

Glossary

ACRONYMS AND TERMS

Concession

Acknowledging valid points of an opposing argument.

Interlingual

An adjective pertaining to or using two or more languages.

K-W-L charts

Graphic organizers that help students organize information before, during and after a unit or a lesson. The charts track what students know (K), want to know (W), and have learned (L). They can be used to engage students in a new topic, activate prior knowledge, share unit objectives, and monitor learning.

Metalinguistics

A branch of linguistics that deals with the relation between language and other cultural factors in a society.

Morphemic awareness

Morphological awareness is the recognition, understanding, and use of word parts that carry significance. For example, root words, prefixes and suffixes (e.g., -s or -es for plurals) are all morphemes which can be added or taken away from a word to alter its meaning.

Refutation

Negating an argument, opinion, testimony, doctrine, or theory, through the use of contradicting evidence.

Technocentrism

Thinking that advocates the use of technology to try to answer all questions.

POGIL

An acronym for Process Oriented Guided Inquiry Learning, POGIL is a student-centered, group-learning instructional strategy and philosophy developed through research on how students learn best.

Quizlet

A free website providing learning tools for students, including flashcards, study and game modes.

Word wall

An organized collection of words displayed in the classroom. They are designed to teach students to recognize and spell high-frequency words.

Resources

ADDITIONAL RESOURCES ON ENGAGING ALL LEARNERS

Union Resources

New York State United Teachers (NYSUT)

Resources for Educators: Addressing the New York State Instructional Shifts

NYSUT is a steadfast advocate for high-quality teaching in every classroom and a staunch believer that good teaching becomes better teaching over time with appropriate support in school cultures that recognize the complexities of teaching practice. Supported by an NEA Great Public Schools grant, NYSUT has developed this resource to support educators as they implement the state learning standards.

<http://www.nysut.org/resources/special-resources-sites/nys-learning-standards>

P-12 NY State Science Learning Standards and Resources

<http://www.nysut.org/resources/all-listing/2016/december/ny-state-science-learning-standards>

NYSUT's portal for the new science standards includes: lesson plans created by teachers that are organized by standard and grade level; a large collection of videos relevant to individual standards; and a link to Earth Science Week, a repository of activities on Earth Science. The site also includes links to engineering resources, as well as sample curriculum maps K-5 for physical science and life science.

Educator's Voice: NYSUT's Journal of Best Practices in Education

For the past 10 years NYSUT has been publishing an academic journal to showcase the best practices of its members across the state. Previous volumes have centered on literacy instruction, assessment, technology integration, social-emotional learning, critical thinking, and teaching English language learners. Each year, a few author teams are featured in video interviews about their work. All of the volumes and videos are archived on the website:

<http://www.nysut.org/resources/special-resources-sites/educators-voice>

NYSUT Education Learning Trust (ELT)

ELT has an extensive list of graduate and undergraduate courses, including its college degree partnership programs, in-service programs and seminars. With more than 10,000 members engaged in its services yearly, ELT is the go-to choice for high-quality professional learning.

<http://elt.nysut.org/>

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Resources

American Federation of Teachers (AFT)

Share my Lesson: Lesson-sharing website funded by the AFT. “Built by educators across the country, we bring together a community of teachers, paraprofessionals, school-related personnel, parents, partners, union members and non-union members to join in our effort to provide high-quality education to all students.”

<https://sharemylesson.com/>

National Education Association

Tools and Ideas for Classroom Teachers: NEA’s website maintains a repository of downloadable lesson plans and activities in the arts, health and physical education, language arts, math and science.

<http://www.nea.org/home/ToolsAndIdeas.html>

State Organizations

New York State K-12 Social Studies Framework

This framework integrates existing New York State Learning Standards and the New York State Core Curriculum for Social Studies into a single, three-part document.

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

New York State K-12 Social Studies Resource Toolkit

The toolkit resources focus on implementation of the Inquiry Arc, as presented in The College, Career, and Civic Life (C3) Framework for Social Studies State Standards, including the four dimensions: (1) Developing questions and planning inquiries, (2) Applying disciplinary concepts and tools, (3) Evaluating sources and using evidence and (4) Communicating conclusions and taking informed action.

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit>

New York State Curriculum and Instruction in the Arts Webpage

This page provides links to information and resources on the Arts in New York State, including the standards, video resources, and NYS arts regulatory summaries.

<http://www.p12.nysed.gov/ciai/arts/>

New York State P-12 Science Learning Standards

Performance expectations, science and engineering practices, disciplinary core ideas and cross-cutting themes.

<http://www.p12.nysed.gov/ciai/mst/sci/documents/p-12-science-learning-standards.pdf>

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New York State Curriculum and Instruction for Physical Education and Health

Physical Education

This page provides guidance, information and resources for school physical education instruction as required by education law and commissioner's regulations.

<http://www.p12.nysed.gov/ciai/pe/>

Health

This page provides guidance, information and resources for school health instruction as required by education law and commissioner's regulations.

<http://www.p12.nysed.gov/ciai/health/>

New York State World Languages Webpage

SED's goal is to promote and support the teaching and learning of one or more languages and cultures, in addition to the English language.

<http://www.nysed.gov/world-languages>

New York State Education Design and Technology Webpage for School Library Services

This page provides guidance information and resources for school libraries and library media specialists as required by education law and commissioner's regulations.

<http://www.p12.nysed.gov/technology/library/>

New York State Education Professional Organizations

New York State Council for the Social Studies (NYSCSS)

The New York State Council for the Social Studies (NYSCSS) is the statewide professional organization of social studies educators. Members are committed to ensuring that all students graduate from high school and college ready for lifelong learning, engaging careers, and active civic life.

<http://nyscss.org/>

New York State Art Teachers Association (NYSATA)

The New York State Art Teachers Association (NYSATA) is a nonprofit professional organization founded for the purpose of advancing the cause of art education.

<http://www.nysata.org/>

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Resources

New York State English Council (NYSEC)

The NYSEC promotes excellence in English education while it fosters collegiality and camaraderie among English language arts educators throughout the state.

<http://www.nysecteach.org/>

New York State Association for Health, Physical Education, Recreation, and Dance

The New York State Association for Health, Physical Education, Recreation, and Dance includes teachers of health education, physical education, recreation and dance; agency, community, and worksite health professionals; youth coaches, and future professionals who are interested in promoting health, physical education, recreation, and dance in the kindergarten through higher education settings, throughout New York State

<https://www.nysahperd.org/index.cfm>

New York State Association of Foreign Language Teachers (NYSAFLT)

NYSAFLT's mission is to promote the teaching and learning of foreign languages in New York State.

<http://nysaflt.org/>

School Library Systems Association of New York State

The vision of the School Library Systems Association of New York State (SLSA) is to lead through innovation, collaboration, advocacy and education, impacting student achievement across the state. The organization's mission is to strengthen, support and advocate for its members as they foster quality school library programs.

<http://www.slsa-nys.org/>

New York State Association for Supervision and Curriculum Development

The goal of NYSASCD is to assist educators in the development and delivery of quality instructional programs and supervisory practices to maximize success for all learners.

<https://www.newyorkstateascd.org/>

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National Organizations

Association for Supervision and Curriculum Development (ASCD)

Publishes books on K–12 learning, teaching, and leadership; sponsors annual conferences on teaching and learning including the Whole Child Symposium.

<http://www.ascd.org/books-publications.aspx>

ASCD Report on “The Engagement Gap”

<http://www.ascd.org/whole-child-symposium.aspx>

National Council for the Social Studies (NCSS)

The largest national association for social studies education, NCSS develops and publishes the National Framework for Social Studies, as well as several noteworthy academic journals. The organization’s website includes links to many publications including the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, and a Performance-Based Assessment Clearinghouse. NCSS also sponsors an annual teaching conference.

<http://www.socialstudies.org/>

National Coalition for the Core Arts Standards

NCCAS provides a national conceptual framework for arts learning that was revised in 2014.

<http://www.nationalartsstandards.org/>

National Science Foundation (NSF): Education Classroom Resources

The NSF website provides a resource portal designed for teachers, their students and families. Many draw from the National Science Digital Library (NSDL) for Science, Technology, Engineering, and Mathematics (STEM) education.

<https://www.nsf.gov/news/classroom/education.jsp>

National Council of Teachers of Mathematics (NCTM)

NCTM publishes national standards for math education, Principles and Standards for School Mathematics. NCTM has developed the Activities with Rigor and Coherence series. The series includes standards-aligned lesson ideas on many topics including counting strategies, growing patterns, discovering area relationships, and triangle congruence.

<http://www.nctm.org/ARCs/>

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Resources

SHAPE America (Society of Health and Physical Educators)

SHAPE America, the nation's largest membership organization of health and physical education professionals, is committed to ensuring all children have the opportunity to lead healthy, physically active lives. The website hosts extensive resources including national K–12 standards for health and physical education, publications, links to national conferences, grants and professional development.

<http://www.shapeamerica.org/>

Family Engagement and Community Partnerships

Educators have always embraced the practice of building deep and significant relationships with families. Family and community partnerships help to create more vibrant school communities and support a child's overall well-being by promoting the integration of academic, social and emotional learning. As school communities across NYS realize the importance of family and community engagement projects, they are actively interested in learning more about new and innovative research-based strategies.

The next volume will feature these important initiatives. We call for proposals from programs and partnerships, classrooms, schools and school districts, individuals or teams that are involved in cultivating these important family/school/community relationships.

Examples of submission areas include (but are not limited to):

- Community schools / wraparound social, health and community services
- Family-school engagement initiatives
- Collaboration with cultural institutions / community-based organizations
- Professional development and community partnerships in teacher education
- Community partnerships in higher education
- Parent and family networks / academic parent teacher teams
- Parent teacher home visits
- Building community in the classroom
- Productive parent-teacher communications models
- Family and community outreach initiatives
- Grassroots collaboration with the school community

Family Engagement and Community Partnerships

PROPOSAL GUIDELINES

Please tell us about your proposal by referencing each of the following nine elements (approximately 2–5 pages) and submit to NYSUT by June 12, 2017. Please include the element titles.

Be sure to complete the author submission sheet and send it in with your proposal.

- 1) **Title:** What is the working title for your article?
- 2) **Topic:** What do you plan to write about? What practice or program will your article focus on? (Please provide specifics about school(s), grade levels, etc.)
- 3) **Relevance:** Why is this practice relevant to the theme of this year's volume? Why is it important to you?
- 4) **Setting:** Describe your setting and the student population(s) involved in the practice or programs.
- 5) **Practice:** Describe the practice or program and your method or approach.
- 6) **Outcomes:** What are the intended outcomes or indicators of success and how do you plan to measure or observe them?
- 7) **Research Base:** Describe the academic research base that supports your practice. (Please provide specific examples/citations.)
- 8) **Diversity:** How does your practice address the needs of diverse populations?
- 9) **Collaboration:** Which groups and individuals across the school community are involved in the collaboration?

Deadlines for Volume XI:

June 12, 2017	Proposal submission deadline
July 1, 2017	NYSUT responds to proposal
Sept. 5, 2017	Completed article submission
April 2018	Publication

Family Engagement and Community Partnerships

AUTHOR SUBMISSION FORM

Name of Author(s) / If multiple authors, select one author as the primary contact person. At least one author *must* be a NYSUT (or affiliate) member. Please spell out all information, do not use acronyms.

Primary Author's Name: _____

Name of school: _____

School Location: _____

Current position (title and grade level/s): _____

Union Affiliation: _____

Next Author's Name: _____

Current position (title and grade level/s): _____

Union Affiliation: _____

Next Author's Name: _____

Current position (title and grade level/s): _____

Union Affiliation: _____

Do all of the authors work in the same building? If not, tell us where they work:

Primary Author CONTACT INFO (all fields are required)

Email address: _____

Telephone number: _____

Alternate telephone number: _____

Home address: _____

**Information can be
submitted electronically
by June 12, 2017, to:**

llembo@nysutmail.org

Or by mail to:

NYSUT Research & Educational Services
Attn: *Educator's Voice*
800 Troy-Schenectady Road
Latham, NY 12110

You can download
this document from
our website:

[http://www.nysut.org/
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resources-sites/
educators-voice/
call-for-proposals](http://www.nysut.org/resources/special-resources/sites/educators-voice/call-for-proposals)

Family Engagement and Community Partnerships

EDITORIAL GUIDELINES

- Grade and Content Area:** Author(s) can describe practices or programs in any grades (P-20) on the topic of family and community engagement.
- Audience:** This is a practitioner journal. Our readers include teachers, school-related professionals, pupil personnel services providers, union leaders, parents, administrators, higher education faculty, researchers, legislators, and policymakers. For examples, please browse previous volumes of *Educator's Voice*.
- Please write your article to the practitioner. Authors are encouraged to write in a direct style designed to be helpful to both practitioners and to others committed to strengthening education. All education terms (i.e., jargon, all acronyms) should be defined for a broad audience. For articles with multiple authors, use one voice consistently. Please limit the use of writing in the first person.
- Article Length:** The required article length is flexible. Please submit approximately 2,000 – 3,000 words (or 7-9 double-spaced pages plus references).
- Rights:** *Acceptance of a proposal is not a guarantee of publication.* Publication decisions are made by the Editorial Board. NYSUT retains the right to edit articles. The author will have the right to review changes and if not acceptable to both parties, the article will not be included in *Educator's Voice*. NYSUT may also retain the article for use on the NYSUT website (www.nysut.org) or for future publication in *NYSUT United*.
- Manuscript Basics:**
- Style**
- Use American Psychological Association (APA) 6th edition style for in-text citations and references.
 - Do not use footnotes.
 - Double-space your manuscript.
- Graphics Guidelines**
- Although your images will be embedded in the manuscript for review, submit all graphics as separate files.
 - Save all images in high-resolution (300 dpi). Anything downloaded from a website will be low-resolution (72 dpi) and will not be acceptable. If using a cellphone, choose high quality settings.
 - Any graphics (photographs, charts, tables, or samples of student work) must be submitted in PDF, TIFF, or JPEG files.
 - Add a parenthetical place marker to your manuscript for images that will be included in the appendix or elsewhere (for example, “see image 3 on p. 16”).
 - Image file names should correspond to image place markers in the manuscript (for example, “image 3 student work sample”).
 - We need permission to reprint artwork; you need release forms to use images that include people. Photos should illustrate the context, rather than the subject(s) looking posed.
 - Do not submit copyrighted material unless you have permission from the publisher.

NOTES:

NYSUT Education & Learning Trust

The Education & Learning Trust is NYSUT's primary way of delivering professional development to its members. ELT offers courses for undergraduate, graduate and in-service credit, partnership programs that lead to master's degrees and teaching certificates, and seminars as well as professional development programs for teachers and school-related professionals.

NYSUT Education & Learning Trust offers the following professional development on the topic of Content Area Instruction:

Online Courses:

■ Building Mathematical Understanding Grades 3-5

EDU 661116 Empire State College

This course is intended to help those who teach mathematics in Grades 3-5 understand the mathematical content, how mathematical ideas develop, and how to implement successful teaching practices that make it more likely for students to grasp and be comfortable with mathematics. The course includes research findings on which the teaching of solid mathematics is based. It highlights teacher practices that researchers found to be associated with greater learning of mathematics and that teachers found to be relevant and vital for teaching mathematics in all grades K-12 with a focus on grades 3-5.

The course aligns the Ten Principles of Thinking Mathematics, the NYS P-12 Common Core Learning Standards for Mathematics, the Standards of Mathematical Practice and the National Research Council's Strands of Mathematical Proficiency, all vital frameworks for teaching mathematics. The research behind these principles is explained with models and explanations from within multiplicative structures and discusses the implications for teaching multiplication and division which is the essence of the work of Grades 3-5.

■ Instructional Planning, Strategic Teaching

EDU 661114 Empire State College

This course is designed to provide participants with instructional strategies that meet the needs of all students at all grade levels. Emphasis will be placed on misconceptions of academic failure; curriculum organization; effective instructional design; curriculum evaluation and instructional strategies that enhance and improve academic performance for all students. The following concepts serve as the basis for the design of curriculum and instruction: core concepts, essential questions, background knowledge, judicious review, strategic integration, cognitive strategies, and mediated scaffolding. Additional strategies and applications introduced in this course include rubrics, graphic organizers, LINC'S vocabulary strategy, class wide peer tutoring, note-taking, paraphrasing, summarizing, reciprocal teaching, questioning, and the Socratic Seminar. The implications of brain research and the use of technology are also components of this course. Additionally, many of the practices examined correlate with the indicators on state and district-wide teacher evaluation rubrics, the New York State Teaching Standards, and the shifts in Common Core Standards implementation.



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to learn about what else we can offer.

■ Math Made Meaningful

EDC 663 The College of Saint Rose

This course is designed to help participants help children learn mathematical concepts and skills, including most important, problem solving skills. The course is divided into three parts. The first part provides learning theories as a base for understanding the foundations of mathematics curriculum and how children learn it. It also helps participants apply the learning theories to help children develop foundations of number sense and problem solving. The second part discusses teaching strategies for computational procedures in whole number, fractions and decimals. Third part focuses on investigation and process skills of mathematics including estimation, measurement, geometry and spatial skills.

■ Reading and Writing Across the Content Areas Grades K-12

UNY 801 Adelphi University

This course explores content area teachers' roles in each student's literacy development. You will learn how to utilize research-based teaching strategies in content-area instruction. Strategies include word attack, before-reading, during-reading, after-reading, writing and research -- applied within the context of content area learning. In addition, you will learn how to incorporate technology into literacy tasks in your classroom, and explore how to assess reading and writing tasks within a balanced literacy-content area classroom.

■ Reading Across the Curriculum

EDU 661110 SUNY Empire College

The course provides research-based, active reading comprehension strategies that participants can apply to their grade level or content area. By learning how to implement these metacognitive reading strategies, participants will be able to plan lessons more effectively. Participants will also discover how to engage students, deepen their understanding of content, and prepare them for success beyond the classroom. Emphasis is on learning styles, types of text, notation systems, content-area reading, assessments, fluency, motivation, and grade-level vocabulary.

Seminars:

■ 21st Century Skills For Teachers

This seminar is designed to address one of the NYS Teaching Standards priorities by helping teachers understand that knowledge is expanding at a more rapid rate than ever anticipated. Information and communication is changing how we teach and how students learn. Routine skills are no longer the basis for the workplace or the classroom. The seminar will emphasize that today's students and teachers must be able to communicate, share, and use information in a number of diverse ways. The seminar explores critical student skills such as using information and solving complex problems relevant to a changing work environment. Technology and problem solving skills will be defined as successful learning and the participants will develop strategies to share those skills with their students.

Meets NYS Teaching Standards II, III, IV, V

■ Deepening Knowledge of the Learning Standards in the Content Area

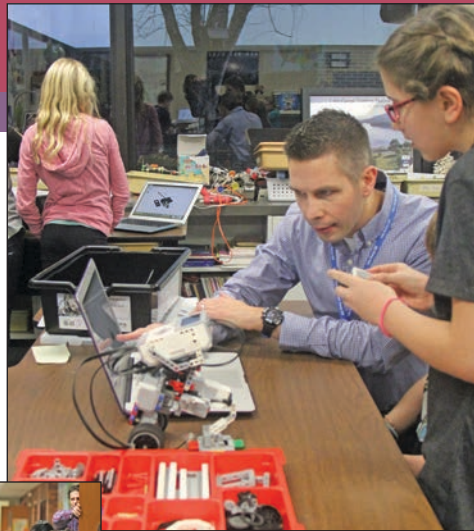
The instructional shifts, called for in the NYS Learning Standards, require teachers to have an extensive understanding of the standards in order to create classroom instruction that balances student learning and application. Participants will learn to use a stepby-step process to improve student learning as well as turn the standards into teachable learning targets. Each participant will need a copy of the NYS ELA/Literacy Standards as well as a lesson plan in their content area.

Meets NYS Teaching Standards I, II, III, IV, V,VI

■ Reading, Writing and Thinking Strategies that Build Success in the Content Areas (Grades 5-12)

This program focuses on how teachers can help students become more effective readers using research-based and teacher-tested strategies. Participants will identify strategies that stimulate student thinking about the content before, during and after they read and about how to incorporate reading and writing strategies into content area instruction to meet the literacy needs of all students. (15 hour)

Meets NYS Teaching Standards I, II, III



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