

# APPR Newsletter

MCTA APPR Committee

Volume 5 - January 2014

## "Standards Corner"

### Standard II: Knowledge of Content and Instructional Planning

This standard will be reflected in your end of year evaluation.

Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students. This can be done by...

- \*Having knowledge of the content you teach, including relationships among central concepts, tools of inquiry, and structures and current developments within your discipline
- \*Understanding how to connect

concepts across disciplines and engaging learners in critical and innovative thinking and collaborative problem-solving related to real world contexts

- \*Using a broad range of instructional strategies to make subject matter accessible
- \*Establishing goals and expectations for all students that are aligned with learning

## The Difference Between Projects And Project-Based Learning

"Projects" can represent a range of tasks that can be done at home or in the classroom, by parents or groups of students, quickly or over time. While project-based learning (PBL) also features projects, in PBL the focus is more on the process of learning and learner-peer-content interaction than the end-product itself. Below is a chart by Amy Mayer to help clarify the differences between projects and project-based learning.

Projects	Project-Based Learning
Can be done at home without teacher guidance or team collaboration	Requires teacher guidance and team collaboration
Are closed: Every project has the same goal	Is open: Students make choices that determine the outcome and path of the research
Cannot be used in the real world to solve real problems	Could provide solutions to real world problems even though they may not be implemented
Are not particularly relevant to students' lives	Are relevant to students' lives or futures

**"The mission of the Middle Country Central School District at Centereach is to empower and inspire all students to apply the knowledge, skills and attitudes necessary to be creative problem solvers, to achieve personal success, and to contribute responsibly in a diverse and dynamic world."**

## Save the Dates!



Call 285-8785

to register for the following workshops given by the MC Teacher Center...

- 1/8 - Interactive Smart Boards for Differentiating Instruction
- 1/9 - Using Social Media for Professional Growth
- 1/22 - 21st Century Classrooms

## Resources

Authentic Learning Activities

<http://education-portal.com/academy/lesson/authentic-learning-activities-examples-lesson-quiz.html#lesson>

Project-Based Learning

<http://www.bie.org/tools/online-resources/pbl-online/About/characteristics.htm>

Articles for all grade levels and subject areas

<http://newsela.com>

## Standard II: Knowledge of Content and Instructional Planning (continued from front side)

standards and allow for multiple pathways to achievement

• Designing relevant instruction that connects students' prior understanding and experiences to new knowledge

• Evaluating and utilizing curricular materials and other appropriate resources to promote student success in meeting learning goals

### Characteristics for Authentic Learning

Simply put, authentic learning is real life learning. Authentic learning provides opportunities for students to engage in genuine learning problems and real life experiences that magnify student motivation. Listed is Reeves et al (2002) 10 characteristics of authentic learning.



1. Real-world relevance: Activities match as nearly as possible the real-world tasks of professionals in practice
2. Ill-defined: Activities require students to define the tasks and sub-tasks needed to complete the activity
3. Complex, sustained tasks: Activities are completed over a long time span rather than 1 or 2 periods
4. Multiple perspectives: Students examine the task from different perspectives using a variety of resources, and separate relevant and irrelevant information
5. Collaborative: Collaboration is integral and required for task completion

6. Value laden: Provide the opportunity to reflect and involve students' beliefs and values

7. Interdisciplinary: Activities enable learners to play diverse roles and build expertise that is applicable beyond a single field or domain

8. Authentically assessed: Assessment is seamlessly integrated with learning in a manner that reflects how quality is judged in the real world

9. Authentic products: Authentic activities create polished products valuable in their own right rather than as preparation for something else

10. Multiple possible outcomes: Activities allow a range and diversity of outcomes open to multiple solutions of an original nature

**APPR Emails:** Please use the following emails for any specific questions you may have.

General questions	<a href="mailto:mctaappr@aol.com">mctaappr@aol.com</a>
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SLOs	<a href="mailto:mctaslo@aol.com">mctaslo@aol.com</a>
Observations	<a href="mailto:mctaobs@aol.com">mctaobs@aol.com</a>
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