

**New York University**  
**The Steinhart School of Education**  
**Department of Teaching and Learning**

**Supervision of Science and Mathematics Teachers**

**Spring 2002**

E14.2135, E12.2135  
Monday 3:30-6:10  
East Building, Room233

Instructor:

**Carole Guss Mulligan**  
e-mail: cgm4@nyu.edu

**Course Description**

This course will be mainly conducted via Blackboard and is designed for the teacher who wants to connect the 'doing' of teaching with the 'questioning' of research. In the company of like minded colleagues you will review the literature on current issues in urban education as you begin to frame the question you want to research in your classroom. As teacher researcher you will begin to move from the one dimensional posture of 'getting the job done efficiently' by managing students and delivering the subject matter to crafting instructional programs that are uniquely right for the students in your classes. The work will involve:

- learning an action research protocol
- identifying issues that are of concern to you
- ~~collecting and analyzing data~~
- reporting your findings to the class
- ~~using your findings to inform the teaching and learning process in your classrooms~~

**Course Objectives**

- to view action research as a vehicle for identifying 'burning' issues that can be used to frame your work in science and mathematics education
- to investigate the relevance and applicability of school-based research findings to the participants, current school
- to provide a forum for peer discourse on the implementation of mathematics and science instructional strategies that have not been included in your teaching repertoire

**Required Text**

- How to Conduct Collaborative Action Research, Richard Sagor

## Course Structure

This course is divided into two components, A and B.

- A. Using the Sagor text, How to Conduct Collaborative Action Research, as a guide, each student will identify a problem to research in his/her school; will implement an intervention plan to address the research findings; and will collect quantitative or anecdotal data and write a progress report to be shared in class.

Problem  
for  
NLTA - ?  
B.

B. Each student will select one topic from the following areas on educational reform to study. All students selecting the same topic will form a study group and will read all of the books in that collection. Each study group will prepare an internet presentation for the class. The presentation will consist of an overview of key ideas and a discussion of the relevance and applicability of the ideas in these books for the urban mathematics and science classrooms. The book collections will be loaned to the various groups for the duration of the course. All books are due on the final day of class and must be returned before a final grade is given.

## Educational Reform Topics and Book Collections

### Group A:

#### Teaching Strategies

- Educating Everybody's Children, ASCD
- Circles of Learning, D.W. Johnson, R.T. Johnson, E. J. Houlubec
- Technology for the Teaching and Learning of Science, K. Reynolds, R.H. Barba
- Using the Internet to Strengthen Curriculum, Larry Lewin

### Group B:

#### Curriculum Development

- Developing A Quality Curriculum, Allan A. Glatthorn
- Curriculum Renewal, Allan Glatthorn
- Interdisciplinary Curriculum: Design and Implementation, Heidi Hayes Jacobs
- Planning Integrated Curriculum: The Call To Adventure, Susan M. Drake
- Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning, J.F. Carr, D.E. Harris

### Group C:

#### Curriculum Implementation

- A Different Kind of Classroom, Robert J. Marzano
- In Search of Understanding: The Case For Constructivist Classrooms, J.G. Brooks, M.G. Brooks
- Visual Tools for Constructing Knowledge, David Hyerle
- Multiple Intelligences in the Classroom, Thomas Armstrong
- Great Performances: Creating Classroom-Based Assessment Tasks, L. Lewin, Betty Jean Shoemaker

**CLASS SCHEDULE**  
**E12.2135, E14.2135**  
**Spring 2002**

<b>January 22:</b>	<b>Martin Luther King, Jr. Day: Holiday</b>	
<b>January 28</b>	<b>NYU</b>	
<b>February 4</b>	<b>NYU</b>	
<b>February 11</b>	<b>Home on Line</b>	<b>Action Research Planning</b>
<b>February 25</b>	<b>Home on Line</b>	<b>Action Research Planning</b>
<b>March 4</b>	<b>NYU</b>	
<b>March 11</b>	<b>Fieldwork/Classroom/Blackboard</b>	
<b>March 18</b>	<b>Fieldwork/ Classroom/Blackboard</b>	
<b>March 25</b>	<b>Book Presentations/NYU</b>	
<b>April 1</b>	<b>Fieldwork/Classroom/Blackboard</b>	
<b>April 8</b>	<b>Fieldwork/Classroom/Blackboard</b>	
<b>April 15</b>	<b>Research Presentations/Blackboard</b>	
<b>April 22</b>	<b>Research Presentations/Blackboard</b>	
<b>April 29</b>	<b>Research Presentations/Blackboard</b>	
<b>May 6</b>	<b>NYU</b>	

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READING GROUP PREFERENCE FORM

Below are the three educational reform book collections that will be used by the study groups. The collections are A, B, and C. Rank the collections from # 1, most preferred, to # 4, least preferred. I will do my best to assign you to your first choice.

RANK

- # 1 Most Preferred: Group \_\_\_\_\_
- # 2 Next Most Preferred: Group \_\_\_\_\_
- # 3 Least Preferred Group \_\_\_\_\_

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