

Newburgh Teacher Center
In-service Course Proposal
Page #1
Return by March 2, 2009

Title:	Starting Out On The Right Track		
Curriculum Area:	ALL		
Learning Standards:	ALL		
Presenter(s):	Ann Marie Healey & J. Eitel	Email:	Annmariehealey@hotmail.com jeitel@newburgh.k12.ny.us
Dates:	9/14, 10/19, 11/16, 11/30, 1/11, 2/8, 3/8, 4/26, 5/24, 6/14		
Time:	4:15 – 7:15 PM		
Location:	NFA		
Credit(s):	3 Credits		
Hours:	45 hours		
Target Audience:	<u>1st, 2nd, and 3rd year teachers. Has attended or will attend August New Teacher Orientation (15 hours)</u>		
Course Description:	<p>This is a yearlong program that will meet regularly throughout the school year. The course will focus on a number of topics, such as:</p> <ul style="list-style-type: none"> • <i>Beginning of the Year Classroom Management</i> • <i>Managing Anti-Social Behavior</i> • <i>Effective Classroom Management Techniques</i> • <i>Classroom Observations And Tenure</i> • <i>Directed/Interactive Instruction</i> • RTI • <i>The Newburgh Teachers' Association/NECSD</i> • <i>APPR/Observations/Evaluations</i> • <i>Cognitive Strategies</i> • <i>Retirement and Investment Strategies/NYS TRS</i> • <i>Teacher Praise</i> • <i>Time-on-Task</i> • <i>Cooperative Small Groups</i> <p>Most importantly this course will focus on the needs of its new teachers. The Newburgh Teachers' Association, the Newburgh Teacher Center and the Newburgh Enlarged City School District are committed to providing its teachers with the support they may need; thereby improving teacher effectiveness that will ultimately</p>		
Course Requirements:	<ol style="list-style-type: none"> 1. Attendance at all sessions. 2. Full participation in all course actions. 		
Maximum Enrollment:	Open		

Newburgh Teacher Center

In-service Course Proposal

P. #2

Credit and permission granted by Jay McTighe – Ubd

Name of In-service Proposal: *Starting Out On Right Track*

Name of Instructor(s): J. Eitel (NBCT) and A. Healey (NBCT)

Desired Results

Goal(s): Provide support for new teachers to the NECSD to make their first year more effective: Professionally & Personally – with the end result of improving student achievement and teacher retention.

Understanding(s):

*Classroom Management
Violence In The Classroom
Managing Anti-Social Behavior
Directed/Interactive Instruction
Cognitive Strategies
Homework
Teacher Praise
Meeting the STANDARDS
Cooperative Small Groups
Parent/Teacher Conferences
Tenure/Observations/APPR
Time-on-Task*

Essential Question(s):

*What strategies can be used to foster good classroom management?
How do you identify if you have a gang activity in a school setting?
How do you develop a lesson .. short term and long term?
Does HW effect student achievement?
Does teacher praise effect student achievement?
Do you know the NYS Learning Standards? And are you using them?
How do you effectively use Coop. Small Groups.\?
What things do you use during your instruction (strategies) to effect/improve student achievement?
What do you do when you loose control – classroom?
How do you not loose control during a parent conference?
Define what T-O-T means to you?*

Knowledge/Skills:

Overlapping, with-ed-ness, group formatting, group focus, smoothness, momentum, rules and procedures, room arrangement, consequences and accountability, Instructional Functions, wait time, scaffolding, prompts, effective praise, ineffective praise, feedback, NYS Standards, engaged time, allocated time, academic learning time, conducting a teacher/parent conference, designing cooperative small groups, recognizing gang symbols and activity

Assessment Evidence

Direct Evidence:

All the above can be observed in formal and informal observations.

Learning Plan

Learning Activities:

*Presentation of Research
Research Action Plans
Discussion – small and large group
Numerous activities that incorporate the research – such as vignettes, scenarios, carousel activities, quizzes, discovery, etc.*

All the above will incorporate technology wherever possible.