Newburgh Teacher Center
In-service Course Proposal
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Title:	Preparing students for the performance component of the NYS 8th Grade Science Assessment		
Curriculum Area:	Life Science /Physical Science		
Learning Standards:	**Standard 4:** Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science. **PHYSICAL SETTING** 3. Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity. 4. Energy exists in many forms, and when these forms change energy is conserved. 5. Energy and matter interact through forces that result in changes in motion. **THE LIVING ENVIRONMENT** 1. Living things are both similar to and different from each other and nonliving things.		
Presenter(s):	Mrs. Aileen Toback	Email:	finnology73@yahoo.com
Dates:	2/10, 2/17, 2/24; 3/3, 3/10, 3/17, 3/24; 4/7, 4/14, 4/21, 4/28, 5/5, 5/12, 5/19, 5/26		
Time:	3:30 P.M. – 6:30 P.M.		
Location:	Heritage Junior High School Room 104		
Credit(s):	3 Credits		
Hours:	45		
Target Audience:	5th & 6th grade regular & Sp. Ed. teachers. 7th & 8th grade sp.ed. teachers & TAs.		
Course Description:	All eighth grade students are expected to take the NYS Science Assessment, regardless of placement. Students will be required to graph, complete data tables, make calculations as well as construct written responses. Students will be expected to analyze, interpret and evaluate data they themselves generate throughout the laboratory component of the assessment. Students must be able to demonstrate proficient use of various pieces of laboratory equipment. This however, places teachers such as Special Education Teachers at a disadvantage, as they do not generally have a background in the field of science. This course is designed to introduce the Special Education faculty to the content specific performance tasks that make up the performance component of the NYS Science Assessment for 8th Grade. The course is designed to target three specific areas for the exam: • *Content*. The test targets areas of classification, physics of motion, mass, volume and density. Teachers must have a foundation in each of these areas in order to teach it to their students. • *Test Design & Assessment*. Teachers will become familiar with the specific design of the exam (the exam is three stations, each targeting a different facet of science), how to administer the exam, including the test set-up. Teachers will then learn how to grade the assessment. • *Preparation*. The special education faculty will be given content specific instruction as it pertains to the activities outlined by the assessment as well as inquiry based activities that they can implement within their special education classroom setting. Teachers will finish the class with hands on learning activities that they can take back with them to their classroom.		
Course Requirements:	Attendance is mandatory. Participation in all activities is mandatory		
Maximum Enrollment:	20		

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Credit and permission granted by Jay McTighe – UbD

Name of In-service Proposal: Preparing students for the performance component of the NYS 8th Grade Science Assessment

Name of Instructor(s): Mrs. Aileen Toback

Desired Results

Goal(s):

- **Content Knowledge** –Special Education teachers will develop and understand the content targeted within the NYS 8th Grade Science Assessment performance component.
- **Instructional Delivery** - Special Education Teachers will improve instructional delivery with the goal of increased student achievement by learning each of the three required performance tasks of the NYS 8th grade science assessment to help target specific skills the students must master in order to increase performance on the assessment.
- **Preparation** - To support the teacher in appropriately preparing lesson plans, units, etc. that will help them to provide developmentally appropriate lessons in science that will better prepare students for the assessment.

Understanding(s):

Classification
Density
Physics of Motion
Momentum
Measurement
Field of View
Microscopy
Test Design
Authentic Assessment

Essential Question(s):

How can we better prepare the special education student population for the NYS 8th Grade Science Assessment?

Knowledge/Skills:

- Science Process Skills
- Design
- Graphing
- Measuring
- Analysis
- Inquiry
- Deductive and Inductive Reasoning
- Critical Thinking

Assessment Evidence

Direct Evidence:

Special Education Students will increase their performance on the 8th Grade Science Assessment.

Learning Plan

Learning Activities:

Activity 1: Teachers take the NYS Science Assessment. Teachers will be asked to take the exam themselves. They will learn how to grade their own assessments.

Activity2: Each station of the exam will be broken down into smaller activities that can be easily implemented within the special education classroom. Each activity will target a different skill that must be mastered by the student in order to be successful on the exam.

Activity 3: Teacher will be trained in the set up and administration of the exam.

Teachers will participate in a collaborative, hands on activities promoting their knowledge acquisition in science.