

**“The Torch is Passed” - Birmingham to Albany
NUA’s Teaching for Intelligence Believe to Achieve Conference
Albany, New York March 28-30, 2008
Governor Nelson A. Rockefeller Empire State Plaza**

**The College of Saint Rose Thelma P. Lally School of Education
432 Western Avenue; Albany, NY 12203
Spring Semester 2008**

EDA 585

**Institute in Educational Administration: Teaching for Intelligence
2 Semester Credits**

Instructor

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Course Description

Course participants translate their learning from the NUA Conference into practical applications for their classrooms and/or school community. Using reflective prompts, conference attendees document what they learned from the NUA Conference sessions and use that analysis to create a synthesis of their understanding. This synthesis documents several ways that conference learning may be incorporated into instructional planning and/or program development.

Required Text

Participants will attend and read materials provided at each of the conference sessions; they will also research and read journal articles & book excerpts related to one or more of the conference themes. This supplemental research and reading is a course requirement.

Student Learning Outcomes

Upon completion of this class, the learner is expected to be able to:

- Examine the major education issues confronting teachers and administrators, students and parents, and, ultimately all of society.
- Understand instructional approaches proven to increase performance, literacy, confidence and competence of all children.
- Engage in the consideration of the unique issues presented by teaching in an urban environment with emphasis on the interconnectedness of culture, language and cognition.
- Experience a place and atmosphere to reflect and renew.

- Engage in dialogue with researchers, theorists and practitioners with special expertise in effecting change for the benefit of all children

Assessments for Student Learning Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments:

- Write a two-paragraph summary of each session attended by the course participant describing the content and its impact on your thinking as an education leader.
- Identify and write about several ways to integrate the information and research that was presented in each session within your educational context. (maximum 2-3 pages double-spaced).
- Research and read a minimum of 4 journal articles or book chapters that are related to one or more of the conference sessions attended by the participant.

These course assignments/assessment products must be sent to the course instructor no later than Friday, April 11, 2008.

Course Assignments

Conference participation:

- To earn course credit, participants must register for and attend the conference; write a two-paragraph summary of each session you attend, and complete the course work described above (see “**Assessments for Student Learning Outcomes**”)
- Attend all keynote & featured speaker sessions (choose 1 during times when 2 of these sessions run concurrently).

Representation of Learning

These written materials will be sent to the course instructor:

- A two-paragraph summary for each session attended by the participant.
- A plan that shows how the conference information and research will be integrated into the participant’s educational context.
- A plan that outlines and explains how the conference information and research readings will improve or enhance the participant’s work as an educator.
- A reference page of the articles used for supplemental reading.

- Use APA style formatting for the reference page.
- Word-process these materials and use the word-processing application, Microsoft Word.
- **Email course work to the instructor at pberkowitz@aol.com**

Participants may wish to choose one of the seven broad conference themes as the focus for their course work:

CONFERENCE THEMES

NUA's Teaching for Intelligence: Believe to Achieve Conference's themes tie to the goals of NUA and provide a platform for educators to discuss diverse topics, all of which are vital to teaching and learning in classrooms and schools. These broad themes allow presenters to craft their presentations so that they fit the needs of students, teachers, administrators and communities while tying into the goals of NUA.

1. **Assessment, Language Development & Literacy** - This theme encompasses the development of language and literacy skills and strategies, including valid assessment techniques, that are needed in the classroom and the real world. Sessions will highlight the role of appropriate and valid assessments, language development, ESL language development, reading comprehension strategies, fluency, phonemic awareness, writing and issues facing teachers in balanced literacy programs. Special attention will be given to the interconnectedness of culture, language and cognition.
2. **Promoting High Intellectual Performance and Enrichment** - This theme will highlight some of the latest research on how the brain functions as well as the classroom applications that promote the highest possible intellectual development of all students and/or will examine the ways that educators can enrich and expand their classroom and school so that learning is relevant to the real world while recognizing the culture and background of the student and the community.
3. **Learning Needs of Boys** - This theme will explore the special needs of boys, which when met, will allow them to more fully and actively engage in the entire educational process.
4. **Creating Culturally Competent Classrooms** - School and community cultures that support academic achievement will be highlighted in this theme. Presentations will center on supporting diverse cultures in a rich school setting. Here too, special attention will be given to the interconnectedness of culture, language and cognition.
5. **Educator Preparation** - This theme will explore innovative strategies for providing teachers, administrators, counselors, and other educators with the knowledge, skills, and dispositions they need to better understand what is necessary for all children to achieve at high levels, and are better able to

instill in their students the desire to achieve at high levels. Presentations will highlight successful models of both pre-service and in-service educator training

6. **Leadership and the Challenges of the 21st Century** – This theme looks to roles of leadership within a district, a school or a state or county agency in the critical issues of learning and educational reform, high standards and academic performance, advantages and disadvantages of standards-based education, the leader's role in implementing high academic standards, and strategies for strengthening achievement.
7. **Multilingual Education** - This theme will look to strategies for promoting literacy and high intellectual performance in a multilingual classroom. The theme will also encompass enrichment, the learning needs of boys and the roles of culture and language in learning in a multilingual classroom.

Instructional Materials

Course participants will use conference materials, notes from attended sessions, research articles and other related texts, and relevant web-based resources to discuss and represent their learning.

Attendance

Learners are expected to attend all class meetings. Participation in class activities is considered a vital part of the learning process. In cases where the learner cannot attend class or will need to arrive late or leave early, the learner is expected to contact the instructor to arrange for make-up work.

Evaluation

The evaluation of learner work will be based on the defined criteria for the learner assessments. Grading is based solely on the evaluation of student learning targets and defined criteria for the learner assessments (see criteria below).

Grades of A, A-, B+, B, F (no credit) will be assigned.

Grading Criteria

GRADE A = 4.0

SUBJECT MATTER

Superior mastery of the subject matter marked by a high level of independence and depth in research

INSIGHT & UNDERSTANDING

An exceptional command of interrelationships within the subject and depth in approaching problems

EXPRESSION

High level of fluency in oral and written expression. Ease and accuracy in using all writing conventions

GRADE A- = 3.75

SUBJECT MATTER

Excellent mastery of the subject of the material and in oral and written matter marked by depth in approaching expression. Ease and relative independence and depth in research

INSIGHT & UNDERSTANDING

Excellent command of the subject of the material and depth in approaching problems

EXPRESSION

High level of fluency in oral and written expression. Ease and accuracy in using all writing conventions

GRADE B+ = 3.5

SUBJECT MATTER

Clear mastery of the subject matter and demonstration of independence and depth in approaching assignments

INSIGHT & UNDERSTANDING

Command of the material and depth in approaching problems

EXPRESSION

Fluency in oral and written expression. Correct use of all writing conventions

GRADE B = 3.0

SUBJECT MATTER

Acceptable knowledge of the subject matter and ability to plan and complete work with independence and depth

INSIGHT & UNDERSTANDING

Adequate command of the material and demonstration of the ability to engage in problem-solving

EXPRESSION

Clarity and correctness in oral and written expression. Adequate use of all writing conventions

GRADE F = NO CREDIT

F/Failure Unacceptable performance on an assignment/s or the course. No academic credit