



GRADUATE COUNCIL
COURSE CHANGE PROPOSAL

Course syllabus must be attached and completed according to Fitchburg State guidelines

Form functionality most compatible using Adobe Acrobat 9 and newer.

Banner limit of 30 characters, including punctuation, spaces, and special characters.

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Graduate Program Proposing Change: English

☐ Course Level ☐ Change in additional requirements
☐ Course Credits ☐ Course Title
☐ Course Prerequisites ☒ Description
☐ Other (please specify):

Prerequisite(s): Stage II Review.

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Rationale and expected outcomes for the course change:

ENGL 8090 is the graduate level practicum. The above description change would make the course description for ENGL 8090 align with ENGL 4860, the undergraduate level practicum course. Streamlining the course descriptions for the catalog would provide consistency and continuity between the undergraduate and graduate levels.

Is this an Extended Campus course? ☐ Yes ☒ No

Course syllabus must be attached and completed according to Fitchburg State guidelines.

☒ Course Syllabus is Attached☐ Reviewed by Dean: _____[Print Form](#)**Required Signatures—Graduate and Continuing Education Course Change Approval**

Course Change Initiator: _____

Date: 3/27/18

Department Chair: _____

Date: 3/27/18

Dean _____

Graduate Council Chair: _____

Date: 4-19-18

(Indicates Graduate Council approval)

President: _____

Date: 5/13/18

English Studies Practicum

ENGL 8090

Dr. Wendy Keyser

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office: 212 Miller Hall

office hours: Tuesday, 2:00-3:15 or by appointment

meeting time and place: hours of school operation at the placement site, as well as required meetings outside of school hours

Official Course Description: (6 credits) In the student teaching practicum, students are assigned to cooperating schools for a semester of student teaching. Required in all Initial licensure programs, the purpose of the student teaching practicum/internship is to provide candidates who have reached the teacher candidacy stage of their academic programs with hands-on experience in an approved school setting. Guided by the supervision of a university supervisor, each teacher candidate typically works under the mentorship of one or two qualified supervising practitioners, who assist candidates in meeting the professional standards of the license they are seeking. The practicum experience is typically a full semester, full week teaching experience of at least 300 hours in the role of the license sought. Practicum students follow the schedule of the supervising practitioner and should expect to be included in meetings and events during the practicum semester. Practicum/Student Teaching placements are assigned by the Placement Coordinator in collaboration with program Chairs and Coordinators and in alignment with field placement policies relating to experiences with diverse student populations. Fitchburg State works with a limited number of placement school systems in Massachusetts to host quality Practicum experiences. As these partner school districts are subject to change, students should NOT contact school districts. While student preferences are considered, other factors impacting placement must sometimes take precedence.

Please read the Fitchburg State University Practicum Handbook, given to you in hard copy and available on the Education Unit website, for details of the practicum course requirements and guidelines.

Prerequisites: admission into the practicum

Eligibility for Practicum includes successful completion of a Stage Two Review which reviews the candidates' admission status, GPA, Candidate Dispositions, coursework, prepracticum experiences and MTEL status. Fall practicum requires successful completion of all MTELs on or before the May test administration. Spring practicum requires successful completion of all required MTELs on or before the September test administration.

Absence Policy

Avoid absences from the practicum. Inappropriate or excessive absences must be made up and could jeopardize your standing in the program. Absences may not exceed 3 excused absences per 8 week station and no more than 5 excused absences over the entire semester. Supervising Practitioners and

University Supervisors must be notified no later than the morning of the absence. School closures due to snow and other natural occurrences do not need to be made up unless the number becomes excessive.

Fitchburg State University Teacher Education Conceptual Framework



LEARNING OUTCOMES/OBJECTIVES:

The following objectives meet the Professional Standards for Teachers established by the Massachusetts Department of Elementary and Secondary Education, as well as the Standards for the Initial Preparation of Teachers of Secondary English Language Arts, established by the National Council of Teachers of English. These standards align with Fitchburg State University's Education department concepts of teaching candidates to be caring, ethical, skillful, and knowledgeable.

In order to meet the Professional Standards for Teachers (DESE) the student will:

1. Apply understanding of how middle and high school students learn to design effective and rigorous standards-based units of instruction consisting of well-structured, differentiated lessons with measurable outcomes. (1a and 1b)
2. Design a variety of informal and formal methods of assessment to measure student learning and use these assessments to improve further instruction. (1b)
3. Analyze data from assessments, draw conclusions, and share them appropriately. (1c)
4. Use instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges. (SE1a)
5. Use effective strategies and techniques for making content accessible to English language learners. (SE1b)
6. Create and maintain a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance. (SE1c)
7. Demonstrate knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy. (SE1c)
8. 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. (2a)

9. Create and maintain a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning. (2b)
10. Actively create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected. (2c)
11. Plan and implement lessons that set clear and high expectations and make knowledge accessible for all students. (2d)
12. Employ a variety of strategies to assist students to develop social emotional-competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (2e)
13. Employs a variety of classroom management strategies, and establishes and maintains effective routines and procedures that promote positive student behavior. (2f)
14. Welcome and encourage families to become active participants in the classroom and school community. (3a)
15. Collaborate with families and communities to create and implement strategies for supporting student learning and development both at home and at school. (3b)
16. Engage in two-way, culturally proficient communication with families about student learning and performance. (3c) Collaborate with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school. (SEI e)
17. 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. (4a)
18. Actively pursue professional development and learning opportunities to improve quality of practice or build the expertise and experience. (4b)
19. Collaborate effectively with colleagues on a wide range of tasks. (4c)
20. Learn about the ways that teachers can become involved in school-wide decision-making, and takes an active role in school improvement planning. (4d) Learn about the ways that educators share responsibility for the performance of all students within the school (4e).
21. Be ethical and reliable, and meet routine responsibilities consistently. (4f)

In order to meet the NCTE Standards for the Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12, the student will:

1. Demonstrate knowledge about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts. (content knowledge I element 1)
2. Demonstrate knowledgeable about how adolescents read texts and make meaning through interaction with media environments. (content knowledge I element 2)
3. Demonstrate knowledge of the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics; understand the concept of dialect and

- show familiarity with relevant grammar systems (e.g., descriptive and prescriptive); understand principles of language acquisition; recognize the influence of English language history on ELA content; and understand the impact of language on society. (content knowledge II element 2)
4. Demonstrate knowledge about how adolescents compose texts and make meaning through interaction with media environments. (content knowledge II element 3)
 5. Use knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure. (content pedagogy: planning literature and reading instruction, element 1)
 6. Design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. (content pedagogy: planning literature and reading instruction, element 2)
 7. Plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies. (content pedagogy: planning literature and reading instruction, element 3)
 8. Design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes. (content pedagogy: planning literature and reading instruction, element 4)
 9. Plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts. (content pedagogy: planning literature and reading instruction, element 5)
 10. Plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials. (content pedagogy: planning literature and reading instruction, element 6)
 11. Use knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences. (content pedagogy: planning composition instruction, element 1)
 12. Design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. (content pedagogy: planning composition instruction, element 2)
 13. Design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. (content pedagogy: planning composition instruction, element 3)

14. Design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. (content pedagogy: planning composition instruction, element 4)
15. Plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds. (learners and learning: implementing ELA instruction, element 1)
16. Use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA. (learners and learning: implementing ELA instruction, element 2)
17. Differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning. (learners and learning: implementing ELA instruction, element 3)
18. Select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts. (learners and learning: implementing ELA instruction, element 3)
19. Plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. (professional knowledge and skills, element 1)
20. Use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA. (professional knowledge and skills VI., element 2)
21. Model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA. (professional knowledge and skills VII., element 1)
22. Engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. (professional knowledge and skills VII., element 2)

Course Requirements:

Hours in the Role of Teacher: The practicum student will complete all required hours, including the hours in "full responsibility" for two weeks.

CAP Binder: The CAP binder will include at least three pieces of evidence for each of the required categories. Evidence from observations and other planning forms should be included.

The student survey, tabulation of responses, and reflection on survey results are required. The student learning growth goal, supporting data, and reflection are required. The CAP binder must be turned in prior to the final three-way meeting, at a date determined by the University Supervisor.

Research Paper: Since this is a graduate course, this paper is required in addition to the teaching responsibilities and CAP binder. For this 3-5 page (single spaced, Times New Roman, one inch margins) paper, select one of the following topics or propose another for approval by your professor:

1. Classroom management
2. Teaching writing
3. Teaching literary analysis and interpretation

Conduct research on your topic, using at one book (not used for a previous class, approved by your professor) and least six articles from peer-reviewed journals (each article must be at least 5 pages long). You should consider using the following journals: *English Journal*, *Journal of Adolescent and Adult Literacy*, *Research on the Teaching of English*. Narrow your topic. Your final paper will include research-based understandings and best practices for teaching English, blended with first-hand accounts of choices and vignettes from your practicum experience and reflections on strengths and changes you could make. This paper is due at the second three-way meeting.

Journal Reflections: Subscribe to either *English Journal* or *Journal of Adolescent and Adult Literacy*. Read the issues that come out during your practicum experience, and select three articles that you find to be inspirational or useful. For each, turn in:

1. A copy of the article
2. A 1-2 page, single spaced reflection paper in which you explain: your take-aways from the article, your application of the ideas in the article to your teaching, and a reflection on the success and future implementations of the ideas.

The first is due at the first pre-observation meeting; the second is due at the second pre-observation meeting, and the third is due after the second unannounced observation.