E D U C A T O R   L I C E N S U R E   P R O G R A M

Reflective Practicum Seminar

Spring 2021

Educator Licensure Programs
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Fitchburg State University
EDUCATOR Programs
Comprehensive Syllabus

Spring 2021
EDUC 7056
Reflective Practicum Seminar

3 Graduate Credit Hours or 67.5 PDPs
Online: 4 real-time Zoom sessions on Saturdays and 10 asynchronous-online sessions
Zoom "Face-to-Face" Dates: 1/9, 2/6, 3/6, and 4/10
39 Contact Hours

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Contact your Instructor

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                amorse@collaborative.org

A.   COURSE DESCRIPTION

This course is designed to enrich the experience for candidates in their practicum and as a means for practicum candidates to hone their teaching competencies. Through this course, candidates will enhance their ability to become reflective practitioners by participating in collaborative, critical inquiry within their specific licensure area. They will refine their ability to develop and implement effective lesson plans, and engage in analyzing and reflecting on classroom situations, the teaching- learning process and on student engagement and classroom climate. Opportunities will be provided to share observations, questions, and reflections. Candidates will be guided in their selection of substantial evidence to support the CANDIDATE ASSESSMENT OF PERFORMANCE (CAP). They will complete focused tasks using data driven decision-making using formative and summative assessments and on the use of strategies to support diverse student learning, and will implement and assess the impact on student learning using these strategies.

The practicum will address these CAP Standards and Elements: 1.A.4, 1.B.2, 2.A.3, 2.B.1, 2.D.2, 4.A.1

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

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B.   TEXTS

The following text is <u>required</u> to be purchased for this course:

Fisher, Douglas, and Frey, Nancy. <u>Checking for Understanding: Formative Assessment Techniques for your classroom</u>. 2nd edition. ISBN: 978-1-4166-1922-2. 2014. ASCD

<u>Suggested:</u>

Benson, Jeffrey. <u>Hanging In: Strategies for Teaching the Students Who Challenge Us Most</u>. ISBN 978-1-4166-1755-6

Whitaker, Todd. <u>What Great Teachers do Differently</u>. 2nd edition-ISBN 978-1-59667-199-7

Moon, Tonya R., and Tomlinson, Carol Ann. <u>Assessment and Student Success in a Differentiated Classroom</u>. (2013). ASCD

The following additional resources are available online:

Fitchburg State University Teacher Preparation Programs (2012). Conceptual Framework. Fitchburg,

MA: http://www.fitchburgstate.edu/academics/academic-departments/educationunit/

conceptual-framework/

Massachusetts Department of Elementary and Secondary Education. (1999-2011). Curriculum

Frameworks. Malden, MA: <u>http://www.doe.mass.edu/frameworks/current.html</u>

Common Core Standards: <u>http://www.corestandards.org/</u>

*Massachusetts Department of Elementary and Secondary Education. **Preparing Educators: Candidate Assessment of Performance** <u>http://www.doe.mass.edu/edprep/cap/</u>*

***CAP Guidelines** <u>http://www.doe.mass.edu/edprep/cap/guidelines.html</u>*

(Includes CAP Observation forms and rubric, Candidate Self-Reflection Form)

Educator Preparation: Resources to support CAP

<u>http://www.doe.mass.edu/edprep/cap/resources.html</u>

Additional readings and resources will be posted electronically throughout the semester.

Fitchburg State University Teacher Education Conceptual Framework

C.   LEARNING OUTCOMES / OBJECTIVES

This course will address the dispositions of the Conceptual Framework in the following way(s):

Knowledge: As a result of the learning experiences in the course, you will become more cognizant of:

K1- the requirements of the Massachusetts educator licensure (e.g.: CAP);

K2- the importance of collecting student outcome data and using it to shape ongoing instructional decisions;

K3-various strategies for analyzing individual and group student outcome data

K4-ways to assess student learning and plan instruction based on these assessments

K5- benefits of using collaborative strategies for ongoing problem solving.

Skill: As a result of the learning experiences in the course, you will become better able to:

S1- use instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

S2- create learning experiences and materials that are interesting, relevant, and developmentally

appropriate for the individuals she or he teaches;

S3. use technology to enhance the teaching/learning process;

S4. use a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction.

S5.-analyze data from assessments, draws conclusions, and shares them appropriately.

Caring: As a result of the learning experiences in the course, you will become more competent in your ability to:

C1.- work collaboratively with others to design and implement developmentally appropriate learning experiences;

C2-consider and meaningfully use information on individual student differences and preferences when designing learning experiences

C3- actively create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

C4- plan and implement lessons that set clear and high expectations and make knowledge accessible for all students.

C5- demonstrate the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:

E1-base decisions on a well-defined and comprehensible philosophy of instruction and empirical evidence;

E2-keep the needs of students in the forefront of all decision-making

E3-become an active, self-reliant learner who seeks to become a more effective teacher throughout

his/her career.

E4- Is ethical and reliable, and meets routine responsibilities consistently.

D. INSTRUCTIONAL STRATEGIES

X	Lecture	X	Data Collection and Analysis
X	Discussion/Questioning	___	Pre-Practicum
___	Laboratory	___	Role Playing/Simulation
X	Problem Finding/Solving	X	Independent Learning
___	Discovery	___	Field Trips
___	Interviewing	X	Computer Applications
X	Collaborative Learning Groups	X	Viewing or Listening to Followed by
X	Reflective Responses		Discussing
___	Creating Visual Illustrations of Concepts		Other_____

Technology Initiatives

Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology as:

a research tool
a communication method (email)
an enhancement tool for the design of lessons and curriculum units

E. COURSE REQUIREMENTS

Participant Expectations:

· The expectation is that, in a three- credit course, participants will undertake between 105-120 hours of work including time spent in class.

· Candidates are expected to meet all required deadlines for projects and assignments. Only in extenuating circumstances, and with prior approval from the instructor, may due dates be extended without penalty to the grade of the assignment.

Assignment	Description	Weight	Due date
Forum posts & replies/Journal Entries	Cumulative online communication and reflections with colleagues and instructor	35%	Ongoing (Jan. 10 - March 18)
Analysis of Learning Environment	Describe your physical environment, routines, and rituals and how these pertain	10%	Feb. 16

	to building a safe learning environment.		
Saturday Zoom Session Work Summaries	Real-Time Session on **Jan. 9:** preparation and presentation of your *Self-Assessment* ratings, your strengths, and where you see yourself needing to grow. Real-Time Session on **Feb. 6**: preparation and presentation of **lesson plan or lesson plan draft** for your *First Announced Observation*. Real-Time Session on **March 6**: preparation and presentation of **lesson plan or lesson plan draft** you used (or will use) for your *Second Announced Observation (*or other learning activity if your second announced observation is far off). Real-Time Session on **April 10**: preparation and presentation of your findings in regard to the *Measure of Student Learning* and *Student Surveys* to date.	40% total (10% for each discussion/presentation)	Jan. 9 Feb. 6 March 6 April 10
Final Reflection	Written **reflection in regard to your practicum experiences to date** (see Google Classroom for prompts connected to your particular area of Licensure).	15%	April 2

F. FIELD-BASED REQUIREMENTS

Candidates must complete 300 hours to meet Initial license requirements and 150 hours to complete a Reading Specialist license and an additional license. Initial licensure candidates must assume full

responsibility for 100 hours in the role of the teacher. The supervised practicum is completed under the guidance of a supervising practitioner and a program supervisor.

G. EVALUATION OR GRADING POLICY

Final grades will be based on a 4.0-point scale. If *individual* assignments are graded on a 100-point scale or on a letter-grade scale, those grades will be converted to the 4.0-point scale for the final grade for the course.

All assignments must be typed, double-spaced; follow the Department Writing Guide; and use APA format when appropriate. You are expected to use word processing for all assignments (unless otherwise instructed). Work must be proofread and prepared with a sense of professionalism. Papers not meeting this standard may be returned to the participant for resubmission. Papers submitted late without prior approval will receive a reduced or failing grade.

FITCHBURG STATE UNIVERSITY

GRADUATE GRADING SYSTEM

4.0	95 - 100	A
3.7	92 - 94	A-
3.5	89 - 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 - 82	B-
2.5	77 - 79	B-/C+
2.3	74 - 76	C+
2.0	71 - 73	C
0.0	0 - 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

H. RUBRICS

All assignments submitted on time may be redone throughout the course on a time schedule determined with the instructor. All assignments must be professionally prepared and presented (e.g., word-processed with no spelling or mechanical errors, with proper citations for all sources).

Final grades will be based on a 4.0-point scale. If individual assignments are graded on a 100-
point scale or on a letter-grade scale, those grades will be converted to the 4.0-point scale for the final grade for the course. Equivalents are as follows:

4.0 The participant demonstrates all required competencies at an exemplary level and participant work is completed at assigned times. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts and strategies are demonstrated at an exemplary level. Products and performances are worthy of dissemination beyond the class. Class attendance and participation are at an exemplary level.

3.7 The participant demonstrates all required competencies at better than expected graduate level standards, and products and performances are submitted or demonstrated on time. Details of assignments are highly developed. Knowledge, application and synthesis of readings,
concepts, and strategies are demonstrated at an exemplary level. Products and performances are demonstrated at better than proficient levels. Class attendance and participation meet highly acceptable levels.

3.5 The participant demonstrates all required competencies at expected graduate level standards, and products and performances are submitted or demonstrated on time. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts and strategies are demonstrated at a proficient level. Class attendance and participation are at an acceptable level.

3.3 The participant demonstrates all required competencies at a more than satisfactory level. Products and performances are submitted or demonstrated on time and demonstrate a more than satisfactory attention to detail and application of ideas and concepts. Class attendance and participation are at an acceptable level.

3.0 The participant demonstrates required competencies at a satisfactory level. Most products and performances are submitted or documented on time and demonstrate attention to detail, and application of ideas and concepts are at a satisfactory level. Class attendance and participation are at an acceptable level.

2.7 The participant demonstrates required competencies, but at a not entirely satisfactory level. Most products and performances are submitted or documented on time, but may demonstrate insufficient attention to detail, and application of ideas and concepts. Class attendance and participation are at an acceptable level.

2.5 The participant demonstrates all required competencies at a marginally adequate level. The participant is sometimes late in submitting products or demonstrating performances. Some understanding, application and synthesis of readings, concepts and strategies are evidenced. Class attendance and participation are at an acceptable level.

2.3 The participant demonstrates all required competencies at a level that is below that of standard graduate work. The participant is often late in submitting products or demonstrating performances. Some understanding, application and synthesis of readings, concepts and strategies are evidenced. Class attendance and participation are at a minimally acceptable level.

2.0 The participant demonstrates all required competencies at below standard graduate work. The participant is often late in submitting products or demonstrating performances. Understanding, application and synthesis of readings, concepts and strategies are at a superficial level. Class attendance and participation are at a minimally acceptable level.

0.0 (Failure) The participant does not demonstrate required competencies.

W (Withdrew)

IN (Incomplete): An incomplete (IN) may be awarded with the recommendation of the instructor when the student has completed 80% of the coursework but cannot complete the rest due to illness or some other serious reason. The student must file a petition for an incomplete with the instructor prior to the last day of class. A student who has received an Incomplete in lieu of a course grade must make up the missing part of their coursework by no later than four weeks into the following semester. Failure to do so will result in an automatic 0.0 for the course.

<u>Access to FSU Grades (for Participants Who Registered for Graduate Credit)</u>

After the course ends, participants who registered for graduate credit can view and print their FSU grades through FSU's upgraded Web4 Student Self-Service system. Participants will not receive a paper grade mailer, but can access their grades 24/7 as soon as the instructor has posted them. Information on accessing grades can be found at http://www.fitchburgstate.edu/offices-services-directory/registrar/student-records/accessing-grades-in-web4/.

COURSE CONTENT/TOPICAL OUTLINE
ESSENTIAL QUESTIONS:

1. What skills and practices are necessary for good teaching and how can they be acquired?
2. How can we determine effective practices for assessing student learning to plan instruction?
3. How can we effectively gather and analyze data that will inform our instruction?
4. How can we maintain high standards while managing a diverse classroom?
5. What does it mean to be a reflective practitioner?

TOPICAL OUTLINE - Please ALWAYS refer to <u>Canvas</u> Modules for up-to-date information on sessions

Session One: Asynchronous, ONLINE, Jan. 6-9

Overview

This will be a very short online session in which you will sign into our Canvas course site and begin familiarizing yourself with navigation of sites and course materials. You will also complete a draft of your *Self-Assessment* form and the *Preliminary Goal Setting* form in preparation for our first face-to-face session on Sept. 12. Please note that Liza Manchester sent the link for Google Classroom to your email in late late August/early September: it is in Google Classroom that you will find all required practicum forms.

Learning Objectives:

- Gain familiarity with Canvas (our course site).
- Gain familiarity with Google Classroom where all required practicum forms are housed.
- Gain preliminary familiarity with the seven CAP elements as outlined in the *Self-Assessment* form.

Essential Questions

1. *What are the seven CAP elements?*

2. *In which elements do I predict I will be stronger - and in which ones do I predict I will need greater support and growth?*
3. *How will this selection begin to shape my knowledge and practice of the elements?*

To Do:

1. Locate course modules and syllabus in Canvas.
2. Locate the link for Google Classroom (GC) in the email that Liza Manchester sent to your email in late Aug./early Sept.:
   ○ explore the layout of GC;
   ○ find the *Self-Assessment* form in GC;
   ○ begin to familiarize yourself with the seven CAP elements outlined on the *Self-Assessment* form;
   ○ spend just a few minutes drafting responses to that form, and come ready to share with others in breakout sessions (small groups) on Sept. 12 (please don't overthink this task - you can always revise your responses after our Zoom session if the elements and other terms are not yet entirely clear to you).

SESSION TWO: Zoom Meeting, Jan. 9, 9:00-12:30

Overview

Course Structure and Resources, the Seven Key Elements of Teaching of the Candidate Assessment Process (CAP)

   ● learning about course structure and objectives;
   ● getting to know each other as a means of leveraging our practice as educators;
   ● exploring the CAP elements (*Subject Matter Knowledge, Well-Structured Units and Lessons, Adjustment to Practice, Meeting Diverse Needs, High Expectations, Safe Learning Environment,* and *Reflective Practice*)
   ● refining responses on Self-Assessment based on knowledge gained from our session together
   ● drafting ideas for the *Preliminary Goal Setting* form, using the *Self-Assessment* as a springboard.

Learning Objectives:

1. Understand major aspects of the course and practicum experience
2. Discuss each other's backgrounds, strengths, challenges and potential anxieties about the practicum process
3. Identify and define the seven elements of the CAP

Essential Questions

   ● *What constitutes effective teaching - and supports optimal learning?*
   ● *How can our understanding of the focus elements help us get started in conceptualizing our practice as teachers?*

To Do:

● Come prepared to class to discuss your drafted *Self-Assessment* form.

Overview

Course Structure and Resources, the Seven Key Elements of Teaching of the Candidate Assessment of Performance (CAP)

- learning about course structure and objectives;
- getting to know each other as a means of leveraging our practice as educators;
- exploring the CAP elements (*Subject Matter Knowledge, Well-Structured Units and Lessons, Adjustment to Practice, Meeting Diverse Needs, High Expectations, Safe Learning Environment,* and *Reflective Practice*)
- refining responses on Self-Assessment based on knowledge gained from our session together
- drafting ideas for the *Preliminary Goal Setting* form, using the *Self-Assessment* as a springboard.

Learning Objectives:

4. Understand major aspects of the course and practicum experience
5. Discuss each other's backgrounds, strengths, challenges and potential anxieties about the practicum process
6. Identify and define the seven elements of the CAP

Essential Questions

- *What constitutes effective teaching - and supports optimal learning?*
- *How can our understanding of the focus elements help us get started in conceptualizing our practice as teachers?*

To Do:

- Come prepared to class to discuss your drafted *Self-Assessment* form.

SESSION THREE: *Asynchronous-Online*, Jan. 10-21

Overview

You will be exploring resources related to **classroom management** and **mentoring** (these contain very supportive information for you as you embark upon your practicum).

You will also explore the **Google Classroom (GC)** set up for your practicum as a means of getting more comfortable with locating forms associated with your practicum. The link for the GC was sent to you by Liza Manchester around the time that she sent you the particulars of your practicum.

Learning Objectives:

1. **Describe 1-2 principles of classroom management and mentoring** that resonate and a plan as to how you might approach these principles in your practicum.
2. **Continue to build efficiency and confidence in navigating Google Classroom** for practicum forms.
3. **Identify potential teaching strengths and challenges on your** *Self-Assessment form* if you have not already done so.
4. **Set initial goals for your teaching on your** *Preliminary Goal Setting* **form** based on our work during the real-time Zoom on Sept. 12 if you have not already done so.
5.

Essential Questions

- *How does the implementation of effective classroom management approaches help build teacher confidence and create a safe climate for students?*
- *What makes for an effective communication between teacher candidates and their supervisors/mentors?*

To Do:

1. **Watch:** *7 Classroom Management Mistakes and Research how to fix them* **(Edutopia).**
2. **Watch:** *7 Strategies for Managing an Online Classroom* **(Kickboard).**
3. **Complete Session 3 Forum.**
4. **Share your completed** *Self-Assessment* **and** *Preliminary Goal Settings* **forms** with your **Program Supervisor** and **Supervising Practitioner**.

SESSION FOUR: *Asynchronous-Online*, Jan. 22-28

Overview
You will be exploring ideas for monitoring progress by reading about authentic, ongoing strategies and interactions with your students. You will also continue to investigate the fine art of reflecting on your teaching practice.

Learning Objectives:

1. Continue to identify strengths and possible areas for growth in your teaching
2. Identify effective and authentic ways to monitor progress/check for understanding in students.

Essential Questions

- *How does setting goals for our own teaching help to keep us focused on where we can grow professionally?*
- *How can we monitor student progress over time in ways that feel efficient and accurate?*

To Do

1. **Read:** Fisher and Frey text (Ch. 1),
2. **Read** L. Danielson article: *How Teachers Learn - Fostering Reflection*
3. **Read/View:** 5 Keys to Successful Comprehensive Assessment in Action

4. **Post to** *Session 4 Forum.*
5. **With your Program Supervisor and Supervising Practitioner**: Complete your ***Final Goal Implementation*** form and submit it to your supervisors (blank form/template located in Google Classroom).

SESSION FIVE: *Asynchronous-Online*, Jan. 28-Feb. 5

Overview

This session you will be actively working on completing your first lesson plan (if you have not done so already) as well as asking you supervising practitioner and program supervisor for support around the Measure of Student Learning (if you have not done so already).

Lesson Planning for the *First Announced Observation*

The focal elements of **First Announced Observation** are *Well-Structured Lessons* and *High Expectations* (though your supervisors will probably also make note of your skills in other areas).

Connections with Supervisor

In consultation with your supervising practitioner, decide upon a ***Measure of Student Learning*** (see guidance documents in Canvas for assistance). The summary report is not due to your supervisors until around mid March but it is *critical* to decide upon what you will be focusing on and how you access students' learning in that focus area fairly early in the practicum process. -The formal analysis of the progress data is not due to your supervisors until then but it's important to decide this with them now.

Learning Objectives

1. Design a well-structured lesson with integration of high expectations for students.
2. Discuss and identify a tool that helps you measure your students' learning over a period of several weeks.

Essential Questions

- *How can the selection of a useful tool to measure student growth in learning inform our practice as teachers?*

To Do:

1. **Complete your lesson plan** for your First Announced Observation, and **come prepared to share it during our face-to-face session on Feb. 6.**
2. **With your Supervising Practitioner**
   - Identify a ***Measure of Student Learning*** if you have not already done so (written summary for this is not due to your supervisors **until mid-late November** but deciding on a focus area and how you will access it is essential to do NOW at this point in your practicum);
   - Discuss designing and administering **S*tudent surveys*.** A written summary of the feedback you obtain from these surveys is a requirement for your practicum and **due around early March** to your supervisors.

Resources

- [**DESE Lesson Plan Review Tool**](#)
- [**DESE Curriculum Frameworks, Common Core Standards**](#)
- [**Technology Sites**](#)
- [**Measure of Student Learning: Guidance from DESE**](#)
- [**Student Surveys**](#)

SESSION SIX: *Zoom Session*, Feb. 6, 9:00-12:30

Session Overview

Part 1
Lesson Plan Sharing
We will continue to explore the seven CAP elements with a focus on *Well-Structured Lessons and Units* and *High Expectations* as these will be the focus of the *First Announced Observation*. You will each discuss the fundamental aspects of your plan in small groups followed by getting feedback from your colleagues in the course. You will also provide feedback to others.

 Part 2
Measure of Student Learning, Student Surveys
We will explore the purpose and process of the *Student Survey*s and *Measure of Student Learning* requirements for your practicum.

Learning Objective:

1. Discuss key aspects of well-structured lessons and units.
2. Describe how lessons can incorporate high expectations within students' zones of proximal development.
3. Understand expectations around the Student Surveys and Measure of Student Learning assignments.

To Do:

1. **Come prepared to share your** <u>lesson plan</u> for your *First Announced Observation***.**
2. **Come prepared to discuss your consultations with your supervisor** around *Students Surveys* and the *Measure of Student Learning.*

SESSION SEVEN: *Asynchronous-Online*, Feb. 7-18

Session Overview

<u>*Analysis of Learning Environment*</u> task

Together you will explore what it means to create and maintain a safe and responsive learning environment as this is foundational to everything else that happens in the classroom.

Student Surveys task

<mark>You will seek the counsel of your supervisors,</mark> if needed, in regard to administering **Student Surveys.**

Learning Objectives:

1. Assess and reflect on the learning environment for your students (physical and intellectual), and identify resources to enhance it.
2. Identify teacher and classroom routines that will maintain active student engagement.
3. Identify student engagement strategies and interventions that will create and maintain a positive learning environment (for whole class and for individual students as needed).

Essential Questions

How do we set the stage for students to feel safe, accepted, and welcomed into the classroom?

To Do:

1. **Read/View** the following articles/videos:
   - [20 Tips for Creating a Safe Learning Environment](#)
   - *[Getting Started with First-Person Language](#)*
   - *[60 Second Strategy](#)*
   - ***[New Teacher Survival Guide: Lesson Planning](#)***.

2. **Post to Forum 7, in which you will be asked to analyze your learning environment (<mark>due Feb. 16</mark>)**; completion of this forum satisfies your *Analysis of Learning Environment* assignment.

<mark>**SESSION EIGHT**</mark>: *Asynchronous-Online*, **Feb. 19-25**

Session Overview

We will reflect on the implications to teaching and learning vis-a-vis the concept of growth mindset and closely examine the nature of praise and how it shapes student learning and students' perceptions of themselves as learners.

Learning Objectives

- Describe teaching approaches and ways of interacting with students that incorporate higher order expectations with an eye towards instilling a growth mindset.
- Explain how specific types of feedback to students impact how learning outcomes.
- Implement feedback strategies known to improve student learning.

Essential Questions

- *What is the synergy between high expectations, growth in learning, and teacher feedback?*

To Do

1. **View:** TED Talk on Growth Mindset:**The Power of Yet** (11 min).
2. **View: A Study on Praise and Mindset** (4 min.)
   3. **Submit to Forum 8.**

SESSION NINE: *Asynchronous-Online*, Feb. 19-March 5

Session Overview

Planning for Second Announced Observation, Differentiated Instruction

You will be working on your second lesson plan. We will explore the topic of *Differentiated Instruction* to better meet the needs of our diverse learners.

Learning Objectives:

1. Understand the various aspects of classrooms organized around differentiated instruction.
2. Identify the range of diverse needs of students and reflect on how you will address these learning needs in your role.
3. Explore new technology resources as teaching and/or assessment tools that can be used to differentiate instruction and enhance student outcomes.

Essential Questions

How do we respond to the unique needs of our students to improve learning outcomes?
How do we continue to hone our skills in lesson planning, being mindful of CAP's six elements?

To Do:

1. **Prepare to share a draft or completed lesson plan for your *Second Announced Observation* for our face-to-face session on Nov. 7. If that observation is not for a weeks, simply come ready to discuss another you recently taught - or will teach shortly.**
2. **Read:** Fisher and Frey, Chapter 2
3. **View** Introduction to Differentiated Instruction (Laurel Dickey)
4. **View two of the videos in the realm of differentiated instruction resources (http://differentiationcentral.com/videos/).:**
5. **Post** to Session 9 Forum in response to Fisher and Frey prompt
6. Continue to familiarize yourself with lesson planning and technology sites: Lesson Planning Guidance and Technology Resources

Resources:

Online/Tech. Resources to help with instruction/differentiation:

- http://newsela.com/
- http://Biology4kids.com
- http://www.educatorstechnology.com/2015/07/flip-your-classroom-with-these-teacher.html?

- http://www.alicekeeler.com/teachertech/2015/01/07/google-sheets-rubric-template
- http://www.freetech4teachers.com/2015/07/now-take-notes-on-drive-videos-with.html#.VbdmPWRViko
- https://getkahoot.com/
- https://quizlet.com/

SESSION TEN: Zoom Session, March 6, 9:00-12:30

Session Overview

Sharing second lesson plan, Portfolio checklist, Results of Student Surveys (time permitting)
By sharing our lesson plan drafts and providing feedback for those of our colleagues, we will continue to reflect on what constitutes a *Well-Structured Lesson.* We will also begin to explore the element of Adjustment to Practice more closely by diving into specific techniques and approaches. Time permitting, we will touch upon how Student Surveys are coming along.

Learning Objectives

1. Identify qualities of well-structured lesson plans in terms of sequence, alignment of activities to stated objectives, and opportunities for student engagement
2. Evaluate how lessons actually unfold in terms of pacing, sequence, and other areas by viewing selected video clips
3. Define what is meant by Adjustment to Practice with examples.

To Do:

- Bring a drafted lesson plan for your Second Announced Observation OR upcoming lesson if your observation is not scheduled until later in the month.Come ready to share it in small groups. This draft can be very messy - but the expectation is that you will be actively thinking possible objectives, activities, resources, and potential challenges - and that you come with notes.

SESSION ELEVEN: *Asynchronous-Online,* March 7-11

Session Overview

Artifacts for the Seven CAP Elements

You will explore how you might begin to organize and describe artifacts from your practicum to date for each of the seven CAP elements.

Learning Objectives

Examine and analyze, and possible artifacts for each of the seven CAP elements.

Essential Questions

- *How do concrete examples of our practice help us celebrate and account for own learning as teachers?*

To Do:

1. **Review the following resources that** will help you think about and gather evidence for the *Artifacts for CAP Elements* document which due to your supervisors towards the end of your practicum.

   [Guidance on Artifacts for CAP Element Evidence](#)

   Please note that the only element that is missing in the following examples is *Subject Matter Knowledge* which has just been added to the CAP this year.

   - **[Artifacts for Elements: Example 1](#)**
   - **[Artifacts for Elements: Example 2](#)**
2. **There is no forum for Session 11:** you are urged to follow-through with the above task (don't wait until the last days of your practicum to start thinking about and gathering artifacts).

SESSION TWELVE: *Asynchronous-Online*, March 12-18

Session Overview

We will explore the art and science of questioning and providing academic language practice to leverage student growth.

We will also continue to reflect on *Meeting Diverse Needs* as they relate to learner preferences, strengths, challenges and special needs, with a focus on providing oral language practice.

Learning Objectives:

1. Explore ways to differentiate questions for students based on learner needs and the nature of specific learning tasks.
2. Investigate approaches to questions that promote rich discussion and higher-order thinking.
3. Explore writing as a means of checking for understanding.
4. Investigate the use of projects and/or performances to demonstrate long-term learning.
5. Continue to refine lesson planning, especially as it pertains to *Adjustments to Practice* and *Meeting Diverse Needs* (the two focus elements for the Second Announced Observation.

Essential Questions

- *How can we questioning and talk opportunities as vehicles for students to practice complex language - as well as a tool for formative assessment?*
- *How can we do this in ways that actively engage students in the process of discovery and learning?*

1. **Read: Fisher and Frey, Chapters 3-5**

2. **Post to Session 12 Forum in response to Fisher and Frey prompt**

SESSION THIRTEEN: *Asynchronous-Online,* March 19-April 9
(note that Reflection on practicum to date is due April 2 during this session)

Session Overview

During this session you will need to submit your reflection on your practicum to date to Canvas (this will enable you to get a good start on the final reflection requirement due to your supervisors at the end of your practicum).

You will also be getting ready to share your results from student surveys and your measure of student learning on our final face-to-face session on **April 10**.

Learning Objectives:

Reflect upon your practicum experiences to date.

Essential Questions

How can data from student feedback and measures of their learning serve to inform our practice as teachers?

To Do:

1. **Submit: Reflection** due by **April** 2.
2. **Come prepared to discuss your analyses** for the information you obtained from both the *Student Surveys* and the *Measure of Student Learning* at our **final face-to-face session on April 10**

   NOTE: There will be no Forum during Session 13.

SESSION FOURTEEN: Zoom Session, April 10, 9:00-12:30
Session Overview

We will discuss student survey and learning data, and reflect upon our experiences in both the Seminar course and our practicum placements to date.

Learning Objectives:

- share and analyze data obtained from Student Surveys and Measures of Student Learning in order to inform future instruction and teaching practice;
- determine next steps for our teaching by reflecting on Seminar course content - and our practicum placement experiences to date.

Essential Questions

> *How have our perspectives on teaching and learning changed since we met in January?*
> *What are the "next steps" in terms of teaching going forward in the profession?*

To Do:

Come prepared with notes and/or your formal report to discuss the following in small group activities.

- Results of *Student Surveys*
- Data from your *Measure(s) of Student Learning*

Resources: None at this time

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a "virtual student center" just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at http://www.fitchburgstate.edu and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

FITCHBURG STATE UNIVERSITY DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

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logging in, contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest Falcon Key to use while the Technology Department is setting up your account: contact us at 978-665-3062 or dlibrary@fitchburgstate.edu

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UNIVERSITY AND EDUCATION UNIT POLICIES

Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me.

Attendance and Participation

1. Licensure courses are conducted in a hybrid online format with three or four face-to-face meetings; the remainder of the course is conducted online. This hybrid-online format provides a high-quality and convenient format for working adults. Face-to-face class sessions are a critical component of our courses, when instructors model a range of teaching strategies, and students and teachers are able to work collaboratively in real time. CES expects that students will participate fully, <u>attend all face-to-face sessions</u> and participate in all online sessions. <u>In order to receive the full benefit of the limited number of face-to-face sessions, attendance at these sessions is mandatory. Missing a session for a reason other than an emergency will reduce your grade by one letter grade.   Missing more than two sessions will likely result in failure for the course.</u>

2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of <u>assigned reading</u> is imperative to your individual development as a professional.

3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., 'You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.']

Cellular Telephones and Other Devices

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located at http://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrative/Student_Handbook_Web_1213.pdf

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

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