagogies.

### Faculty Resource Network (FRN)

Pace University is a member of The Faculty Resource Network (FRN) headquartered at New York University (NYU). The Network is a nationwide consortium of over 50 universities and colleges that collaborate for the purpose of faculty support and development. For questions concerning FRN contact the Executive Director [James Stenerson](#), Ph.D. who is the liaison officer for Pace University. To view Faculty Resource Network events, refer to <http://www.nyu.edu/frn>. One of the FRN benefits available to full-time Pace faculty is the University Associate Program which gives them free access to NYU libraries, facilities, permission to audit courses for free, and invitations to attend seminars, colloquia, etc., organized by NYU and/or the FRN. Over the years numerous Pace faculty members were awarded University Associate Status at NYU through the FRN. To Apply for [FRN University Associate](#), [click here](#).

**For questions regarding faculty development or anything above contact:**

[Abbey L. Berg](#), Faculty Development Coordinator

[James F. Stenerson](#), Executive Director





# Enhancing Teacher Training and Development in NYS

Based on the Meetings of the IHE Work Groups

Compiled by the New York Comprehensive Center

## **Overview of the New York Comprehensive Center and IHE Work Groups**

The New York Comprehensive Center (NYCC) is a five-year federally funded project of the RMC Research Corporation. NYCC, one of 16 regional comprehensive centers, supports education leaders in New York State as they strive to meet the goals of the No Child Left Behind Act and provide an educational environment that is conducive to learning for all students. Specifically, the NYCC's Teacher Quality and Effectiveness (TQE) Initiative helps build the capacity of the New York State Education Department (NYSED) to improve the recruitment, preparation, and retention of New York teachers. The prime goal of the initiative is to aid in the development and implementation of a comprehensive system of support for pre-service and in-service teachers through fostering collaboration among institutions of higher education (IHEs), NYSED and local education agencies.

The IHE Work Groups is a special project of the NYCC's TQE Initiative. The goal of the IHE Work Groups is to improve the transition of teachers from pre-service to in-service in the greater NYC area. In line with this goal, the IHE Work Groups focus their efforts on creating more effective partnerships among IHEs and K-12 schools, enriching clinical experience across multiple pathways, and enhancing mentoring and support for beginning teachers. The IHE Work Groups are composed of deans, chairs, professors, and clinical faculty from 20 teacher preparation programs in the greater NYC area and representatives from the New York City Department of Education (NYCDOE) and NYSED. They have met over the course of five months to develop the following brief that outlines the current state of teacher preparation, provides a set of guiding principles, and discusses three recommendations that the IHE Work Groups believe are essential to improving teacher training and development.



## **IHE Work Group Membership**

### **Work Group 1: Improving Partnerships between IHEs and K-12 Schools**

Vicki Bernstein, Executive Director of Teacher Recruitment and Quality, NYCDOE  
 John DiFiore, Director, Student Teaching Initiative, NYCDOE  
 Dr. Ron Feingold, Dean, Adelphi University School of Education  
 Dr. David Foulk, Dean, Hofstra University School of Education  
 Dr. Perry Greene, Associate Dean, Adelphi University School of Education  
 Stanley Hansen, Executive Coordinator, Office of K-16 Initiatives and Access Programs, NYSED  
 Donna Levinson, Assistant Dean for External Relations, Hofstra University School of Education  
 Dr. Kathleen McSorley, Assistant Dean, Academic Programs, Brooklyn College School of Education  
 Dr. LaMar Miller, Dean, Touro College School of Education and Psychology  
 Dr. Anne Rothstein, Director of Lehman Center for School/College Collaboratives, Lehman College  
 Dr. Mary Beth Schaefer, Liaison for Queens School of Inquiry, Queens College  
 Dr. Deborah Shanley, Dean, Brooklyn College School of Education  
 Julia Yu, Associate Director, School-based Support Services, Teachers College – Columbia University  
 Dr. Emily Zemke, Coordinator of School Partnerships, Teachers College – Columbia University

### **Work Group 2: Enriching the Clinical Experience across Multiple Pathways**

Dr. Lindamichelle Baron, Assistant Professor, York College Department of Teacher Education  
 Dr. Coleen Clay, Chair, York College Department of Teacher Education  
 Dr. Anthony Elia, Director of the Office of Field-based Education and Accountability, Fordham University  
 Graduate School of Education  
 John DiFiore, Director, Student Teaching Initiative, NYCDOE  
 Stanley Hansen, Executive Coordinator, Office of K-16 Initiatives and Access Programs, NYSED  
 Ileana Infante, Director, Early Childhood & Childhood Clinical Experiences, Hunter College School of Education  
 Dr. James Kilbane, Assistant Professor of Education, Pace University School of Education  
 Margaret Masi-Cunzio, Director of Fieldwork, Iona College Department of Education  
 Dr. Mary Rose McCarthy, Associate Dean, Pace University School of Education  
 Dr. Catherine O'Callaghan, Department Chair, Iona College Department of Education  
 Elvani Pennil, Professional Development Network Coordinator, Lehman College  
 Steven Rosenberg, Director of Field Experience, St. John's University School of Education  
 Dr. Gerald Ross, Dean, St. John's University School of Education  
 Dr. Jon Snyder, Dean, Graduate School, Bank Street College of Education  
 Dr. Penny Spencer, Associate Dean for Academic Affairs, Bank Street Graduate School of Education  
 Marion Zachowski, Director, NYC Partnership for Teacher Excellence, NYCDOE

### **Work Group 3: Enhancing Mentoring and Support for Pre-Service and Beginning Teachers**

Dr. Jane Ashdown, University Dean of Academic Affairs, CUNY Central  
 Dr. Bruce Billig, Director, Office of Field Experiences, City College School of Education  
 Dr. Maria de Longoria, Acting Dean, Medgar Evers School of Liberal Arts and Education  
 Cheroll Dossett, Associate, Office of School Improvement and Community Services, NYSED  
 Dr. Ken Gold, Chairperson, Department of Education, College of Staten Island  
 Dr. Lin Goodwin, Associate Dean for Teacher Education and School-based Support Services, Teachers College – Columbia University  
 Dr. Frank Pignatosi, Director, Office of Clinical Studies in Teaching, NYU Steinhardt  
 Dr. Gaoyin Qian, Associate Dean, Lehman College Division of Education  
 Pat Romandetto, Master Teacher of Teaching and Learning, NYU Steinhardt  
 Audra Watson, Executive Director of Teacher Development, NYCDOE  
 Julia Yu, Associate Director, School-based Support Services, Teachers College – Columbia University  
 Marion Zachowski, Director, NYC Partnership for Teacher Excellence, NYCDOE

### **New York Comprehensive Center Staff**

Jamie Alter, Research Assistant  
 Nicole Breslow, Research Associate  
 Dr. Arnold Webb, Senior Research Associate

## The Current State

Efforts to improve student achievement in the US are significantly impeded by high rates of teacher turnover. One third of new teachers are estimated to leave within three years of teaching while nearly half of all beginning teachers leave the profession during their first five years of teaching (Ingersoll & Smith, 2003; Ingersoll, 2003). The problem is even greater in schools with large populations of minority or low-income students. According to the National Center for Education Statistics (1998), schools with 50 percent or more minority students experience turnover at twice the rate of schools with fewer minority students. Studies have also shown that teachers who switch schools are more likely to leave schools with high numbers of minority or low-income students in order to teach in schools with fewer of these students (Lankford, Loeb, & Wyckoff, 2002; Ingersoll, 2001, Johnson & Birkeland, 2003).

The costs of teacher attrition are high. American schools have been reported to spend approximately \$2.6 billion annually on teacher turnover – the sum of costs required to recruit, hire, and train new teachers – and some estimates are even higher (Texas Center for Education Research, 2000; National Commission on Teaching and America's Future, 2004). However, more devastating is the fact that teachers are leaving the profession before they can become truly effective. As a result, students are suffering from sub-par instruction (Alliance for Excellence in Education, 2004).

One of the many reasons for why teachers leave their positions is a lack of support (Johnson & Birkeland, 2003; Ingersoll, 2001). Often, beginning teachers are placed in the most difficult classrooms and schools and receive little or no guidance and feedback to perform their role (Alliance for Excellence in Education, 2004). Moreover, there may be a disjuncture between the support that they receive during their first few years on the job and the training that they received during their pre-service stage (Feiman-Nemser, 2001). Without coordinated training and development experiences, teachers are not able to perform to their fullest potential.

Current New York State regulations do little to alleviate this problem. The regulations reflect the view of teacher training and development as a series of isolated stages or silos that are not aligned with one another. Pre-service preparation takes place largely in teacher preparation programs at accredited colleges and universities or through alternative certification programs. The induction period for beginning teachers is guided by the school district, most often with little or no input from the teacher preparation program. Moreover, professional development often involves single, isolated workshops run by schools or outside organizations that bear no relation to teachers' practice and earlier training.

Furthermore, there is currently a lack of sufficient collaboration among the major stakeholders to coordinate services from pre-service through in-service. While a significant number of colleges and universities, for example, have partnerships with K-12 schools, the quality and scope of such partnerships differ. Deep partnerships between stakeholders, especially between IHEs and schools, that co-develop preparation, induction, and professional development experiences for teachers are rare and are found only in local pockets across the city. What compounds the problem is that these partners are not held jointly responsible and accountable for teacher training and development at all stages along the teaching continuum.

## Guiding Principles for Teacher Training and Development

It is essential that we ensure quality opportunities for teacher training and development, regardless of a teacher's initial pathway, in order to better serve our students, especially in urban communities. The following major principles should undergird the training and development of teachers from pre-service through in-service.

1. The development of teachers from pre-service to in-service should be regarded as a professional **continuum** that recognizes learning to teach as a life-long process.
2. Support for this development should reflect deliberate **comprehensive planning** that is responsive to the changing needs of teachers at different points in their professional trajectory.
3. Support must be **coordinated and aligned**. Agencies and constituencies engaged in teacher development must collaboratively provide experiences and support to teachers at different points along the teaching continuum. Multiple parties should be at the table including teacher preparation programs, schools of arts and sciences, NYSED, local education agencies, school leaders, the New York State United Teachers, United Federation of Teachers, community based organizations, and cultural organizations.
4. All stages in the continuum of teacher development must focus on helping teachers improve student achievement, especially those **students from low-income and diverse cultural and linguistic backgrounds and students with disabilities**.

## Recommendations

**Recommendation: Set up a taskforce to develop a statewide assessment tool for pre-service and in-service teachers.**

### Background

Teacher preparation programs across the nation are increasingly facing pressure to provide evidence of their effectiveness. This evidence can help to answer questions about how best to prepare teachers to meet the needs of diverse student populations. However, producing evidence of teacher preparation program effectiveness is not a simple task. There are profound methodological challenges in establishing the relationship between teacher preparation programs and their graduates' capacity to raise student achievement. Questions about the best ways to measure what a teacher candidate learns from the preparation program, the extent to which they are able to apply this knowledge in their teaching practice, and the most appropriate methods to measure student learning, make it challenging to produce accurate evidence of the impact of a preparation program on student learning outcomes (Wasley & McDiarmid, 2004).

Despite these challenges, teacher preparation institutions are gathering large amounts of data to meet federal, state, and national accreditation accountability demands. The American Association of State Colleges and Universities conducted a survey of institutions throughout the nation to identify what data was being collected to provide evidence of program impact. The survey found that although large amounts of data were being compiled, "educators are responding to the demand for evidence in the absence of a shared consensus about what should be measured and how and may well be collecting information that is of dubious utility" (Wineburg, 2006, p.52).

The challenges in New York State reflect those nationally. In New York State, schools or departments of education and the various organizations involved in alternative certification currently have assessment tools for pre-service clinical experiences that are unique to each institution. Those utilized by the IHEs are generally keyed to the requirements of their accrediting body—National Council for Accreditation of Teacher Education (NCATE), Teacher Education Accreditation Council (TEAC) or Regents Accreditation of Teacher Education (RATE)—and assess candidates in the areas of content knowledge, planning, and delivery. Each assessment is somewhat idiosyncratic and does not articulate an agreed-upon set of skills and behaviors that represent an appropriate knowledge base and set of professional dispositions for novice teachers.

Moreover, there is no template or recommended system of evaluation for the assessment of in-service teachers, which can vary widely between districts. The Annual Professional Performance Review, a regulatory requirement implemented in 2000 (Section 100.2 of the Commissioner's Regulations) mandates only that each district and BOCES review teachers annually based on a set of broad criteria<sup>1</sup> and use some form of assessment procedure which may include but is not limited to: classroom observation, videotape assessment, self review, peer review, and portfolio review. These criteria and assessment procedures are also not aligned with those at the pre-service level, thus creating a disconnect in

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<sup>1</sup> These criteria include content knowledge, knowledge of pedagogical practices, instructional delivery, classroom management, student development, student assessment, collaboration with students, parents, caregivers and support personnel, and reflective practice.

evaluation procedures and expectations for teachers as they move from their teacher preparation program into the classroom.

## **Rationale**

A common statewide assessment that is both valid and reliable would ensure that the expectations for teachers are the same across teacher preparation programs and school districts and would foster trust in the public that their children are being taught by teachers who have achieved a certain required competency level. Such an assessment would create a common basis among teacher preparation programs and schools for coordinating their efforts to improve teacher performance, thus supporting stronger and deeper partnerships between these stakeholders (Vandal & Thompson, 2009; Zimpher & Howey, 2005). Moreover, the assessment would help to align those activities that occur in pre-service to induction and later phases along the teaching continuum. By basing the assessment of pre-service clinical experience on the same criteria districts use in evaluating teachers, we will be articulating a set of expectations that, although common throughout a teacher's professional life (i.e. the continuum of teacher development), also can be nuanced depending on the teacher's years of experience.

Data from the assessment will likely inform many stakeholders. First, it will provide information to help pre-service and in-service teachers understand what is expected of them and formative data to help them improve their practice. Second, it will provide aggregated data about teacher candidates to inform and improve teacher preparation program offerings and selected data about in-service teachers to influence schools' induction and professional development programs and school improvement efforts. Third, since the assessment would provide a common outcome measure for all teachers, it may be used by states to hold teacher preparation programs and districts accountable. Finally, results from the assessment may help employers, especially in high-need schools, select effective teachers that they would like to hire.

## **Specifications of Assessment Tool**

The tool should be based on an extensive review of national and state performance standards for teachers, including those of the Interstate New Teacher Assessment and Support Consortium and the National Board for Professional Teaching Standards and standards that guide statewide assessment tools in North Carolina, Connecticut, California, Louisiana, and Georgia. Such a tool should also dovetail with the NCATE, TEAC, and RATE assessments, so that it satisfies IHE accreditation requirements. In addition, it should align with assessments currently used with in-service teachers in New York State. The assessment tool should be tested for both reliability and validity by a trained researcher.

Additionally, the tool should not be developed from scratch; instead it should build on the efforts of other states and institutions that have created and used these tools over the past several years. A number of initiatives have made progress trying out different strategies to generate evidence of preparation program impact. Some are adapting value-added assessment techniques to link student outcomes to teacher preparation programs. Other efforts are focused on developing performance assessments to link teacher candidate practice to student outcomes (Elliott, 2003). These various efforts are described in a number of recent reports that may help to inform New York's work (Vandal & Thompson, 2009; Wise, Ehrenberg, & Leibbrand, 2008; Wasley, & McDiarmid, 2004; Coggs, Max, & Bassett, 2008; Russell, & Wineburg, 2007).

## Implementation Timeline

In order to create this common assessment, NYSED, IHEs, districts, and individuals from organizations that provide alternative certification will be brought together in a taskforce that will determine the structure and content of the assessment, pilot the assessment, and roll it out to teacher preparation programs. Implementation of this recommendation could reflect the following timeline:

TIMEFRAME	ACTIVITY
September 2009 <sup>2</sup>	NYSED to invite members to join task force, including a well-trained researcher
September 2009 - January 2010	Three task force meetings are held with online exchange of information and drafts between meetings
February 2010	Input of various constituencies is sought on draft
March 2010 – August 2010	Revise draft and prepare for pilot
September 2010 – December 2010	Pilot and test assessment
January 2011 – May 2011	Pilot is evaluated and assessment is refined
Summer/Fall 2011	Implementation of a plan to roll out the assessment statewide

## Budget

Creating a common assessment would require appropriate costs related to meetings of a statewide task force and focus groups, including materials, staff support, food and reimbursement of travel expenses for participants. The project would also require funding for a researcher and a consultant who has expertise in creating statewide performance assessments. Finally, additional money would be required for implementing and evaluating a pilot of the tool as well as training IHEs and schools (principals/teachers) statewide during the roll-out phase.

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<sup>2</sup> This start date may need to be adjusted depending on Board of Regents activity.

**Recommendation: Require that cooperating and mentor teachers complete training to support their work with pre-service and beginning teachers and provide a range of incentives for teachers to assume these roles.**

## **Background**

A significant body of evidence has accumulated suggesting that mentoring is strongly correlated with higher rates of new teacher retention in the profession. Smith & Ingersoll (2004) estimated that mentoring accounts for a 30% to 43% reduction in teacher attrition. Additionally, mentoring has been shown to decrease teacher turnover, especially in urban schools and districts, where teachers may be inclined to move to schools with fewer numbers of minority and low-income students. (Lankford, Loeb, & Wyckoff, 2002; Ingersoll, 2001; Johnson & Birkeland, 2003).

Just as mentors play a critical role in supporting new teachers during the induction phase of teacher development, cooperating teachers serve a similar role during pre-service. Both mentors and cooperating teachers must model effective teaching practices and provide continuous and focused support and feedback. The best cooperating and mentor teachers also provide active, sequential, and systematically evaluated experiences that help to ease the transition of novice teachers into the classroom. However, cooperating and mentor teachers are rarely provided with the training necessary to understand and apply best practice in their work with novice teachers. According to a recent survey of teacher preparation programs in and around New York City conducted by the Regional Education Laboratory Northeast and Islands and the New York Comprehensive Center, only one of thirteen teacher preparation programs provide training for their cooperating teachers.

Moreover, the quality of mentor training and support can make a significant difference in the effectiveness of the mentor program (Fulton, Yoon, & Lee, 2005; Alliance for Excellence, 2004; New Teacher Center, 2005). Yet, most often cooperating and mentor teachers are provided only with a handbook that differs based on the preparation program or district and typically includes only basic terminology, procedures for compensation, role and responsibilities descriptions, evaluation procedures, and basic guidelines. Less frequent are more intensive training programs ranging from a few hours to several days (McIntyre & Killian, 2001) that teach principles of adult learning, preparation and orientation for novice teachers, specific observation strategies, critical communication skills, pre- and post-conferencing techniques, and coaching and informal feedback strategies. Also, less frequent is training that instructs cooperating and mentor teachers about reflective teaching, co-teaching, working with teachers with varying needs, writing evaluations and recommendations, professionalism, and legal issues (James Madison University, 2009). Finally, current training for cooperating and mentor teachers is rarely coordinated and aligned, making it difficult for beginning teachers to negotiate the transition into the classroom.

In addition to the lack of training opportunities, the cooperating teacher role is further diminished by inadequate incentives that are provided for the position. Often, the sole incentive for cooperating teachers is a tuition waiver for a three-credit course, which may not be attractive to experienced teachers who have completed additional coursework. Moreover, release time to prepare for and meet with novice teachers is rarely provided to cooperating and mentor teachers, who are expected to take additional time out of their day at the cost of student instruction. Finally, the role of cooperating teacher is not viewed as a significant leadership opportunity by the larger school community.

## Rationale

Training for cooperating and mentor teachers coupled with incentives to participate in this role will help to attract more qualified and effective teachers to these positions. Such training will also ensure that all mentor and cooperating teachers know how to provide essential support and feedback to novice teachers based on their needs. In addition, aligned training for cooperating teachers and mentors, based on differentiated standards for pre-service and early teachers, will foster coherence between the pre-service internship and the first year(s) of in-service teaching. Ensuring that cooperating and mentor teachers provide coordinated support will help to ease novice teachers' transition into the classroom.

## Specifications of Training and Incentives

A standardized online training course for all cooperating and mentor teachers will set out baseline standards for cooperating and mentor teachers across institutions and will be based on research and best practices in supervision and mentoring. Such an online training system will take into account the fiscal and temporal demands on teachers by providing a low-cost and easily accessible course.<sup>3</sup> This training will be required for anyone seeking an assignment as a cooperating and mentor teacher. Teachers completing the training will receive a certificate of completion that will be accepted statewide.

Specifically, the online course will include:

- A wealth of audio and visual multimedia tools demonstrating effective practices in both teaching and mentoring, organized into sequenced, interactive and media-rich learning modules
- A series of problem-based learning content that supports collaborative problem-solving and reflective analysis of strategies for nurturing student teachers.
- Self-assessment and evaluation components designed to strengthen learning experiences through a feedback loop leading to continuous improvement
- Clear guidelines about the expected experiences and outcomes of student teachers (based on the previously mentioned assessment)
- Technologies such as voice thread, social networking, discussion forums, and other communication tools. These tools will help establish collaboration between university educators, classroom-based educators, and novice teachers
- Additional useful tools, links, resources (e.g. rubrics, checklists, portfolios, etc.) related to teacher preparation

IHEs will be strongly encouraged to supplement online training with additional in-person training for cooperating teachers that specifically focuses on the coursework experiences and personal characteristics of teacher candidates in their program. Districts, too, will be strongly encouraged to supplement online training with in-person training for mentors.

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<sup>3</sup> There is evidence that a constructivist approach to web-based learning in teacher preparation can be effective (Casas, 2006). Many instructors, using hybrid, or blended learning approaches, have created collaborative, interactive on-line learning opportunities that receive high ratings from students. For example, Forsbach-Rothman (2007) and Giebelhaus & Bowman (2002) have effectively prepared cooperating teachers through an interactive, on-line mentor training program and Carter (2005) embedded this program in a social networking framework as the foundation for technology-based communication between and among the teacher educator, the cooperating teacher and the teacher candidate during the pre-service clinical teaching experience. In addition, the IRIS Center at Vanderbilt University offers an effective model for development of on-line learning based on cognitive science research, focus groups and needs assessments.



Coupled with this training, the State will also provide a menu of incentives from which cooperating and mentor teachers can choose, beyond the customary voucher. These incentives might include:

- Training redeemable for credit hours toward the 175 hours of professional development needed to maintain certification
- Release time or reduced classroom workload to allow time to meet with a student teacher
- Opportunities to participate in leadership and policy decisions around school and partnering university teacher development initiatives
- Teacher salary enhancement
- Stipends

Also, providing desirable incentives for cooperating and mentor teachers will likely make these roles more coveted among teachers in K-12 schools. As a result, such positions may come to be viewed as valuable opportunities for leadership and professional advancement.

### Implementation Timeline

The cooperating and mentor teacher training will be developed by a statewide taskforce composed of multiple stakeholders. This taskforce will develop a tool by collecting research and best practices in supervision and assessment, conducting needs assessments of target groups of cooperating and mentor teachers from multiple graduate and undergraduate teacher preparation programs and alternative pathways, and holding focus groups with cooperating and mentor teachers, teacher preparation faculty and schools leaders. Additionally, NYSED and the Board of Regents will need to consider new regulations to develop better incentives for cooperating and mentor teachers.

A preliminary timeline might lead to project development and implementation as follows:

TIMEFRAME	ACTIVITY
September 2009 <sup>4</sup> – November 2009	Hiring of state project coordinator, project assistant and technology specialist and identification of advisory groups
December 2009 – March 2010	Development of detailed project implementation plan, completion of a literature review on mentoring and a review of existing training programs, design/dissemination of online needs assessment survey, scheduling of focus groups
April 2010 – July 2010	Completion of focus groups (on-line, via phone, Skype or in person), organization and review of data
August 2010 – February 2010	Development of module components and sequence
March 2010 – May 2011	Implementation and testing of initial module with feedback and revision
June 2011 –	Online training roll-out Evaluation, revision and continuous expansion of related web-based resources and activities

<sup>4</sup> This start date may need to be adjusted depending on Board of Regents activity.

**Budget**

Funding is necessary to provide for the salaries of a project coordinator, project assistant, and technology specialist; office space and materials; travel, space, and refreshments for focus groups; and computers, audio and video equipment for production of module components. Additional ongoing funding may be necessary for continuous revisions and updates to the online training system. Also, incentives for cooperating and mentor teachers such as salary enhancements, stipends, and release time would require substantial funding, which may be provided through specific allocation of professional development monies.

**Recommendation: Create Regional Teacher Development Centers and charge them with providing structural support, training and technical assistance, and resources for local partnerships.**

**Background**

One of the greatest problems that have been documented in the research about teacher preparation is the challenge novice teachers face in bridging their pre-service experience with the reality they face as in-service teachers (Feiman-Nemser & Buchmann, 1985; Anagnostopoulos, Smith, & Basmadjian, 2007). Novice teachers often have difficulty applying the skills and knowledge they learned during their preparation, choosing instead to abandon these theories and practices for those they encounter in their school setting. Research has shown that both the professional development school model and other partnerships models that involve significant collaboration between K-12 schools and teacher preparation programs can address these problems and provide effective and aligned professional learning opportunities for both teacher candidates and experienced teachers (Cochran-Smith & Zeichner, 2005; Teitel, 2004; AACTE, 2008). Such partnerships promote consistency between the practices that are advocated in the teacher preparation program and the practices that candidates are exposed to in the field.

Many experts in the education field are promoting the development of these types of deep and comprehensive partnerships between institutes of higher education and K-12 schools and districts (AASCU & NASULGC, 2004; Howey & Zimpher, 2007). In addition to ensuring a more coordinated system of teacher support, they argue that significant collaboration is needed to address the systemic challenges that impede students from meeting high standards, particularly in urban areas (Zimpher & Howey, 2005; Vandal & Thompson, 2009). Partnerships can help address challenges attracting diverse teacher candidates and filling subject-specific shortages; providing teacher candidates with effective clinical experiences; developing structures to support IHE involvement in induction support; and ensuring IHE accountability for the efficacy of their graduates (Montgomery & Snyder, 2008). In a recent volume, *Building a 21<sup>st</sup> Century U.S. Education System*, Howey and Zimpher write:

“The problems we face cannot and will not be overcome by schools of education negotiating partnerships with a few selected K-12 schools. Rather, what is needed are bold new partnerships. University leaders need to bring resources from across the university to address the problems of urban schools and ... districts...In turn, the K-12 school sector has to play a leadership role in helping make the initial education of teachers a more rigorous and responsive endeavor than it is currently. The partnership is two-way; simultaneous renewal is needed” (p. 89).

Currently, there are numerous local partnership relationships in place across New York State. However, these partnerships vary substantially and are not all engaged in the type of “simultaneous renewal” that makes for truly effective partnerships. In a survey of teacher preparation programs in the greater New York City area conducted by the New York Comprehensive Center and the Regional Educational Laboratory Northeast and Islands, most partnerships (72%) reported that they were very likely to expose teacher candidates to the realities of the classroom while a little less than half (40%) were very likely to provide opportunities for teacher candidates to observe effective instructional practices and only 27% were very likely to provide opportunities to try out effective instructional practices and receive feedback. Also, while many of the partnerships focused on pre-service preparation, fewer focused on supporting teachers beyond their pre-service years. Only 9% were very likely to work together with their partners to structure teacher induction programs and only 27% of partnerships were very likely to provide professional development for school faculty.

In addition, many IHEs in the NYC area did not support partnerships where each stakeholder collaborated equally to provide teacher training and development. Out of the responding teacher preparation programs, approximately half (55%) of participants were only somewhat likely to work together to delineate the responsibilities of each partner, create formal roles that span institutional settings, share responsibility for student teaching curricula, and talk regularly about how to improve the partnership.

These results may be attributed to the fact that local partnerships often do not have the resources and guidance to provide coordinated, mutually beneficial services. They lack structured support to build their capacity to improve teacher training and development. While there are certainly some notable exceptions, partnerships often have trouble leveraging best practices in support of their work.

In order to provide strategic support for local stakeholders, NYSED initiated a pilot project, entitled the Regional P-16 Partnerships for Teacher Quality in the 2007-2008 school year. As part of this project, a statewide planning group coordinated five regional alliances located in the Mid-Hudson region, the Mid-State region, the Mid-West region, the Mid-South region and Long Island whose goal was to support teacher training and development needs in their regions. Each group was governed by a regional steering committee, composed of teacher preparation programs, school districts, teacher centers, and BOCES, that identified regional gaps and implemented appropriate solutions. The regional partnerships are still functioning but not at the same level due to lost funding, travel restrictions, and leadership turnover. There are still, however, strong regional groups in Mid-Hudson and on Long Island. Although there is little evaluation data for these regional partnerships, State staff has reported that such structures may benefit regions by providing targeted, individualized support and strategies to local stakeholders around improving teacher quality.

## **Rationale**

Scaling up and refocusing currently existing regional groups, which will be renamed Regional Teacher Development Centers, and expanding such Centers to other regions of the State will help to create a coordinated and coherent regional approach to preparing and retaining highly qualified and effective teachers. These Centers will provide a state-mandated space or structure where stakeholders can collaboratively work toward aligning support across the teacher continuum and coordinating effective and efficient services at a regional level. Such an approach also recognizes that different regions across the State have different needs, challenges, and interests related to supporting teacher training and development. Regularly bringing together representatives from a variety of stakeholder groups in a geographic area will help to systematically develop region-wide strategies to address these issues. Most importantly, it will encourage regional stakeholders to communicate and collaborate on an ongoing basis to achieve a mutual goal – namely improving student achievement especially in the region's high-need schools.

Specifically, as a key part of their regional support strategy, the Regional Teacher Development Centers will provide the necessary guidance to efficiently support local partnerships, which are the engines for teacher training and development. The Regional Teacher Development Centers will identify and collect best practices and leverage these best practices in a targeted way to benefit local stakeholders. Not only will they disseminate key resources, but they will also provide live, real time support to help initiate, sustain and continuously improve partnerships so that they are robust collaborations.

## Specifications of Regional Teacher Development Centers

These Regional Teacher Development Centers will build on the organizational structures of the Regional Partnerships for Teacher Quality, but with more concrete roles and responsibilities. Similar to the current Regional Partnerships, the Regional Teacher Development Centers will have a standing steering committee of regional representatives that includes IHEs, district superintendents, representatives from local education agencies and BOCES that will meet regularly. Other stakeholders may include union representatives, community based organizations, and cultural institutions. Each steering committee will monitor local partnership development and their efforts to improve teacher training and development in a region and then create a yearly analysis of the current state, progress made, and existent needs and impediments to success, based on carefully collected regional data. They will also develop an action plan with discrete timelines for meeting the region's top priorities. This action plan should support coherent strategies for teacher training and development that improve coordination along the teaching continuum. The work of the regional steering committee will be supported by a few full-time staff members in each region.

Each Regional Center will have a NYSED staff liaison that will help to set up the regional steering committee. After the initial development stage, the state liaison will attend all regional steering committee meetings and provide targeted support and assistance to regional leaders as needed. The state staff on the project will also plan semiannual state meetings, where all regional teams will come together to share challenges and successes and receive meaningful and relevant professional development. In addition, state staff will create and manage a website that provides useful information to the Regional Partnerships (e.g. state reports on teacher supply and demand and research/best practices in teacher training and development) and hosts specific regional portals. Such a site may house the previously mentioned cooperating and mentor teacher training and resources.

Specifically Regional Centers will be responsible for three types of activities:

### Structural Support

Regional Teacher Development Centers will provide structural supports that will enable local partnerships to conduct their work more effectively and will ensure that the region is better poised to offer strong teacher training and development opportunities. In line with this goal, Regional Centers may participate in the following activities:

- Collecting data for planning placements and projected vacancies of teachers, especially for shortage areas and schools
- Creating a regional database for placing pre-service teachers in school-based field experiences and student teaching
- Developing a regional database to foster local university-school partnership matches
- Expanding regional programs that recruit middle, high school, and college students to enter teaching careers

### Training/Technical Assistance for Local Partnerships

Regional Teacher Development Centers will also provide training/technical assistance to help partnerships promote both trust and equality among parties and build collaborative learning communities of inquiry, research, and reflection. Training/technical assistance may focus on:

- Starting/initiating a partnership
  - Helping to set up partnership matches

- Supporting partnerships in clearly defining the goals and intended outcomes of the partnership, allowing flexibility for partnerships to evolve over time
- Supporting partnerships in articulating a long term strategic plan for goal achievement and sustainability that is based on best practices and research
- Helping partnerships to map out the roles and responsibilities of each partner, promote strong, coordinated leadership across partner institutions, and develop “boundary spanning” positions
- Aiding partners in determining regular communication lines between partners
- Developing or building capacity in an already existing partnership
  - Helping to create structures and systems dedicated to continuous evaluation and improvement of partnerships
  - Assisting partners in creating stronger clinical experiences, developing and implementing jointly offered induction support for novice teachers, and/or organizing shared professional development opportunities for in-service teachers, education school faculty, and pre-service teachers
  - Supporting partnerships in identifying and applying for grant opportunities

Such training/technical assistance will be provided to partnerships throughout the region, but priority may be given to urban areas.

#### Resource Dissemination

Finally, Regional Centers will regularly identify and collect relevant research/best practices and disseminate them to key regional stakeholders. These resources will be used during training and technical assistance work and will be circulated on an ongoing basis via an email or print newsletter and the region’s public online portal.

#### **Implementation Timeline**

<b>TIMEFRAME</b>	<b>ACTIVITY</b>
September 2009 <sup>5</sup> – October 2009	Assign a State staff member to act as a liaison to each regional partnership Hire full time staff members
November 2009 – December 2009	Ensure that current regional steering committees are strong and sustainable and help develop regional steering committees in additional regions
January 2010	Convene regional steering committees at a statewide meeting to discuss objectives of the initiative, the current status of the work, and past successes and weaknesses
January 2010	Regional groups to set up a series of regular meetings at a designated location
February 2010 – March 2010	Regional groups to conduct a needs analysis
April 2010 – May 2010	Regional groups to create an action plan

<sup>5</sup> This start date may need to be adjusted depending on Board of Regents activity.

June 2010 – Ongoing	Regional groups to implement action plan
Ongoing	State staff members/liaisons to plan semiannual meetings with representatives from regional partnerships
Ongoing	State staff to create a website to support the work of the Regional Centers. Such a website will include regional portals.

### **Budget**

Providing increased support for existing Regional P-16 Partnerships (renamed Regional Teacher Development Centers) and creating new Regional Teacher Development Centers will require significant additional funding. At the state level, funding must be procured to support personnel and operational costs, website development, semiannual meetings, and transportation to regional meetings. At the Regional level, funding will be required for several full-time staff positions, steering committee meetings, and costs associated with implementation of regional action plans.

Given the sizeable budget required for such a recommendation, it would be prudent to explore some alternative funding options rather than depending entirely upon state resources. Federal monies, such as those offered through ARRA's Race to the Top Fund, might represent a possible funding source. In addition, a foundation might be interested in such a meaningful statewide project that supports deep partnerships between IHEs and schools.

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# Preparation of Pre-Service and Beginning Teachers



IHE Work Group Briefs 2010

## Table of Contents

<b>Preparing Pre-Service and Beginning Teachers</b> .....	<b>i</b>
<b>IHE Work Group Members</b> .....	<b>i</b>
<b>Brief: Enhancing the Role of Cooperating Teachers</b> .....	<b>1</b>
Introduction.....	2
Survey Results .....	5
Respondent Background.....	5
Cooperating Teacher Recruitment .....	6
Cooperating Teacher Selection.....	7
Training and Support .....	8
Recommendations .....	11
Recommendation #1.....	11
Recommendation #2.....	14
Conclusion .....	17
<b>Brief: Meeting the Demand for Science Teachers in New York’s High Need Schools</b> .....	<b>18</b>
Introduction.....	19
Recommendation #1 .....	21
Redefine the Certification Structure for Science Teachers .....	21
Recommendation #2 .....	23
Support the Development of a Corporate-Sponsored Undergraduate Science Learning Assistant Program in New York’s IHEs .....	23
Recommendation #3 .....	25
Create Regional Science Centers to Allow for Induction Support, Continued Collegial Collaboration, and Pooling of Resources.....	25
Conclusion .....	27
Table 1: .....	28
Bibliography.....	29
<b>Brief: Principles and Recommendations for the Development of a Performance-Based Assessment Instrument</b> .....	<b>32</b>
Introduction.....	33
Guiding Principles.....	34
Recommended Involvement of IHEs in the Development and Implementation of Performance- Based Assessment.....	35
Conclusion .....	39
<b>APPENDIX A: Cooperating Teachers Survey</b> .....	<b>40</b>

## ***Preparation of Pre-Service and Beginning Teachers***

The Teacher Quality Initiative is a special project of the New York State Comprehensive Center. It consists of approximately 40 deans and program heads from 20 teacher preparation institutions in and around New York City, key directors from the NYC Department of Education and senior leadership staff from the New York department of Education. Their charge is to collaboratively and critically assess the state of teacher quality and effectiveness and to explore research-based solutions for improving the preparation and retention of teachers, particularly in high need schools. In order to accomplish their goals with maximum efficiency and broader scope, the body decided to divide into three work groups with each one dealing with a particular aspect of the preparation of pre-service and beginning teachers.

The charge of the work groups, as selected by the participants, is to prepare briefs on the following topics for review and action by the NYSED:

- Enhancing the Role of Cooperating Teachers
- Meeting the Demand for Science Teachers in New York's High Need Schools
- Formulating Principles and Recommendations for the Development of a Performance-Based Assessment Instrument

The work groups recognize and affirm the dictum that whatever the initial pathway to the teaching profession, we must provide equal opportunities for teacher training and development for all. Also, that such development should be regarded as a career long professional continuum that reflects comprehensive planning and is responsive to changing needs in a professional trajectory. This support, in addition to that provided by the teacher preparation program and the LEA, should include schools of arts and sciences, cultural and community organizations, unions and the NYSED.

What follows reflects the discussions held in each work group, research support to validate conclusions and applicable recommendations.

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NEW YORK COMPREHENSIVE CENTER

# Meeting the Demand for Science Teachers in New York's High Need Schools

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Work Group on Meeting Demands for Science Teachers

July 2010

## ***Meeting the Demand for Science Teachers in New York's High Need Schools***

“Race to the Top presents the opportunity for New York State to build upon the foundation of innovative programs and extensive network of partners to broaden, strengthen, and enhance New York’s ability to meet the needs of all students” (Race to the Top Application, Round Two, page 325).

This paper outlines policy strategies formulated to build upon those put forth in New York’s Race to the Top Application to equalize the distribution of effective science teachers, with the ultimate goal of providing certified, effective science teachers for all students in New York schools.

### **Certified, Effective Science Teachers: High Demand, Low Supply**

Many of New York State’s school districts have trouble filling their science teacher positions with certified, effective instructors. As seen in Appendix A, a State teacher supply and demand estimate identified science as the second most dire teacher shortage area, just after special education (Appendix A of this paper, Race to the Top Application, Round Two, Appendix D.1.iii.1, Table 1).

Additionally, a study of the distribution of highly qualified teachers<sup>2</sup> in New York State showed that the percentage of high school science teachers who are not highly qualified is almost twice as high as that of mathematics, and more than twice as high as that of English and social studies (Brackett, Mundry, Guckenburger, & Bourexis, 2007). The figures cited above, together with the success of programs like the New York City Teaching Fellows Math Immersion Program<sup>3</sup> in fulfilling areas of teacher need in New York City public schools, allow us to treat the science teacher supply and demand problem in New York as distinct from that of the other STEM fields (technology, engineering, and mathematics<sup>4</sup>).

New York’s difficulties in attracting those with deep science knowledge to the classroom mirror national trends. As compared to a field like English, where there are more than enough new teachers to

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<sup>2</sup> “Highly qualified” is defined as having a bachelor’s degree or higher; meeting state certification standards; and demonstrating subject knowledge and teaching skills. This definition is in accordance with the 2001 reauthorization of ESEA (i.e. NCLB).

<sup>3</sup> Graduates of the Math Immersion Program now comprise about 22% of New York City’s approximately 5,000 math teachers. These graduates have been shown to be more effective than traditionally certified teachers in raising student achievement in math by their third year of teaching. See Kane et al, 2006.

<sup>4</sup> Although the STEM acronym is widely recognized and used, technology and engineering are usually folded into math and science rather than treated as discrete educational areas at the K-12 level.



replace those who leave the profession, the supply of new math and science teachers from schools of education and the reserve pool barely meets the demand created by teacher turnover<sup>5</sup>. According to a recent study, almost one-third of the nation's secondary schools faced difficulty in finding teachers to fill vacancies in mathematics, life sciences, or the physical sciences, and significantly more schools reported hiring difficulties in each of the aforementioned fields than, for example, in English (Ingersoll & Perda, 2009). Moreover, those schools reporting difficulty in filling vacancies were about twice as likely to have above-average turnover rates as those schools reporting no difficulties and teacher turnover is strongly correlated with school poverty, school size, and proximity to urban areas (ibid). Thus, Ingersoll and Perda conclude that, while there is generally difficulty in meeting the demand for STEM teachers, high need schools have an especially hard time filling their vacancies in STEM subjects.

New York's difficulty in sufficiently filling its teacher ranks with certified, effective science instructors is likely a microcosm of the aforementioned national supply and demand trends. Furthermore, these trends suggest that students in high need schools suffer inordinately from the frequent turnover and low supply of certified, effective science teachers. It is well established in the literature that teachers are the single most important school variable affecting student achievement, and "the difference between the most effective and least effective teachers can be up to a year's difference in learning growth for students" (Chait, 2009), (Goldhaber, *Teacher Pay Reforms: The Political Implications of Recent Research*, 2006). Thus, if we are to close the achievement gap and raise student science performance in the state of New York, we must provide our students, especially those in high need schools, with the most effective science teachers possible. This paper outlines policy strategies formulated to build upon those put forth in New York's *Race to the Top Application* to equalize the

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<sup>5</sup> Ingersoll and Perda find that nationally, there is about one new math or science teacher for each who leaves teaching. The New York State Education Department flags an area as needing a greater number of newly prepared teachers if the data show fewer than two new teachers for each vacancy filled (*Race to the Top Application*, Section D(1)(iii)). Science is one such area.

distribution of effective science teachers, with the ultimate goal of providing certified, effective science teachers for all students in New York schools.

### **Recommendation #1: Concerning the Preparation of Science Teachers**

#### *Redefine the Certification Structure for Science Teachers*

Create a 7-12 Science Generalist certification enabling a teacher to teach Biology, Chemistry, Earth Science, or Physics at the secondary level. A 7-12 Science Generalist certification could, for example, require the prospective teacher to take 7 to 10 credits each in Biology, Chemistry, Earth Science, and Physics, for 28 to 40 total science credits in addition to the required education coursework and a “Science Generalist” Content Test (as opposed to a “Content Specialty Test”). If a teacher wanted to “specialize” in a particular field, he or she would have the option to take 18 additional credits in one of the four fields<sup>6</sup>. This “advanced certificate” would enable the teacher to teach AP or advanced courses in that area. Advanced credits could also potentially be used for salary increases and/or be used toward New York’s required 175 professional development hours.

#### *Rationale*

Anecdotal evidence gathered from school of education representatives in the New York Comprehensive Center’s Institutions of Higher Education Work Groups suggests that onerous credit requirements and subject “lock-in” are two of the main issues impeding the entry of undergraduates into science teacher preparation programs. Specifically, in addition to credit requirements for the major and for graduation, an undergraduate interested in teaching science currently has to take 30 credits in a specific subject area (Biology, Chemistry, Earth Science, or Physics) for certification. A lower credit requirement coupled with the creation of a science generalist certification would serve four purposes:

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<sup>6</sup> The specific credit requirements cited here are hypothetical.

- **Lessen the disincentive to enroll in science teacher preparation programs** faced by those undergraduates who are intimidated by the various science certification areas and the large number of credits required to become certified;
- **Ensure breadth as well as depth of science teacher candidate knowledge**, allowing students and teachers to approach the sciences in a holistic and integrated manner;
- **Increase the supply of science teachers** in Biology, Chemistry, Earth Science, and Physics by providing for flexibility in the hiring process: for example, if a school needs to hire a Biology teacher but finds no advanced candidates in the current hiring cycle, this school could hire a science generalist for the position and allow the generalist to take extra credits toward the Biology specialty;
- **Strengthen the science teacher career ladder** by creating built-in intrinsic incentives (the challenge of teaching a course at an advanced level) and extrinsic incentives (salary increases) for science teachers to pursue a specialization, while also meeting the staffing needs of their schools and the professional development requirements of the state.

#### *Relevance to Recent Regents Activities*

The recommendation to create a 7-12 Science Generalist certification has a precedent: it mirrors a recent recommendation to the Board of Regents to similarly revise the structure of the Students with Disabilities certification in response to an assessment of teacher supply and demand (Board of Regents Meeting, 1 March 2010).

Additionally, the New York State Board of Regents recently passed regulations allowing non-IHEs (such as cultural institutions) to apply to offer clinically rich, performance-based graduate level teacher and principal preparation programs for high need schools. The Board of Regents has also long encouraged partnerships using alternative routes to certification to expand the State's teaching force in high need schools and subject areas (Race to the Top Application, Round Two, Subsections D(1)(ii) and

D(1)(iii), pages 153-4). These initiatives have not directly addressed the credit-related disincentive for *undergraduate* students to enter science teacher preparation programs; instead, they have attempted to attract prospective science teachers at the graduate level. The proposed Science Generalist certification is intended to spur the supply of new science teachers at the undergraduate level—a link in the teacher supply pipeline that has not yet been explicitly targeted.

## **Recommendation #2: Concerning the Recruitment of Science Teachers**

### *Support the Development of a Corporate-Sponsored Undergraduate Science Learning Assistant Program in New York's IHEs*

The Science Learning Assistant Program would recruit undergraduate cohorts currently pursuing science degrees to work approximately 10 hours per week with science and education faculty at IHEs. Science Learning Assistants would lead undergraduate learning team labs for science courses, plan with science faculty to make courses and labs more student-centered, and enroll in a class on science education to complement their teaching and learning experiences. Corporate sponsors would provide Science Learning Assistants with modest stipends and enriching field experiences, and Science Learning Assistant cohorts would have the opportunity to “grow” in a supportive, collaborative learning community while sharing learning team tips and strategies. After completion of their first course, Science Learning Assistants would have the option of continuing in the program with a slightly larger per-course stipend, provided that they pass the new, more rigorous Content Specialty Test (CST), obtain certification as science teachers from a teacher preparation program, and go on to work in a state-identified high need school for at least two years.

### *Rationale*

The goal of this recommendation is to attract potential science teachers who have not considered teaching to teacher preparation programs early in their undergraduate careers, while

ensuring that New York's high need schools have an adequate supply of science teachers who have been given a chance to acquire some of the pedagogical content knowledge associated with their craft.

A study exploring the incentives needed to attract STEM undergraduates to teaching found that students cited a number of aversive characteristics of teaching beyond low salaries. Among these were "doubts about their ability to be good teachers and discomfort with aspects of the job such as being responsible for others or standing in front of a class" (Milanowski, 2003). This doubt and discomfort could potentially be mitigated by involvement in the Learning Assistants Program. The program gently introduces prospective science teachers to pedagogical challenges confronted while leading learning team labs, and allows them to explore those challenges with professors and a mutually supportive cohort.

The University of Colorado at Boulder's Learning Assistant program, upon which this recommendation is based, has reported positive results: it has "successfully increased the number and quality of future science teachers, improved student understanding of science content, and engaged a broad range of science faculty in course transformation and teacher education" (Otero, Finkelstein, McCray, & Pollock, 2006). The program can better suit New York's needs by encouraging corporate sponsorship to fund the stipend and field experiences, emphasizing the importance of cohort interaction, and ensuring that Learning Assistants commit to attaining certification and working in a state-identified high need school for two years after taking an initial exploratory course.

#### *Relevance to Recent Regents Activities*

The Regents are in the process of instituting a number of new initiatives intended to attract STEM teachers to high need schools. One is an expedited certification route for those with doctoral degrees in STEM disciplines to teach in high-need middle and high schools (grades 7-12). In addition, The Regents plan to make a teaching certificate available to those with a master's or doctoral degree in

STEM disciplines who have taught in IHEs (Race to the Top Application, Round Two, pages 204-205). The Learning Assistants Program would supplement these initiatives by attracting undergraduates (as opposed to post-graduates) with an aptitude in science to teacher preparation programs and ensuring that these undergraduates go on to teach in high need schools.

Finally, the Regents plan to create a Transfer Fund that would provide teachers in STEM disciplines a \$30,000 bonus in increasing increments over four years to work in high need middle and high schools (ibid). The Learning Assistants Program would offset some of the costs of paying teachers to transfer to high need schools by recruiting undergraduates to high need schools directly.

### **Recommendation #3: Concerning the Retention of Science Teachers**

*Create Regional Science Centers to Allow for Induction Support, Continued Collegial Collaboration, and Pooling of Resources*

Regional Science Centers (RSCs) would be created across New York State to act as physical meeting places where science teachers could share and reuse lesson plans, pool resources, and take students on science-oriented field trips. RSCs would also play a large role in teacher induction, as they would organize meet-ups and online forums for new teachers to share strategies to confront the challenges they face. Because the cost of procuring and maintaining enriching science materials is often prohibitive, especially for high need schools, these RSCs could be sponsored by corporations with an interest in advancing student achievement in science. New York could allow release time for science teachers to convene at these RSCs, and create a fund in partnership with corporations to provide a stipend as an incentive for teachers to participate.

### *Rationale*

Inadequate technology is one of the principal causes of job dissatisfaction among science teachers (Ingersoll & Perda, 2009). Regional Science Centers could help to address the difficulties in procuring computers and other technology by allowing districts to pool resources in one location.

Additionally, the literature repeatedly highlights the importance of induction programs in retaining teachers. In one study, secondary science teachers in a science-focused support program implemented more student-centered inquiry lessons, held beliefs aligned with student-centered practices, and felt fewer constraints than did groups of teachers who did not receive science-focused supports (Roehrig & Luft, 2006). Another study found that, depending on the induction supports provided, the probability of inter-district transfers among new teachers can be reduced by 5 to 12 percentage points (Imazeki & Goe, 2009). Specifically, induction packages that included collaboration with other teachers, involvement with an external network of teachers, mentoring, a reduced teaching load, and the assistance of a teacher's aide were shown to have the most dramatic effect on teacher turnover (ibid). Regional Science Centers would support the induction of science teachers by providing a physical meeting place and online forums where new science teachers could interact with each other and collaborate to improve their pedagogical practice.

### *Relevance to Regents Activities*

The Regents have supported alternative routes to science certification such as the Science Immersion Program. NYSED is also preparing an RFP for a STEM Resource Center to support districts with best practices and professional development in STEM education (Race to the Top Application, Round Two, Appendix CP-36). However, there are no current Regents activities related to the induction and provision of technology for science teachers. Regional Science Centers would address this need in a cost-effective manner.

## Conclusion

States have employed various strategies to address the maldistribution of teachers, such as financial inducements, including salary supplements or loan forgiveness for teachers willing to work in high-poverty schools; changes to working conditions in high-poverty schools; and targeted teacher-pipeline policies. We know relatively little about the efficacy of many of these strategies. (Goldhaber, Addressing the Teacher Qualification Gap: Exploring the Use and Efficacy of Incentives to Reward Teachers for Tough Assignments, 2008)

As Goldhaber has indicated, while there have been many attempts to ensure the equitable distribution of qualified teachers, we do not yet know how effective they have been. Ongoing monitoring efforts will be needed to track the effects of these recommendations. However, if implemented with fidelity, we believe that the above recommendations will do much to improve the quality of science teaching in New York, and, consequently, improve the science performance of our state's students.



**Table 1**

**Table 1: NYS Full-Time Equivalent Teacher Assignments by Subject Area and Region  
2007-08**

Assignment	FTE Teachers	Certified in Assignment (#)	Certified in Assignment (%)	New Hires	Initial Certificates Issued				
					Est. FTE (Lo)	Est. FTE (Hi)	FTE/New Hire (Lo)	FTE/New Hire (Hi)	
Science (Mid./Sec.)	12,733	11,832	93%	758	883	1,137	1.2	1.5	
Mathematics (Mid./Sec.)	12,828	12,307	96%	864	1,279	1,469	1.5	1.7	
English (Mid./Sec.)	12,961	12,418	96%	839	1,604	1,794	1.9	2.1	
Arts (Visual, Music, Dance, Theatre)	13,918	13,400	96%	644	1,217	1,248	1.9	1.9	
Career & Technical Education (CTE)	8,371	7,670	92%	306	487	528	1.6	1.7	
Elementary & Early Childhood	71,763	70,141	98%	3,358	8,231	11,445	2.5	3.4	
ESOL (All Grades, not Sp. Ed.)	4,628	4,235	92%	314	397	442	1.3	1.4	
Languages Other Than English (LOTE)	7,320	6,755	92%	414	496	607	1.2	1.5	
Library Media & Ed. Technology Specialists	3,065	2,802	91%	98	182	192	1.9	2.0	
Health Education	1,850	1,589	86%	88	199	266	2.3	3.0	
Physical Education	9,685	9,523	98%	393	821	880	2.1	2.2	
Reading & Literacy	4,198	3,929	94%	89	717	955	8.0	10.7	
Social Studies (Mid./Sec.)	11,777	11,450	97%	695	1,499	1,707	2.2	2.5	
Sp. Ed. Spec. Dis. & Corr. Speech (Not Sp.Ed.)	6,010	5,938	99%	175	889	920	5.1	5.2	
Sp. Ed. Early Childhood & Elementary	16,708	16,186	97%	1,091	2,028	4,549	1.9	4.2	
Sp. Ed. Middle/Secondary	16,820	15,520	92%	682	600	965	0.9	1.4	
Sp. Ed. Bilingual FTE Assignments	266	215	81%	17	NA	NA	NA	NA	
Bilingual Education FTEs (Not Sp.Ed.)	1,582	1,206	76%	110	NA	NA	NA	NA	
Other (Mid./Sec., Any Cert OK, except for AIS)	5,831	4,852	83%	317	NA	NA	NA	NA	
Generalist Middle Childhood Education	NA	0	NA	0	103	260	NA	NA	
Bilingual Ed. All	NA	0	NA	0	127	189	NA	NA	
New York State	222,315	211,970	95%	11,253	25,657	25,657	2.3	2.3	

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**From:** "Kilbane, Prof. James Farrel" <jkilbane@pace.edu>  
**Subject:** FW: Thank you for your participation in the Thinkfinity program  
**Date:** November 7, 2010 9:35:21 PM EST  
**To:** "jfkilbane@me.com" <jfkilbane@me.com>



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**From:** ThinkfinityFieldTraining@verizon.com [mailto:ThinkfinityFieldTraining@verizon.com]  
**Sent:** Wednesday, February 11, 2009 3:54 AM  
**To:** Kilbane, Prof. James Farrel  
**Cc:** thinkfinitytraining@verizon.com  
**Subject:** Thank you for your participation in the Thinkfinity program

Dear James Kilbane,

Many thanks for attending the Thinkfinity training session in NEW YORK, New York on 2/10/2009. Your successful completion of this session has entitled you to join thousands of other educators in the role of **Thinkfinity Field Trainer**.

Field Trainers play a critical role in sharing knowledge with other educators about how [Thinkfinity.org](http://Thinkfinity.org) can be used effectively in the classroom and for classroom planning to support student learning.

You will receive a follow-up survey in approximately three weeks to find out how you have used Thinkfinity since this training and what impact it has made in your classroom. This information helps us to continually improve the Field Training program and the training resources that are offered.

We would also like to remind you that Thinkfinity has several resources to support your training efforts. These include:

- [myThinkfinity](#) – provides access to a personalized Thinkfinity management database that you can use to:
  - Review your calendar of future training dates;
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  - Edit registered training sessions;
  - Review your training survey results; and
  - Run personalized reports on your trainings.

[myThinkfinity](#) is also where you can update your personal information, including your e-mail address and organization, and where you can now access the Trainer Toolbox (see below for more information). In the future, [myThinkfinity](#) will allow users to save searches, bookmark and tag resources, share resources with fellow users and create content.

- the [Trainer Toolbox](#) - where you can find training materials, program and trainer updates, helpful training hints, and trainer FAQs.

To access resources your login ID is [jkilbane@pace.edu](mailto:jkilbane@pace.edu) and your password is xxxxxx. You can change your password at any time on the Update My Profile page of [myThinkfinity](#).

We look forward to supporting your training efforts and will notify you of any exciting additions to the Field Trainer program in the coming months.

If you have any further questions, please feel free to contact us at [ThinkfinityFieldTraining@verizon.com](mailto:ThinkfinityFieldTraining@verizon.com)

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## 2010-2011

### **JAKE BURDICK-**

Jake Burdick is a doctoral student in Curriculum Studies at Arizona State University, where his research focuses largely on public and popular sites of pedagogy and curriculum, narrative inquiry, and cultural psychoanalysis. Jake has published his writing in *The Mississippi Review* (creative non-fiction) and *The Sophist's Bane*, and has forthcoming pieces in *Qualitative Inquiry* and *JCT*. He is a co-editor of *Complicated Conversations* and *Confirmed Commitments: Revitalizing Education for Democracy* (2009, Educator's International Press) and the *Handbook of Public Pedagogy: Education and Learning Beyond Schooling* (2010, Routledge). Jake can be reached at [sjburdic@asu.edu](mailto:sjburdic@asu.edu).

### **DEBRA M. FREEDMAN-**

Debra M. Freedman is an independent scholar living in Guelph, Ontario, Canada. She teaches curriculum courses online for Ball State University and The Pennsylvania State University; and, she teaches early childhood education courses in-residence for the University of Guelph. Her research and teaching interests concern teacher identity and beliefs in relation to classroom practices, pedagogy, and curriculum, and the development of curriculum and pedagogical practices that sustain democratic communities. She has published in *The Journal of Curriculum Theorizing*, *Teaching and Teacher Education*, *Reflective Practice*, and *Race, Ethnicity, and Education*. She is co-editor, with Stephanie Springgay, of *Curriculum and the Cultural Body*; and, she is currently co-editing the book *M/othering a Bodied Curriculum: Theories and Practices of Relational Teaching* with Stephanie Springgay and Natalie Jolly.

### **JIM KILBANE-**

Jim Kilbane is an Assistant Professor at Pace University in its School of Education. He currently works with science educators in an alternative certification program, as well as providing professional development in inquiry in the classroom with a small network of New York Schools affiliated with Pace. He is the faculty liaison with Pace High School, a professional development school partner with the university. As former executive director of the Indiana Essential Schools Network he assisted schools in developing learning communities that used collaborative inquiry as its professional development vehicle. Jim is an Associate with The Institute for Earth Education and a council member for the Curriculum and Pedagogy Group.

#### **COUNCIL LINKS**

**Council Members**

**Officers and  
Committee  
Members**

**By-Laws**

**Responsibilities  
and Tasks**

**Committee Reports**