Spring 2022
EDUC 8xxxE
New Teachers Collaborative: Year Two Practicum and Capstone Portfolio 3 credit hours

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A. COURSE DESCRIPTION:

The semester-long internship experience, through New Teachers Collaborative, an MA ESE-approved apprenticeship model of teacher preparation program, supports teachers in reflective practice during their second year of teaching in the New Teachers Collaborative. Candidates engage in a robust, 680-hour practicum, where they serve as full-time teachers in the classroom and engage in all tasks and activities associated with classroom practice, through which they also: 1) plan for instruction; 2) assess student work; 3) act as advisors to small groups of students; 4) engage in student-led goal-setting conferences with students and their families; 5) participate in grade-level, content, and all-school faculty meetings; 6) assume responsibilities outside the classroom, including extra-curricular activities; 7) observe and learn from other teachers in their practice, and; 8) meet regularly with NTC program director to deepen their reflective practice, as well as ask for, and receive real-time feedback on their work and progress. The New Teachers Collaborative Year Two practicum is fully aligned with *MA ESE Guidelines for Professional Standards for Teachers*.

During this Capstone class, candidates work in collaboration with a small cohort of new and experienced teachers to grow as adaptive experts. Utilizing the Excavating Teaching Protocol, a reflective tool developed by the Boston Teacher Residency, candidates plan together for thoughtful and reflective experimentation in the classroom. They collaboratively interpret a series of complex classroom events and engage in knowledge-rich reflection. As a result, candidates will increase their repertoire of strategies that allow them to continuously adjust their teaching based on student outcomes. They will also use instructional routines with greater efficiency. Candidates will learn to adapt materials, teaching strategies and supports accordingly when students are not learning. Most importantly, candidates will expand their expertise, knowledge and competencies as needed to meet new challenges.

Throughout the second year of the New Teachers Collaborative, candidates collect artifacts and prepare evidence of their learning in each of the Standards and Elements in the MA ESE *Professional Standards for Teachers* by creating a professional teaching portfolio. Candidates reexamine the research project they conducted in the EDUC 9300 Educational Research course, adapt instructional and/or curricular design as a response to their research, and dedicate a portion of their portfolio exploring the effectiveness of their choice on student learning.

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.

B. TEXTS:

Agape Management. (2012, August 17). *Classroom management – Week 1, Day 1* [Video file]. Retrieved from
    https://www.youtube.com/watch?v=pgk-719mTxM&t=4s

Aguilar, E. (2018). *Onward: cultivating emotional resilience in Educators* (pp. 221-245)*.* San Francisco, CA: Jossey-Bass.

Aguilar, E. (2018). *The Onward Workbook* (pp. 467-505)*.* San Francisco, CA: Jossey-Bass.

Boston Teachers Residency. (2018) Change idea: the "Excavating Teaching" Protocol [PDF file]. Retrieved from
https://education-first.com/wp-content/uploads/2018/08/NCTR-D3-Newsletter-BTR-ExcavatingTeaching-Aug-2018.pdf

Darling-Hammond, L & Oakes, J. (2019). *Preparing Teacher for Deeper Learning* (pp.1-22)*.* Cambridge, MA: Harvard
Education Press.

Duckworth, E. (2006). *The Having of Wonderful Ideas and Other Essays on Teaching and Learning* (pp. 173-192). New York,
NY: Teachers College Press.

Fitchburg State University Teacher Preparation Programs. (2018). *Conceptual framework.* Fitchburg, MA: Author. [Online]
Available: http://www.fitchburgstate.edu/offices-services-directory/education-unit/conceptual-framework/

Kegan, R. and Lahey, L. (2016) *An Everyone Culture: Becoming a Deliberately Developmental Organization* (pp.57-84)*.*
Boston, MA: Harvard Business Review Press.

Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum frameworks*. Malden, MA:
Author. [Online] Available: http://www.doe.mass.edu/frameworks/current.html

Massachusetts Department of Elementary and Secondary Education. (2018). *Classroom Teacher Rubric.* Malden, MA:
Author. [Online] Available: https://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf

Palmer, Parker J. (2017). *The courage to teach: exploring the inner landscape of a teacher's life* (20 edition) (pp.1-87). San
Francisco, CA: Jossey-Ball.

Rademacher, T. (2017). *It won't be easy: an exceedingly honest (and slightly unprofessional) love letter to teaching.*
Minneapolis, MN: University of Minnesota Press.

Saphier, J., Haley-Speca, M., and Gower, R. (2018). *The skillful teacher: The Comprehensive Resource for Improving
Teaching and Learning* (7 edition)*.* Acton, MA: Research for Better Teaching.

School Reform Initiative (2014). *Resource and Protocol Book.* Denver, CO: School Reform Initiative.

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 internship and learning experiences in the course, you will become more cognizant of:
1) Curriculum design – *Guidelines for Professional Standards for Teachers I*
- Learning the balance between the intellectual process of curriculum design and recognition of students' interest and engagement

- Planning with the end in mind and employing universal design principles in planning
- How the expectations teachers hold for students play out in student success
- The diverse array of learners in classrooms, and strategies for support their learning

2) Pedagogy/Instruction – *Guidelines for Professional Standards for Teachers, I and II*
- Exploring a variety of instructional approaches (inquiry-based; standards-based; flexible grouping; direct instruction)
- Creating classroom conditions that support discovery, inquiry, and understanding
- Developing cultural competence
- Implementing universal design for teaching all students and differentiating instruction
- Making changes and adaptations in instructional practices
- Holding high expectations for each student, and providing high levels of support

3) Assessment – *Guidelines for Professional Standards for Teachers, I*
- Standards-based assessment: public demonstration of mastery
- Formative and summative assessments and the purpose of each
- Narrative assessments that speak with specificity to student strengths and areas of improvement

4) Classroom Management – *Guidelines for Professional Standards for Teachers, I, II, III*
- Creating conditions for learning: routine; transitions; clarity, expectations
- Teaching for differences in student experience
- Developing a culturally relevant, culturally responsive practice
- Creating a safe learning environment

5) Reflection – *Guidelines for Professional Standards for Teachers, IV*
- Exploring the role reflection plays in adapting instructional practices and teaching materials
- Learning from self-observation.
- Identifying tacit knowledge and theorizing instructional practice based on this knowledge.

Skill: As a result of the internship and learning experiences in the course, you will become better able to (*Professional Standards for Teachers, I, II, III, IV*):
- Use the Backward Design process to develop unit and lesson plans
- Implement universal design to better support the success of all students
- Develop a repertoire of opening moves that promote engagement and wonder
- Design and deliver instruction within a co-teaching model
- Teach a lesson segment and whole lesson
- Design and practice questioning and prompting that foster student discourse/whole-group discussion
- Create performance assessments designed for students to show how they know
- Develop modifications to instruction and assessment for students with learning disabilities
- Collect and analyze data to target instruction
- Differentiate your instruction for all learners
- Practice helping students write and answer their own questions
- Keep a regular and consistent journal of your emerging practice
- Learn about and practice processes and tools that facilitate collaboration, constructive discourse, and reflection
- Observe for learning

Caring: As a result of the learning experiences in the course, you will become more competent in your ability to (*Professional Standards for Teachers II, III, IV*):
- Understand the construction of the adolescent as different from that of the teacher
- Build relationships with students
- Understand the fundamentals of adolescent development
- Assume the role of advisor
- Actively pursue family/home/school partnerships
- Build trust and respect
- Create a safe learning environment for all students
- Become a culturally competent educator

- Begin to hone the habits and dispositions of a publicly reflective, collaborative educator

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to (*Professional Standards for Teachers, II, III, IV*):
- Keep students at the center of your practice
- Begin to develop a culturally relevant, culturally responsive practice
- Learn the history and role of schools in the larger community
- Learn the organizational and institutional systems of classroom and school
- Understand and live up to the professional responsibilities of a teacher
- Identify equity issues of race and class as the most challenging work schools take on
- Become mutually accountable to the success of your colleagues in the cohort

INSTRUCTIONAL STRATEGIES

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

Graduate level work is expected, that is, work rooted in adequate theory and requires a high level of critical thinking, analysis and synthesis of material.

Technology Initiatives:
Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems.

Candidates will utilize technology as:
- a research tool: to collect data including student achievement results; to conduct research for final paper.
- a communication method: to communicate via email; to post journal entries on Microsoft OneNote; public sharing of work on OneNote;
- an enhancement tool for the design of presentations and analysis: to create classroom presentations using a variety of current digital tools; to analyze student performance data.

E. COURSE REQUIREMENTS:
1. Candidates are required to consistently follow the attendance policy of their schools, with regard to absences due to illness or emergency.

2. All candidates will be required to attend and actively participate in 11 two hours seminar classes.

3. All candidates will create one instructional and one student-learning goal based on self-evaluations, student feedback, and content supervisor feedback. Goals will be specific, measurable, actionable, rigorous and timely. Candidates will collect evidence of their progress on these two goals in an evidence portfolio. **(Due 1/25)**

4. All candidates will be required to submit regular journal reflections on developing instructional practice and how this practice relates to Student Learning and Instructional Goals.
   - Candidates will submit to the director one (1) journal entry for feedback every two weeks. Candidates will use the digital notebook provided on Microsoft 365.
   - Journal entries are due to the director **by midnight (12:00 a.m.) every other Monday. Please contact the program director in advance if you anticipate submitting a journal entry beyond the due date. With prior permission, an extension of four (4) days may be provided.**

5. All candidates are required to observe experienced teachers, debrief these lessons with the teachers, and write 3 formal observations reflecting on the observed teachers' instructional practice and relating to ways in which this practice might inform new instructional moves in the candidate's classroom. **(Due 2/1; 3/1; 3)/28**

6. All candidates are required to record three lessons and discuss how these lessons serve as evidence for the Massachusetts Professional Standards for Teachers**.** Candidates will use the Excavating Teaching Protocol to complete this task. **(Due 4/12; 5/1; 5/20)**

7. All candidates will be required to submit a professional portfolio that organizes progress on articulated Student-learning and Instructional Goals and learning in each of the 23 Standards and Indicators that comprise the MA ESE *Professional Standards for Teachers.* The 23 Standards and Indicators are organized under four Standards: **(Due 6/11)**
   Standard 1: Curriculum, Planning, and Assessment   **(Standard Draft due: 6/1)**
   Standard 2: Teaching All Students **(Standard Draft due: 5/17)**
   Standard 3: Family and Community Engagement **(Standard Draft due: 5/3)**
   Standard 4: Professional Culture **(Standard Draft due: 5/3)**
A complete description of MA ESE *Professional Standards for Teachers are* available on-line at:
http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.pdf

F. FIELD-BASED REQUIREMENTS: Candidates are full-time teachers. To that end, candidates are practicing and honing their practice, as described in MA ESE *Professional Standards for Teachers* and the Coalition of Essential Schools Ten Common Principles. In addition, the field-based requirement of the seminar engages candidates in classroom observations of co-teachers, mentors, members of the cohort, and other teachers in the schools in which they work. Candidates look for specific evidence of the *Professional Standards for Teachers* and of curriculum development that reflects the MA Curriculum Frameworks. Throughout the semester, candidate maintain a journal around their observations of teaching and learning (theirs and others'), and will submit one journal entry every other week to the director for feedback. Deadline for journal submissions: **Midnight (12:00 a.m.), every other Monday**.

G. EVALUATION OR GRADING POLICY:
The New Teachers Collaborative assumes that teacher development is not a linear process, and that through coaching, modeling, feedback, and reflection, candidates make progress toward mastery over time. Candidates are evaluated through classroom observations and coaching that includes warm and cool feedback and probing questions designed for reflection. Reflective practice is an essential habit of effective teachers, and the candidate will demonstrate increasing capacity in this realm through consistent and regular journaling. In addition, candidates are videotaped in their practice, and review video with the instructor. Finally, the candidate's demonstration of progress toward mastery is measured through the use of a teaching rubric. Should a candidate fail to demonstrate progress, additional support and intervention are required from the school, program director, and content supervisor, engaged in collaborative and transparent conversation. In the rare event that intervention and support is not effective, the candidate will be counseled to depart the program.

Participation in Seminar (Course Requirement 2)	10%
SMART Instructional and Student Learning Goal Assignment (Course Requirement 3)	10%
Reflective Journals (10) (Course Requirement 4)	20%
Teacher Observations (3) (Course Requirement 5)	15%
Self-Observation Videos & Reflections (3) (Course Requirement 6)	15%
Professional Standards for Teachers Portfolio(Course Requirement 7)	30%

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		

Grades that fall between intervals will be rounded to the higher number.

H. RUBRICS

New Teachers Collaborative
Participation and Assignments Rubric

Element	Just Beginning	Approaches	Meets
Preparation	Late to numerous sessions Misses not more than 1 session Does not come to seminars and one-on-one meetings prepared and/or on time.	Sometimes late to sessions; Instructor is notified if circumstances prevent timely arrival; Misses no sessions. Comes to seminar and one-on-one meetings moderately prepared. Sometimes brings questions.	Attends all sessions Arrives on time for all sessions Comes to seminar and one-on-one meetings well prepare. Brings relevant observations and questions.
Contribution to Discussion	Participation is minimal Contributions do not show evidence of reflection on implications for teacher practice; comments often begin with "I like;" or "I don't like." Does not come prepared Understanding of material is superficial	Participates in discussion; Contributions show some evidence of reflection on implications for teacher practice; Comes to class prepared; Demonstrates understanding of material and working toward imagining how it might play out in classroom	Actively participates in discussion; Contributions show evidence of reflection on implications; for teacher practice; has tried assimilating material into practice; Comes to class prepared; Able to manage the ambiguity and complexity of teaching and learning, and consider implications in a range of contexts
Assignments/Journals	Rarely submitted on time; Assignments are incomplete, or minimally completed; No arrangements are made to make up missed work	Most assignments are completed on time; instructor is notified of circumstances that might prevent timely submission; Assignments are thorough	Assignments are submitted on time; Assignments are thorough; Assignments show evidence of reflection in and on practice, and implications for teacher practice
Teacher Observation	Does not provide evidence of observation of experienced teachers. Does not reference Prof. Standards for Teachers in reflection of observation.	Candidate provides evidence of observation of experienced teachers. Makes limited references to Prof. Standards for Teachers in reflection of observation.	Candidate provides evidence of consistent observation of experienced teachers throughout the semester. Candidate references Prof. Standards for Teachers in reflection of observation.
Self-Video Observation	Does not provide evidence of self-observation through videos. Does not reference Prof. Standards for Teachers	Candidate provides evidence of self-observation through videos. Makes limited references to Prof. Standards	Candidate provides evidence of consistent self-observation through videos paced throughout the semester.

| | in reflection of self-observation. | for Teachers in reflection of self-observation. | Makes clear references to Prof. Standards for Teachers in reflection of self-observation and identified instructional goals. |
| Professional Portfolio | Will be assessed using the Massachusetts State ESE Teacher Rubric http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf | | |

I. COURSE CONTENT / TOPICAL OUTLINE

January: What is adaptive practice?
Journal Entry: Observing for key ingredients of instructional practice.
Text based Discussion:
> Agape Management. (2012, August 17). *Classroom management – Week 1, Day 1* [Video file]. Retrieved from https://www.youtube.com/watch?v=pgk-719mTxM&t=4s
> Boston Teachers Residency. (2018) *Change idea: the "Excavating Teaching" Protocol.* Boston, MA: BTR. [Online] https://education-first.com/wp-content/uploads/2018/08/NCTR-D3-Newsletter-BTR-ExcavatingTeaching-Aug-2018.pdf
> Palmer, Parker J. (2017). *The courage to teach: exploring the inner landscape of a teacher's life* (20 edition) (pp.1-87). San Francisco, CA: Jossey-Ball.
> Rademacher, T. (2017). *It won't be easy: an exceedingly honest (and slightly unprofessional) love letter to teaching.* Minneapolis, MN: University of Minnesota Press.

Assignment: Beginning to employ the Excavation Teaching Protocol
Preview: How we begin to assemble a professional portfolio using Professional Standards for Teachers (PST)? How do we develop a SMART goal based on professional and student learning needs?

February: What is the this and that of teaching? (Tacit knowledge)
Journal Entry: Teacher, a reflection on self as learner & refining our SMART goals
Text Based Discussion:
> Aguilar, E. (2018). *Onward: cultivating emotional resilience in Educators* (pp. 221-245)*.* San Francisco, CA: Jossey-Bass.
> Aguilar, E. (2018). *The Onward Workbook* (pp. 467-505)*.* San Francisco, CA: Jossey-Bass.
> Kegan, R. and Lahey, L. (2016) *An Everyone Culture: Becoming a Deliberately Developmental Organization* (pp.57-84)*.* Boston, MA: Harvard Business Review Press.
> Darling-Hammond, L & Oakes, J. (2019). *Preparing Teacher for Deeper Learning* (pp.1-22)*.* Cambridge, MA: Harvard Education Press.
> Massachusetts Department of Elementary and Secondary Education. (2018). *Classroom Teacher Rubric.* Malden, MA: Author. [Online] Available: https://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf (PST Standard II: Teaching all Student)

Assignment: Excavating Teaching Assignment Part I
Preview: Engaging our colleagues in reflective conversations about instructional practice.

March: Where to our theories of practice come from?
Journal entry: Observing tacit skills through observation & progress on SMART goals
Text Based Discussion:
> Massachusetts Department of Elementary and Secondary Education. (2018). *Classroom Teacher Rubric.* Malden, MA: Author. [Online] Available: https://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf (PST Standard I: Curriculum, Planning and Assessment)
> Rademacher, T. (2017). *It won't be easy: an exceedingly honest (and slightly unprofessional) love letter to teaching.* Minneapolis, MN: University of Minnesota Press.
> Saphier, J., Haley-Speca, M., and Gower, R. (2018). *The skillful teacher: The Comprehensive Resource for Improving Teaching and Learning* (7 edition)*.* Acton, MA: Research for Better Teaching.

Assignment: Looking at student work: Collaborative Assessment Conference: Excavation Part I
Assignment: Excavating Teaching Part II and IIIa: Tacit knowledge and adaptable skills
Preview: Looking for evidence: An Intro to the compiling of the PST portfolio

April: What can I learn through self-observation?
Journal entry: Learning through self-observation & progress on SMART goals
Lecture: The role of research in education: What is a self-study? What is it not?
Text Based Discussion:

Duckworth, E. (2006). *The Having of Wonderful Ideas and Other Essays on Teaching and Learning* (pp. 173-192). New York, NY: Teachers College Press.

Massachusetts Department of Elementary and Secondary Education. (2018). *Classroom Teacher Rubric.* Malden, MA: Author. [Online] Available: https://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf (PST Standard IV: Professional Culture)

Rademacher, T. (2017). *It won't be easy: an exceedingly honest (and slightly unprofessional) love letter to teaching.* Minneapolis, MN: University of Minnesota Press.

Saphier, J., Haley-Speca, M., and Gower, R. (2018). *The skillful teacher: The Comprehensive Resource for Improving Teaching and Learning* (7 edition)*.* Acton, MA: Research for Better Teaching.

School Reform Initiative (2014). *Resource and Protocol Book.* Denver, CO: School Reform Initiative.

Assignment: Observation and Self- Excavation Part I: Class recording
Preview: Assembling evidence: PST Standard I: Curriculum, Planning and Assessment

May: What can I derive from my self-observations?
Journal entry: Reflections on instructional moves & evidence of learning for SMART goals
Text Based Discussion:

Massachusetts Department of Elementary and Secondary Education. (2018). *Classroom Teacher Rubric.* Malden, MA: Author. [Online] Available: https://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf (PST Standard III: Family and Community Engagement)

School Reform Initiative (2014). *Resource and Protocol Book.* Denver, CO: School Reform Initiative.

Saphier, J., Haley-Speca, M., and Gower, R. (2018). *The skillful teacher: The Comprehensive Resource for Improving Teaching and Learning* (7 edition)*.* Acton, MA: Research for Better Teaching.

Assignment: Observation and Self- Excavation Part II and III: Class recording
Preview: Assembling the final portfolio

June: What is my theory of practice?
Journal entry: Class reflection and feedback
Text Based Discussion:

School Reform Initiative (2014). *Resource and Protocol Book.* Denver, CO: School Reform Initiative.

Assignment: Final Professional Portfolio

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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The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaborate tools, Skype and in-person; library instruction via online and in-person at extended campus sites; research help and more. Any questions relating to library services should be directed to

the E-Learning & Instruction Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at https://fitchburgstate.libguides.com/dlservices outlining the wide range of services available to you and how to access them. Activate your library account online through our ILLiad system at https://fitchburgstate.libguides.com/dlservices; from here you can access article, book, and media. Request forms to get items from our library and from other libraries. If you haven't used ILLiad before, you will need to click on the "First Time User? Create Your Account" link and set up your account.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at https://library.fitchburgstate.edu/ and clicking on the DATABASES tab in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems 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 login to access the library's databases while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account through ILLiad. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may access participating Massachusetts State College/University Libraries and you may request an ARC Card to access participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form at https://survey.fitchburgstate.edu/TakeSurvey.aspx?SurveyID=984L9n2# or present a course registration confirmation at the One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

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. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Attendance and Participation

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.

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 assigned reading 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 the university catalog.

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.

Copyright Policy
You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.

J. READING AND RESOURCES

Agape Management. (2012, August 17). *Classroom management – Week 1, Day 1* [Video file]. Retrieved from https://www.youtube.com/watch?v=pgk-719mTxM&t=4s

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