

urban advantage

science initiative

Urban Advantage Professional Learning Catalog for Alumni Teachers In years 6 and above

2018-2019

version 1.0
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The Council of the
City of New York

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Sections:

1. General descriptions of the four types of Professional Learning opportunities.
2. Table of Professional Learning courses offered this year
3. Detailed Descriptions of each Professional Learning offering

Category 400: Courses on Reflective Practice

Course descriptions:

Using protocols for reflecting on teaching practices, participants will engage in opportunities to discuss (or address) key questions around student learning of science content and science practices. Teachers will engage in collaborative, critical and supportive dialogue using methods that may include examinations of student work, lesson plans, a puzzle of practice and/or video of classroom teaching.

Note: These are 3-day professional development sessions

Prerequisites:

Available to teachers who have completed 2 or more years of Urban Advantage. These courses are intended for teachers who have been implementing UA tools in their classroom for 2 or more years and are ready to reflect on their teaching and student learning, and refine their teaching practice.

Learning goals for this course type:

- Develop and deepen teachers' capacity to design various types of investigations (field study, controlled, design and secondary research), and the teachers' ability to structure learning experiences for all students that support the design of rigorous investigations.
- Deepen teachers' capacity to reflect on and improve their pedagogical practice around supporting students in science.
- Deepen teachers' capacity to share with, collaborate and seek assistance from their UA community.

Participation in this course will include one or more of the following activities:

- Participants, with the support of protocols and community building exercises, will examine and reflect on student work with the goal of surfacing student thinking.
- Participants will engage in a collegial and collaborative learning experience where teachers will identify and develop opportunities to provide additional supports and scaffolds to their students.
- Participants will present a puzzle of practice related to science investigations and engage in a protocol to think about ways to improve their work.
- Participants will use video of themselves teaching to provide feedback to each other through protocols about specific instructional practices related to science investigations.

Category 430: Courses on Science Content, Science Practices & Reflective Teaching Practice

Course description: Participants will reflect on how research on learning can inform their teaching practice around supporting students' science investigations. Using research on teaching and learning, and UA Partner exhibits, participants will explore a given science topic and/or science practice, including:

- the development of science concepts across grade levels (learning progressions)
- common misconceptions
- related science practices (inquiry)

Following a variety of strategies to explore science content, we will utilize diverse resources, including the AAAS Atlas for Science Literacy, other references, and exhibits, to explore these topics.

Note: These are three-day professional development courses

The third day will revolve around using protocols for reflecting on teaching practices, participants will engage in opportunities to discuss (or address) key questions around student learning of science content and science practices. Teachers will engage in collaborative, critical and supportive dialogue using methods that may include examinations of student work, lesson plans, or a puzzle of practice. Participants will bring in examples of their own student work related to the first two days of the course.

Prerequisites: Available to teachers who have completed 5 or more years of Urban Advantage. These courses are intended for teachers who have been implementing UA tools in their classrooms, and are ready to take a deeper look at current research on teaching practices, learners' needs and goals in particular science content areas.

Learning goals for this course type:

- Improve teachers' ability to leverage NYC's Science-Rich Cultural Institutions and other resources outside the classroom, especially NYC's natural setting, to support and deepen students' science literacy.
- Deepen teachers' understanding of science - both science content knowledge and the practice of science.
- Deepen teachers' capacity to share with, collaborate and seek assistance from their UA community.

Participation in this course will include one or more of the following activities:

- Participants may read from a variety of references on topics such as developmental sequences, common misconceptions, and what a scientifically literate adult should know about a content area.
- Participants may utilize resources of Science Rich Cultural Institutions to explore science content, for example doing activities in the AMNH Birds of the World Hall to explore concepts around adaptation.

Related References:

NSDL Strand Maps <http://strandmaps.nsd.org/http://strandmaps.nsd.org/>

American Association for the Advancement of Science
[Benchmarks for Science Literacy](#) & [Science for all Americans](#)
<http://www.project2061.org/publications/sfaa/online/sfaatoc.htm>

Curriculum Topic Study Project: <http://www.curriculumtopicstudy.org/about-cts>

[Making Sense of Secondary Science](#), Driver et al.

[A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas \(2012\)](#)

[Surrounded by Science: Learning Science in Informal Environments \(2010\)](#)

[Teaching for Conceptual Understanding in Science](#), NSTA (2015)

Urban Advantage Alumni Teacher Professional Learning for the 2018-2019 School Year

	Category 400 Courses
Location	Reflective Practice
AMNH	<p>Examining Student Work - 409 (Sa: 11/17, 12/1, 12/8)</p> <hr/> <p>Advanced Reflective Practice – 416b Th: 10/11, 11/8, 12/6, 1/10, 2/7, 3/7 (3-day equivalent)</p> <hr/> <p>Reflecting on embedding literacy strategies in science curriculum - 453 (all online between 4/6 & 5/4) (3-day equivalent)</p> <hr/> <p>Examining Teacher Practice using Video Pt 2 – 462 (w/ NYSCI & BZ) (Sa: 1/26 & 2/9 + Online work due by 3/2) (3-day equivalent)</p>
BBG	<p>Examining Student Work & Thinking at BBG - 401 (Su: 1/27, 2/10, 3/3)</p> <hr/> <p>Examining Student Work and Thinking at BBG Part 2 - 410 (Sa: 3/16, 5/11, 5/18)</p>
BZ	<p>Partner on 452 @NYSCI Partner on 462 @AMNH</p>
NYAQ	<p>Teacher practice in coaching & guiding investigation design - 408 (Tu: 1/8, Online 1/22, We: 1/30) (3 day equivalent)</p> <hr/> <p>Human Impact on Climate - 435 (Su: 4/28, 5/5, 5/19)</p> <hr/> <p>Exploring Evidence & Explanation for the Shark “Surge” – 438 a & b (438a: Sa: 10/27, 11/10, 12/1) (438b: Tu: 2/26, Mo: 3/4, Tu: 3/12)</p>
NYBG	<p>Examining Student Work at NYBG: Special Ed Focus - 406 (Su: 2/10, 3/3, 3/31)</p> <hr/> <p>Advanced Reflective Practice - 416a (Su: 3/10, 4/7, 5/5)</p>
NYSCI	<p>Developing Design Investigations - 431 (Sa: 3/2, 3/16, 5/11)</p> <hr/> <p>Examining Teacher Practice using Video Pt 1 – 452 (w/BZ) (Tu: 10/23, We: 11/7, Online work due by 12/2)</p> <hr/> <p>Partner on 462@AMNH</p>
QBG	<p>Examining Student Work at QBG - 403 (Fr: 11/16, Mo: 12/3, We: 12/19)</p> <hr/> <p>Exploring Scientific Explanations - 434 (Th: 1/17, We: 1/30, Th: 3/7)</p>
SIZ	<p>Examining Student Work at SIZ - 405 (Th: 2/28, Tu: 3/12, Th: 3/28)</p>

PD Type:	Courses on Reflective Practice Category 400
Title:	Examining Student Work and Thinking at BBG Course number 401
Location:	Brooklyn Botanic Garden
Dates:	Sundays, January 27 th , February 10 th , and March 3 rd , 2019 (This is a <u>3-day</u> course. All 3 days are required for course credit)
Time:	10:00 AM - 3:30 PM
Instructors:	Partners: Candyce Johnson, Lauren Tecosky, and Barbara Kurland Lead Teachers: TBD

Course description:

Using protocols, participants will have opportunities to reflect together on key questions centered around teaching practice and student learning involving long-term investigations, as well as science content and practices. Teachers will engage in collaborative, critical, and supportive dialogue as they examine authentic aspects and examples of teacher and student work.

*Please note, as this is a highly collaborative and teacher-driven course, it is expected that all teachers will share some aspect of her/his practice in either individual or group protocols.

Prerequisites:

Available to teachers who have completed two or more years of Urban Advantage. These courses are intended for teachers who have been implementing UA tools in their classroom for two or more years and are ready to reflect on student work and refine their integration of UA within their teaching practice.

Learning goals for this course:

- Familiarize teachers with the use of protocols to have managed, focused conversations about teachers' assignments and student work
- Engage teachers in reflective practice through sharing teacher and student work and collaboratively examining student thinking
- Deepen teachers' knowledge and ability to teach students to apply the tools, techniques, and critical thinking skills of science practitioners

PL Type:	Courses on Reflective Practice Category 400
Title:	Examining Teacher and Student Work at the Queens Botanical Garden Course number 403
Location:	Queens Botanical Garden
Dates:	Friday, November 16th, 2018 Monday, December 3rd, 2018 Wednesday, December 19, 2018 (This is a 3-day course. All 3 days are required for course credit.)
Time:	9:00 AM - 3:00 PM (Breakfast at 8:30 AM)
Instructors:	Partner Staff: Marnie Rackmill, Miranda Gray Lead Teachers: Jebin Yohannin, Nicole Rave

Course description:

Participants will utilize protocols to engage in collaborative, critical, supportive dialogue throughout this three-day course. Participants will work together to explore student work in order to surface student thinking and ways to better support their students' learning.

Prerequisites:

This course is intended for teachers who have been implementing UA tools in their classroom for 2 or more years and are ready to reflect on student work and refine their teaching practice.

This course is meant for teachers who have not yet had the opportunity to share their student work in a "Courses on Reflective Practice" also known as "Workshop on Examining Student Work and Student Thinking."

Note: All teachers will be sharing their student work.

Learning goals for this course:

- Participants, with the support of protocols and community building exercises, will examine and reflect on student work with the goal of surfacing student thinking.
- Participants will engage in a collegial and collaborative learning experience where teachers will identify and develop opportunities to provide additional supports and scaffolds to their students.

PD Type: Courses on Reflective Practice
Category 400

Title: Examining Student Work at the Staten Island Zoo
Course number 405

Location: Staten Island Zoo

Dates: Thursday, February 28, 2019
Tuesday, March 12, 2019
Thursday, March 28, 2019
(This is a 3-day course. All 3 days are required for course credit.)

Time: 9:30 AM – 3:00 PM (Breakfast at 9:00 AM)

Instructors: Partner Staff: Jessica Hartmann, Megan Molok
Lead Teachers: Naomi Weintraub, Isabelle Fiduccia, Christine Carroll

Course Description:

Using protocols, participants will engage in opportunities to reflect together on key questions that arise for them and their students when they undertake field study investigations focused on animal behavior. Teachers will engage in collaborative, critical, and supportive dialogue as they examine authentic aspects of their teaching practice and their students’ work that arise in these unique types of long term investigations.

Prerequisites:

Available to teachers who have completed two or more years of Urban Advantage and at least 1 year of Animal Behavior Field Studies. These courses are intended for teachers who have been implementing UA Animal Behavior Field Study tools in their classroom for 1 or more years and are ready to reflect on student work and refine their teaching practice using animal behavior field studies.

Learning goals for this course:

- Participants, with the support of protocols and community building exercise, will examine and reflect on student work with the goal of surfacing student thinking.
- Participants will engage in collegial and collaborative learning experience where teachers will identify and develop opportunities to provide additional supports and scaffolds to their students.

PD Type:	Courses on Reflective Practice 400 Category
Title:	Examining Student Work at NYBG: Special Education Focus Course number 406
Location:	The New York Botanical Garden (Bronx)
Dates:	Sundays, February 10, March 3, and March 31, 2019 (This is a 3-day course. All 3 days are required for course credit.)
Time:	9:30 AM - 3:30 PM (Breakfast at 9:00 AM)
Instructors:	Partners: Mona McNamara, Shannon Haas Lead Teachers: Deborah Sarria, Alicia Crawford, Cristine Maisano

Course description:

Using professional learning protocols, participants will engage in opportunities to reflect together on key questions around teaching practice and student learning in Special Education contexts. Teachers will share their students' work and engage in collaborative, critical and supportive dialogue around focused examination of that work.

Prerequisites:

Available to teachers who have completed 2 or more years of Urban Advantage. These courses are intended for teachers who have been implementing UA tools in their classroom for 2 or more years and are ready to reflect on student work and refine their teaching practice.

Learning goals for this course:

- Participants, with the support of protocols and community building exercises, will examine and reflect on student work with the goal of surfacing student thinking.
- Participants will engage in a collegial and collaborative learning experience where teachers will identify and develop opportunities to provide additional supports and scaffolds to their students.

PD Type:	Courses on Reflective Practice Category 400
Title:	Teacher Practice in Guiding Investigation Design Course number 408
Location:	Blended - Face-to-face at the New York Aquarium plus online
Dates:	Tuesday, January 8, 2019 (at New York Aquarium) Tuesday, January 22, 2019 (ONLINE) Wednesday, January 30, 2019 (at New York Aquarium) (This is a "3-day" course, with one day of online work between the first and second in-person course)
Time:	For in-person days, 9:30 AM - 3:00 PM (breakfast at 9:00 AM). Online work will be asynchronous, with a due date prior to the second in-person session.
Instructors:	Partner Staff: Daniel O'Shoney, Christine DeMauro Lead Teacher Staff: TBD

Course description:

Teachers will engage in a blended professional development course centered on teacher-led coaching and questioning that will lead students to create rigorous and scientifically supported long term investigations. This course emphasizes teacher collaboration and support from lead teachers in order to improve the implementation of science investigations in the classroom. Teachers will engage in collaborative, critical and supportive dialogue as they examine the strategies and artifacts they use to guide and support students in the design of their investigations.

Prerequisites:

Available to teachers who have completed 3 or more years of Urban Advantage. These courses are intended for teachers who have been implementing UA tools in their classroom for 3 or more years and are ready to reflect on and refine their teaching practice with regard to the guidance and coaching of students during a long term science investigation.

Learning goals for this course:

- Participants, with support from lead teachers and community building exercises, will examine and reflect on student work with the goal of developing effective coaching strategies to strengthen student investigation design
- Participants will reflect on their own practice in regards to the initial introduction of long term science investigations in their classroom

- Participants will engage in a collegial and collaborative learning experience where teachers will identify and develop opportunities to provide additional supports and scaffolds to their students

PD Type:	Courses on Reflective Practice Category 400
Title	Examining Student Work at AMNH Course number 409
Location:	American Museum of Natural History
Dates:	Saturdays, November 17, December 1 and December 8, 2018 (This is a 3-day course. All 3 days are required for course credit.)
Time:	9:30 AM - 3:30 PM (Breakfast at 9:00 AM)
Instructors:	Partner: Tina Glover Lead Teachers: Lauren Couto, Jon Franks

Course description:

Using resources from National School Reform Faculty (<https://www.nsrharmony.org/>) and other strategies, teachers will engage in opportunities to reflect together on key questions around teaching practice and student learning. Teachers will share their work and the work of their students to engage in collaborative, critical and supportive dialogue around focused examination of that work.

Prerequisites:

Available to teachers who have completed 2 or more years of Urban Advantage. These CFG or PLC groups are intended for teachers who wish to discuss and examine student work and pedagogical strategies at use in their classroom.

Learning goals for this CFG:

- Teachers, with the support of protocols and community building exercises, will examine and reflect on student work with the goal of surfacing student thinking. Each teacher will present work, in a small group, supported by a facilitator and a protocol.
- Participants will engage in a collegial, collaborative and supportive experience to identify and develop opportunities to provide additional supports and scaffolds to students.

PD Type:	Courses on Reflective Practice Category 400
Title:	Examining Student Work and Thinking at BBG Course number 410
Location:	Brooklyn Botanic Garden
Dates:	Saturdays, March 16 th , May 11 th , and May 18 th , 2019 (This is a 3-day course. All 3 days are required for course credit.)
Time:	10:00 AM - 3:30 PM
Instructors:	Partners: Candyce Johnson, Lauren Tecosky, and Barbara Kurland Lead Teachers: TBD

Course description:

Using protocols, participants will have opportunities to reflect together on key questions centered around teaching practice and student learning involving long-term investigations, in addition to science content and practices. Participant-submitted work will be the focal point of collaborative, critical, and supportive dialogue as we examine authentic aspects and examples of teacher and student work. Therefore this advanced reflective practice course requires that all teachers come prepared with student work and/or teaching plans. All teachers will be expected to participate in a self-selected protocol within a small group setting.

Prerequisites:

Available to teachers who have completed three or more years of Urban Advantage. These courses are intended for teachers who have been implementing UA tools in their classroom for three or more years and have already taken one of the following introductory Examining Student Work and Thinking courses: 401, 403, 405, 406, 408, or 409.

Learning goals for this course:

- Familiarize teachers with the use of protocols to have managed, focused conversations about teachers' assignments and student work
- Engage teachers in reflective practice through sharing teacher and student work and collaboratively examining student thinking
- Deepen teachers' knowledge and ability to teach students to apply the tools, techniques, and critical thinking skills of science practitioners

PD Type:	Courses on Reflective Practice Category 400
Title:	Advanced Reflective Practice at NYBG Course number 416a
Location:	The New York Botanical Garden
Dates:	Sundays, March 10, April 7, May 5, 2019 (This is a 3-day course. All 3 days are required for course credit.)
Time:	9:30 AM - 3:30 PM
Instructors:	Partners: Mona McNamara Lead Teachers: TBD

Course description:

This course will provide an opportunity for participants to create a supportive, collaborative community, building on the work done in 406 or 409. Participants will learn about a variety of protocols for looking at student work, working through dilemmas and discussing texts, and will develop the skills to facilitate these protocols. This course is for participants who are committed to sharing their student work and their teaching practice, to giving and receiving supportive, critical feedback, and who are open to reflecting deeply on their practice.

Prerequisites:

Participants must have completed CTPL 406 or 409.

Learning goals for this course:

- Participants will actively collaborate with colleagues to create and maintain a community that is safe, supportive and responsive to the needs of all members.
- Participants will engage in at least one protocol as a presenter to examine student work, a teaching dilemma, or some other element of their practice.
- Participants will facilitate at least one protocol for a colleague.
- Teachers will work together in an ongoing reflective process to examine the relationship between their teaching practice and the learning experienced by their students.

PD Type:	Courses on Reflective Practice Category 400
Title:	Advanced Reflective Practice at NYBG: Course number 416b
Location:	American Museum of Natural History
Dates:	October 11, November 8, and December 6, 2018, January 10, February 7, and March 7, 2019 (This is a 6-day course, 2.5 hours per session. All 6 days are required for course credit.)
Time:	5:00 PM - 7:30 PM
Instructors:	Partners: Mona McNamara, Tina Glover Lead Teachers: TBD

Course description:

This CFG will provide an opportunity for participants to create a supportive, collaborative community, building on the work done in 406 or 409. Participants will learn about a variety of protocols for looking at student work, working through dilemmas and discussing texts, and will develop the skills to facilitate these protocols. This course is for participants who are committed to sharing their student work and their teaching practice, to giving and receiving supportive, critical feedback, and who are open to reflecting deeply on their practice.

Prerequisites:

Participants must have completed CTPL 406 or 409.

Learning goals:

- Participants will actively collaborate with colleagues to create and maintain a community that is safe, supportive and responsive to the needs of all members.
- Participants will engage in at least one protocol as a presenter to examine student work, a teaching dilemma, or some other element of their practice.
- Participants will facilitate at least one protocol for a colleague.
- Teachers will work together in an ongoing reflective process to examine the relationship between their teaching practice and the learning experienced by their students.

PL Type:	Courses on Science Content, Science Practices & Reflective Teaching Practice Category 430
Title:	Developing Design Experiments Course number 431
Location:	New York Hall of Science
Dates:	Saturdays, March 6th, March 16th and May 11 th , 2019 (This is a 3-day session for ALUMNI Teachers only All 3 days are required for course credit.)
Time:	9:30 AM - 3:30 PM
Instructors:	Partner Staff: Grace Andrews, Deon Daniels Lead Teacher: Andrea Bonosoro, Theresa Tonis, Chris Hernandez

Workshop descriptions:

This professional development provides participants with the opportunity to deeply examine engineering design standards, engineering practices, and research on how students approach engineering and design. We will define “design” within the context of Urban Advantage through examination of standards, collaborative experience in NYSCI Design Lab, and exploration of the instructional sequence of an Urban Advantage design experiment.

Participants gain skills and strategies that will help them to scaffold the planning and pacing of their own design experiment instructional sequence in the classroom with a focus on defining the problem, developing possible solutions, and improving designs.

When participants return for Day 3, they will be expected to share an artifact of work: i.e. chunked/citing readings/text boxes for background reading, a lesson plan from your pacing calendar, or an example of student work.

Prerequisites:

Available to alumni teachers who have completed 5 or more years of Urban Advantage, and you DID explore design experiments during a previous PL course. These courses are intended for teachers who have been implementing UA tools in their classrooms, and are ready to take a deeper look at current research on teaching practices, learners’ needs and goals in particular science content or practices.

Learning goals for this course:

- Strengthen teachers’ ability to teach middle school science content and/or practices in a way that is consistent with current research on teaching and learning by:
 - a. Providing opportunities for teachers to work within critical friends group (CFG) to reflect on artifacts brought in.
 - b. Using research on teaching and learning to develop effective teaching strategies and activities that integrate UA partner institutional resources

PL Type: Courses on Science Content, Science Practices & Reflective Teaching Practice Category 430

Title: Exploring Scientific Explanations
Course number 434

Location: Queens Botanical Garden

Dates: Thursday, January 17, 2019
Wednesday, January 30, 2019
Thursday, March 7, 2019
(This is a 3-day course for ALUMNI Teachers only. All 3 days are required for course credit.)

Time: 9:00 AM to 3:00 PM (Breakfast at 8:30 AM)

Instructors: Partner Staff: Marnie Rackmill, Miranda Gray

Course Description:

This professional learning course is meant to provide teachers with multiple methods to support their students in writing scientific explanations and to then reflect upon their usage.

- Day one will be spent exploring the various components of a scientific explanation.
- Day two of the course will be spent working in groups to design strategies, scaffolds, and other related materials to support your students' scientific explanations. You are expected to use at least one of these strategies in your classroom and bring in student work on day 3.
- Day three of the course will be spent exploring your student work related to scientific explanations. We will be looking for evidence of student thinking as well as ways to better support your students.

Prerequisites:

Intended for teachers who are already familiar with and able to use at least one strategy for data analysis (for example, the I² or "What I See / What it Means" strategy)

Learning goals for this course:

- Deepen teachers' abilities to support students' abilities to write scientific explanations

This course supports student learning of Constructing Scientific Explanations

PD Type:	Courses on Science Content, Science Practices & Reflective Teaching Practice Category 430
Title:	Human Impact on Climate Course number 435
Location:	New York Aquarium
Dates:	Sundays, April 25, May 5, and May 19, 2019 (This is a 3-day course for ALUMNI Teachers only. All 3 days are required for course credit.)
Time:	9:30 AM to 3:00 PM (breakfast at 9:00 AM).
Instructors:	Partner Staff: Daniel O'Shoney Lead Teacher Staff: Sarah Rosenblum, Caitlyn Coffey

Course description:

How do human actions drive climate change? What effect does climate change have on New York City? How can humans work to mitigate the effects of climate change? In this course we will explore what it means to have a conceptual understanding of the cause and effects of climate change, as well as what students should understand in middle school. We will pay special attention to making learning personal and relevant, using the New York Aquarium itself to frame our learning about climate change.

Prerequisites:

Available to teachers who have completed 2 or more years of Urban Advantage. These courses are intended for teachers who have been implementing UA tools in their classrooms, and are ready to take a deeper look at current research on teaching practices, learners' needs and goals in particular science content areas. The third day will focus on implementation of these strategies while framing our work in professional learning community protocols. Participants will be expected to bring a lesson or student artifact to reflect on.

Learning goals for this course:

- Strengthen teachers' ability to teach middle school science content and/or practices in a way that is consistent with current research on teaching and learning.
- Providing opportunities for teachers to examine research findings on the teaching and learning of science content and/or practices
- Strengthen teachers' ability to develop effective teaching strategies and activities that integrate UA partner institutional resources.

PL Type:	Courses on Science Content, Science Practices & Reflective Teaching Practice 430 Category	
Title:	Exploring Evidence and Explanation for the Shark “Surge” Course numbers 438a and 438b	
Location:	New York Aquarium	
Dates:	438a Sat, October 27 th , 2018 Saturday, November 10 th , 2018 Saturday, December 1 st , 2018 (These are three day courses for ALUMNI Teachers only. All 3 days are required for course credit.)	438b Tues, February, 26 th , 2019 Monday, March 4 th , 2019 Tuesday, March 12 th , 2019
Time:	308a – Saturdays 9:30 AM to 3:00 PM (Breakfast at 9:00 AM) 308b – Weekdays 9:30 AM to 3:00 PM (Breakfast at 9:00 AM)	
Instructors:	Partner Staff: Christine DeMauro Lead Teachers: Sarah Rosenblum, Catherine Calogero	

Course description:

How do we determine fact from frenzy? Making claims based on solid evidence and explanation enhances credibility. Sharks are fascinating to the public, yet media perception can cause mass misconceptions around these top ocean predators. The primary evidence being examined in this course will highlight the relationship between media coverage, shark incidents, and population changes. Shark perception will be explored in our Ocean Wonders: Sharks! exhibit. Based in the curriculum topic study (CTS) model, participants will use research findings on teaching and learning to reflect on the impact of evidence and explanations in arguments. Participants will also work towards developing effective teaching strategies for strengthening science literacy in these areas. The third day will focus on implementation of these strategies while framing our work in professional learning community protocols. Participants will be expected to bring a student artifact or lesson to reflect on.

Prerequisites:

Available to teachers who have completed 2 or more years of Urban Advantage. These courses are intended for teachers who have been implementing UA tools in their classrooms, and are ready to take a deeper look at current research on teaching practices, learners’ needs, and goals in particular science content areas.

Learning goals for this course:

- Strengthen teachers’ ability to teach middle school science content and/or practices in a way that is consistent with current research on teaching and learning
- Develop teachers’ knowledge of research findings on the teaching and learning of science content and/or practices

- Strengthen teachers' ability to develop effective teaching strategies and activities that integrate UA partner institutional resources

PD Type:	Courses on Reflective Practice Category 400
Title:	Examining Teacher Practice Using Video Course number 452
Location:	Onsite sessions: New York Hall of Science Online sessions: https://www.teachingchannel.org (Teaching Channel access will be provided via email after registration is complete).
Dates:	This is a blended course with two onsite sessions and ongoing asynchronous online work. Work associated with this course is comparable to a 3-day session and enrolled teachers will be paid a stipend for 3 days of professional learning (15 hours).
Onsite sessions:	Tuesday, October 23, 2018 & Wednesday, November 7, 2018
Online sessions:	The online work must be completed by December 2, 2018.
Time:	Onsite sessions (4 hours per day; 8 hours total): 9:30 AM -2:00 PM (Breakfast at 9:00 AM) Online sessions (7 hours): Asynchronous
Instructors:	Partner Staff: Paloma Krakower (WCS BZ), Michaela Labriole (NYSCI), Grace Andrews (NYSCI), Deon Daniels (NYSCI) Lead Teachers: Jessica Kuhl

Course description:

Watching and analyzing videos with UA colleagues can enhance professional learning and enable you to learn new strategies. In this course, participants will use protocols to view and analyze videos demonstrating implementation of Urban Advantage tools and resources. Using protocols, participants will engage in opportunities to reflect together on videotaped lessons using a powerful platform for sharing and analyzing videos developed by the Teaching Channel. Participants will be expected to videotape classroom work and analyze the work online with other participants. Teachers will engage in collaborative, critical, supportive dialogue around teaching.

Prerequisites:

Available to teachers who have completed 2 or more years of Urban Advantage. These courses are intended for teachers who: 1) Have been implementing UA tools in their classroom for 2 or more years. 2) Are ready to reflect on and refine their teaching practice by sharing a videotaped lesson to be analyzed with UA colleagues. 3) Are prepared to think deeply and critically when watching the videotaped lessons of their colleagues in order to provide meaningful feedback.

Learning goals for this course:

- Deepen teachers' ability to reflect on and improve their pedagogical practice by analyzing video to better support students in science.

- Deepen teachers' capacity to share with, collaborate and seek assistance from their Urban Advantage colleagues using Teaching Channel as a resource.

PD Type:	Courses on Reflective Practice Category 400
Title:	Reflecting on embedding literacy strategies in science curriculum Course number 453
Location:	This course is entirely online.
Dates:	Activities associated with this course are comparable to a three-day course and enrolled teachers who complete the course in its entirety will be paid a stipend for three days of professional development (15 hours).
Online sessions:	Online tasks must be completed between April 6 and May 4, 2019
Time:	Deadlines for assignments will be communicated prior to start date.
Instructors:	Partner Staff: Ali Irwin (AMNH), Jay Holmes (AMNH)

Course description:

The purpose of this course is to help teachers reflect on their use of literacy strategies learned in previous PD. Participants will briefly review the strategies and corresponding resources and select the strategy which they would like to have more practice embedding as part of a long-term science investigation. Next they will discuss plans for implementation and get support and feedback from their peers and UA staff. They will modify and implement a lesson of their choosing with a selected literacy strategy. Finally, they will share an artifact of student work to analyze with the group. As this course is entirely online, a minimum number of posts will be required to receive credit for completion, including the posting of a student work artifact.

Prerequisites:

Available to teachers who have completed two or more years of Urban Advantage. This course is intended for teachers who: 1) have been implementing UA tools in their classroom for two or more years; 2) are ready to reflect on and refine their teaching practice by sharing a lesson plan and a sample of student work to be analyzed with UA colleagues; and 3) are prepared to think deeply and critically when reviewing the lesson plans and student work of their colleagues in order to provide meaningful feedback.

Learning goals for this course:

- Deepen teachers' ability to reflect on and improve their use of literacy strategies by analyzing lesson plans and student work to better support students in science.
- Deepen teachers' capacity to share with, collaborate and seek assistance from their Urban Advantage colleagues.

PD Type:	Courses on Reflective Practice Category 400
Title:	Examining Teacher Practice Using Video (Part II) Course number 462
Location:	Onsite sessions: American Museum of Natural History. Online sessions: https://www.teachingchannel.org (Teaching Channel access will be provided via email after registration is complete).
Dates:	This is a blended course with two onsite sessions and an ongoing asynchronous online session. Work associated with this course is comparable to a 3-day session and enrolled teachers will be paid a stipend for 3 days of professional learning (15 hours). Onsite sessions: Saturdays January 26 & February 9, 2019 Online sessions: The work must be completed by March 2, 2019.
Time:	Onsite sessions (4 hours per session; 8 total): 9:30 AM - 2:00 PM (Breakfast at 9:00 AM) Online sessions (7 hours total): Asynchronous
Instructors:	Partner Staff: Paloma Krakower (WCS BZ), Michaela Labriole (NYSCI), Grace Andrews (NYSCI), Deon Daniels (NYSCI) Lead Teachers: Chris Hernandez, Christine Abraham, Elizabeth Martinez

Course description:

In this second part of course 452, participants will deepen their ability to analyze videos to reflect on their practice with UA colleagues. This is an exciting opportunity for teachers to apply the technological and pedagogical knowledge gained in the previous course, to take a much deeper dive into a specific puzzle of practice focused on Urban Advantage tools and strategies they implement in their classrooms. Participants will strengthen their knowledge of the tools and protocols used to gather evidence and record and analyze videos. Participants will also gain additional experience with using the Teaching Channel as a resource for reflecting on and modifying pedagogical techniques. Participants will once again, be expected to videotape classroom work and analyze the work online with other participants. Teachers will continue to engage in collaborative, critical, supportive dialogue around teaching.

Prerequisites:

Available to teachers who have completed CTPL 452 only. This course is intended for teachers who have been implementing UA tools in their classroom for 2 or more years and are prepared to continue the work they started in CTPL 452. Teachers should be ready to reflect on and refine their teaching practice by sharing a videotaped lesson to be analyzed with UA colleagues. Teachers should also be prepared to think deeply and critically when watching the videotaped lessons of their colleagues in order to provide meaningful feedback.

Learning goals for this course:

- Deepen teachers' ability to apply the technological and pedagogical knowledge gained in CTPL 452 by focusing on a specific puzzle of practice related to Urban Advantage tools and strategies being implemented in the classroom.
- Deepen teachers' capacity to share with, collaborate and seek assistance from an expanded network of Urban Advantage colleagues using the Teaching Channel as a resource