

Teaching Character and Creating Positive Classrooms



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About this Course

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Positive psychology meets K-12 pedagogy. This course explores key ideas of positive psychology and shows how great teachers apply those lessons to maximize student engagement and accomplishment. Through lectures, discussions, interviews and footage of great educators in action, you'll learn how to integrate character-based objectives into your own teaching.



Learners taking this Course are

- Teachers
- Psychologists
- Social Workers
- Translators
- Professors

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Overview

Relay Graduate School of Education (Relay) is a national, accredited, nonprofit institution of higher education whose mission is to teach teachers and school leaders to develop in all students the academic skills and strength of character needed to succeed in college and life. Relay currently serves over 3,000 teachers and school leaders across 16 campuses. Relay is eager to bring about transformational change in educator preparation. Relay is committed to using practice and feedback to become the place where a new generation of continuously improving, results-focused individuals can fulfill their destiny in the world's greatest profession.

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Industry	Higher Education
Company size	51-200 employees 414 on LinkedIn @
Headquarters	New York, NY
Type	Educational Institution
Founded	2011
Specialties	<u>Teacher Preparation and Training</u> , <u>School Leadership Development</u> , <u>Curriculum Design</u> , and <u>Master of Arts in Teaching</u>

Locations (1)

Primary
40 W 20th St, 7th Floor, New York, NY 10011, US
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RELAY / GSE

GRADUATE SCHOOL *of* EDUCATION

RGSE MAT Scope & Sequence
Class of 2018
September 2016

Elementary Overview

CO2018

Relay GSE Elementary Math Overview¹

Relay GSE has carefully crafted its elementary math program to reflect the needs of novice teachers and the demands of implementing the Common Core State Standards for Mathematics (CCSSM). At the end of two years, Relay's graduates will possess the pedagogical and content knowledge to guide students' development of a strong mathematical foundation, including number sense, operations, and the ability to explain processes and thinking. The Relay GSE elementary math scope and sequence uses the CCSSM, resources associated with the CCSSM (e.g., Mathematics Glossary, Progressions Documents) and research from John Van de Walle, Suzanne Chapin, and Honi J. Bamberger to help shape the learning arc for the math portion of the elementary program.

In the first year, teachers will explore distinctions between one's ability to *do* math and true mathematical *understanding* – differences that have implications for learning and teaching. Additionally, teachers will examine grade-level concepts such as place value, addition, subtraction, multiplication, and division in tandem with pedagogical practices (e.g., normalizing error) that support the cultivation of students' expertise as indicated by the Standards for Mathematical Practice.

The first module in the first year of the program will provide an overview of the CCSSM – history, consequential key shifts, and implications for practice. In the second and third modules, teachers will receive grade band-specific instruction. Grades K-2 teachers will learn about the origin of the base-ten number system as well as its connection to addition and subtraction. Teachers will focus on understanding the place value standards, underscoring the importance of place value in *all* mathematics as they trace the standards' progress from kindergarten through fifth grade. Multiplication, division, and fractions are the focal points for grades 3-5 teachers in the second and third modules of the first year. Teachers will explore connections between multiplication and division and analyze the conceptual basis of procedural questions. Finally, fractions will be introduced and teachers will explore how fractions extend directly from an understanding of the base-ten number system and place value. With an expanded understanding of the key mathematical concepts in K-2 and 3-5, teachers will anticipate potential misconceptions, analyze student errors, and develop remediation plans.

The work in the first year of the program will lay the foundation for the focus of the second year – inquiry-based learning. Specifically, teachers will develop skills to support students in meaningful dialogues, facilitate student-led exploration of new content, and create full age-appropriate inquiry lessons. Teachers will also learn how to thoughtfully integrate content standards and the Standards for Mathematical Practice, which provide a concrete framework for fostering meaningful, student-led mathematical conversations in inquiry-based lessons.

The emphasis on both content knowledge and pedagogy will help ensure that teachers exit Relay's two-year program with the confidence and ability to effectively guide and support their students in all strands of mathematics, ultimately preparing them for secondary math as well as college and career readiness.

¹ Relay GSE is grateful for the feedback from the following field experts in the creation of this scope and sequence: Adam Feiler, Shalinee Sharma, Marni Greenstein

Elementary Overview

CO2018



Relay GSE Elementary Literacy Overview²

In order to tell the story of the elementary literacy curriculum in Relay's two year program, it's important to start with the end in mind³. At the end of the two years, teachers graduate with the content knowledge and pedagogical content knowledge to support their students in becoming strong readers and writers, strong speakers and listeners, ultimately moving toward being ready for the rigor of college- and career-level literacy.

While *all* pedagogy and content is important, it is not possible to provide *all* pedagogy and content in the first year of a Master's program. So, we planned our scope and sequence by weighing multiple factors. The CCSS, and their associated resources (e.g., Appendix A: Research Supporting Key Elements of the Standards), became the foundational documents that, in large part, guided the design of our elementary literacy scope and sequence. Since elementary teachers are responsible for all content areas – literacy, math, science, and social studies – the elementary program must prepare teachers accordingly. Literacy and math are prioritized in the first year, and science and social studies are integrated beginning in the following summer. In addition, we recognize that there are some teachers who will only complete a one year certification program with us. We wanted to ensure they had access to the most high-leverage content and opportunities for the most relevant practice, first.

In the first module, teachers are introduced to whole-class reading instruction through read alouds and vocabulary instruction, as well as running records. This ensures that they can launch a strong literacy classroom. In the second module, teachers learn the components of strong comprehension instruction. In the spring, teachers learn how to support strong writing instruction. In the final literacy module of Year 1, teachers integrate reading and writing instruction, this time with an emphasis on informational text. This focus on aspects of foundational content and practice around reading and writing sets teachers up for refining their understanding and practice in future modules.

In the summer between year one and year two, teachers learn about how to support struggling writers by considering multiple differentiation strategies to help students as writers, including support around spelling and writing production. The focus remains on writing in the fall. The following module teaches teachers to incorporate mentor texts and writing conferences as part of their writing instruction. The final module in the elementary literacy sequence places a special emphasis on speaking and listening in the ELA classroom while ensuring that students build strong habits of discussion and ensuring that teachers make informed decisions around language options in their classroom. The culmination of the two year sequence ensures that teachers have the content knowledge and pedagogical content knowledge needed to lead students to academic achievement in their elementary school classrooms.

You may notice an absence of instruction around the foundational reading skills. Because most schools have strong tools for the foundational reading skills, the foundational reading skills have been introduced and practiced in service of building reading comprehension. As we continue to develop an early childhood program, as well as content-based electives, foundational reading skills will be an option for teachers who do need more support in this area.

² Relay GSE is grateful for the feedback from the following field experts in the creation and revision of this scope and sequence: Kate Gerson, EngageNY; David Liben, Student Achievement Partners; Emily Hoefling Crouch, Uncommon Schools and Relay GSE-NYC; Naama Wrightman, Uncommon Schools and Relay GSE-NYC; Krystle Henley, Relay GSE – Houston; Amanda Diegel, KIPP Houston; Laura Fern, Uncommon Schools and Relay GSE – Newark; and Paul Bambrick Santoyo, Uncommon Schools. Please note, the views reflected in this scope and sequence are those of Relay GSE and not necessarily the views of those listed.