

**Fitchburg State University**  
**EDUCATOR Programs**  
**Comprehensive Syllabus**

Spring 2021

8xxxE

New Teachers Collaborative: Principles of Progressive Education 3 Credit hours  
Number of Class Meetings 11 Number of Contact Hours Number of contact hours: 38.25

**Instructors:** Matt Smith and Barbara Curtin  
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**Office Hours:** 4:15-5:15 following course time

**A. COURSE DESCRIPTION:**

In the Progressive Education Seminar, teacher participants work with colleagues to explore foundational texts and ideas associated with progressive education and to reflect on and apply these theories to their own practice. This seminar is organized in three sections, each exploring a series of Essential Questions and focusing on one or more of the Ten Common Principles of the Coalition of Essential Schools. The first section explores the Purpose and History of Progressive Education, expanding teachers' understanding of the first common principle, "Learning to use one's mind well." Participants will explore ideologies and pedagogies that underlie progressive education and see how these ideas have developed over time. Through the discussion of seminal texts, reflective journals, peer observations and synthesis paper, teacher participants will examine how Theodore R. Sizer, the Coalition of Essential Schools, and Parker are placed within a larger educational context. The second section, titled Adolescent Learning, allows teachers to examine common principle number four, "Personalization." In this section, teachers will work together to learn about adolescent development and consider how students think, feel, and act in relation to their development. They will think specifically about "risk-taking" in and outside the classroom. Through continued use of reflective journaling and observations, as well as the interpretation of student ethnographic data, teachers will continue to synthesize their learning through writing as they examine how students learn and how this impacts our thinking and understanding as educators. The final section of this course shifts towards the work of educators, examining the design of the Progressive Constructivist Classroom. Teacher participants will examine their role in designing student-centered, inquiry-based lessons and broaden their understanding of the second and fifth common principles, "Less is more" and "Student-as-worker, teacher-as-coach." Participants will learn the "what" and "how" of constructivism by engaging in hands-on and authentic learning themselves. They will also become familiar with contemporary research on foundational ideas that support these instructional beliefs. Participants will then apply their understanding to their own work by revising a relevant piece of instruction. At the end of the course, participants will reflect on their learning in a final, evidence-based synthesis paper. Woven throughout all sessions is the intentional focus on collaboration and reflective practice, developed through the close examination of student and teacher work products. Readings directly relate to the daily work at school sites, and participants learn from examining their own practice through classroom visits, videos, and debriefs. Teacher participants are

expected to be authentically engaged in seminar and to complete assigned readings, activities and reflections, which will require time outside of seminar meetings.

***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:

- Authentic Engagement. (n.d.). *Schlechly Center on Engagement*.  
C:\Users\rwhalen\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\GTJ0Z0B2\sc\_p  
df\_engagement.pdf
- Bloch, J. (2015, April 23). *Field Notes; Minds on Exploratory Learning*". *Association for Supervision and Curriculum Development*. ASCD. <http://www.ascd.org/ascd-express/vol10/1016-bloch.aspx>
- boyd, d., (2014). *It's complicated: the social lives of networked teens*. New Haven: Yale University Press.
- Brooks, M., & Grennon, J. (1999). The Courage to Be Constructivist. *Educational Leadership*, 57, 18-24.
- Cushman, C., Zenkov, K. & Call-Cummings, M. (2021) *First in Our Lives*. New York, NT: The New Press.
- Dewey, J. (1938). *Experience and education*. New York, NY: Touchstone.
- 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/>
- Frey, B., Schmitt, V. & Allen, J. (2012). Defining Authentic Classroom Assessment. *Practical Assessment, Research & Evaluation*. 17(2), 1-18.  
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.648.548&rep=rep1&type=pdf>
- Greene, R. W. (2008). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York: Scribner.
- How Youth Learn [Video file]. (n.d.). Retrieved from <http://whatkidscando.org/index6.html>
- Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: <http://www.doe.mass.edu/frameworks/current.html>
- Medaris, K. (2009, January 28). *Study: Hands-on projects may be best way to teach engineering and technology concepts*. Purdue University.  
<https://news.uns.purdue.edu/x/2009a/090128DarkStudy.html>
- Meek, A. (1991). On Thinking about Teaching—A Conversation with Eleanor Duckworth. *Department of Supervision and Curricular Development*, (March), 30-34.
- Nakkula, M. and E. Toshalis. (2006). *Understanding Youth: Adolescent Development for Educators*. Cambridge, MA: Harvard University Press.
- Nehring, J. (2002). *Upstart Startup*. New York, NY: Teachers College Press.
- Newmann, F. M., & Wehlage, G. G. (1993). Five Standards of Authentic Instruction. *Association for Supervision and Curriculum Development*, 50(7), 8-12.

- Riley, N. S. (2014) Bad Connection. *Books and Culture*. 20(4),  
<https://www.booksandculture.com/articles/2014/julaug/bad-connection.html>
- School Reform Initiative. (2013). *Protocol and resource guide*. Denver, CO: School Reform Initiative.
- Sizer, T. (1984). *Horace's Compromise*. New York, US: Houghton Mifflin.
- Sizer, T., Faust Sizer, N., & Meier, D. (2004). *Keeping School*. Boston, MA: Beacon Press.
- Sizer, T., & Sizer, N. (1997). *A School Built for Horace*. New York, US: Houghton Mifflin Harcourt.
- Sizer, T., and N. Sizer. (2000) *The students are watching: Schools and the moral contract*. Boston, MA: Beacon Press.
- Ted-Ed. (2010, October). *Changing Education Paradigms – Sir Ken Robinson* [Video]. TED.  
[https://www.ted.com/talks/ken\\_robinson\\_changing\\_education\\_paradigms](https://www.ted.com/talks/ken_robinson_changing_education_paradigms)
- Ted-Ed. (2013, Aug. 1) *Math class needs a makeover – Dan Meyer* [Video]. TED.  
<https://www.youtube.com/watch?v=qocAoN4jNwc>
- Ten Common Principles. (n.d.). Retrieved from Coalition of Essential Schools website:  
<http://essentialschools.org/common-principles/>
- Toshalis, E. (2015). *Make Me!*. Cambridge, MA: Harvard Education Press.
- What Kids Can Do (Producer). (2012). *How Youth Learn: Ned's Gr8 8* [Video]. Retrieved from  
[http://www.whatkidscando.org/featurestories/2013/01\\_how\\_youth\\_learn/](http://www.whatkidscando.org/featurestories/2013/01_how_youth_learn/)

## Fitchburg State University Teacher Education Conceptual Framework



### C. LEARNING OUTCOMES/OBJECTIVES

The seminar will explore three topics, each of which is grounded in essential questions and Common Principles (CP) of the Coalition of Essential Schools.

1. Purpose and History of Progressive Education (CP 1: "Learning to use one's mind well")  
What is "progressive education" and what makes Parker progressive?  
What are the questions and tensions surrounding progressive education today?
2. Adolescent Learning (CP 4: "Personalization")  
How does our understanding of adolescent development and learning impact how we teach?
3. Constructivist Classroom (CP 2: "Less is more" and CP 5: "Student-as-worker, teacher-as-coach")  
Why be a constructivist teacher?  
How do you instruct and learn authentically?

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

- 1) History, evolution, and trajectory of progressive education
  - Exploring critiques of "traditional" educational models
  - Comparing progressive educational models
  - Examining the teacher's role in school reform
- 2) Adolescent learning
  - Understanding milestones of adolescent development
  - Exploring role of risk-taking in adolescent learning
  - Considering how adolescents think, feel, and act in relation to their development
- 3) Constructivist classroom
  - Engaging in learning by doing
  - Reviewing research in constructivist pedagogy
  - Applying concepts to current practice through revision

**Skill:** As a result of the learning experiences in the course, you will become better able to (*Professional Standards for Teachers, I, II, III, IV*):

- Use constructivist approaches to develop unit and lesson plans
- Revise existing unit and lesson plans to increase authenticity
- Create performance assessments designed for students to show what and how they know
- Design learning experiences aligned with adolescent developmental tasks
- Calibrate and scaffold risk-taking to optimize student learning
- Evaluate how students are thinking, feeling, and acting in your classroom
- Articulate the intellectual and philosophical foundations of progressive education
- Distinguish the strengths and weaknesses of progressive educational approaches
- Provide teacher-leadership and advocacy

**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 and learning coach
  - Actively pursue family/home/school partnerships
  - Build trust and respect
  - Create a safe learning environment for all students
  - Become a culturally competent educator
  - Hone the habits and dispositions of a publicly reflective, collaborative educator
  - Lead change needed to serve students better

**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

#### D. INSTRUCTIONAL STRATEGIES

<u>X</u>	Lecture	<u>X</u>	Data Collection and Analysis
<u>X</u>	Discussion/Questioning	___	Pre-Practicum
___	Laboratory	<u>X</u>	Role Playing/Simulation
<u>X</u>	Problem Finding/Solving	<u>X</u>	Independent Learning
<u>X</u>	Discovery	___	Field Trips
<u>X</u>	Interviewing	<u>X</u>	Computer Applications
<u>X</u>	Collaborative Learning Groups	<u>X</u>	Viewing or Listening to Followed by
<u>X</u>	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.

Teacher participants will utilize technology as:

- a research tool: to collect data, including peer and site observations, and to inform synthesis papers.
- a communication method: to communicate via email; post journal entries; share work publicly; engage in collaborative discourse; articulate synthesis of learning
- an enhancement tool for the design of presentations and analysis: to analyze student performance data.

### **E. COURSE REQUIREMENTS**

The theory behind the work of the Sizer Teachers Center, New Teachers Collaborative and Francis W. Parker Charter Essential School is that schools involved in reform—whether existing or new schools—benefit most from professional development that is carried out by people engaged in and committed to the same type of work. We believe that our teachers, who are themselves practitioners committed to helping students be successful in school, can effectively provide partnership and facilitation to people in other schools involved in the challenging and sometimes complicated process of change. We assume that teacher development is not a linear process, and that through coaching, modeling, feedback, and reflection, participants make progress toward mastery over time. The overall design of the seminar includes shared group learning through engagement with texts; seminar discussions; development of individual action plans; implementation of those plans; observation and feedback from fellow participants; reflection, revision, and sharing based on participant's learning; asynchronous reading, responding, and collaboration.

#### **Attendance**

Attendance at all sessions is mandatory. In the case of emergency requiring absence, the teacher participant must notify the instructors. Teacher participants will be asked to meet with the instructor within 48 hours of missing a class, and to make up missed assignments within one week of that absence.

#### **Reflective On-line Journals**

All teacher participants will be required to engage in on-line postings and conversations on course readings and topics and how they relate to their present instructional and collaborative practice.

- Teacher participants will submit to the seminar leaders at least one (1) on-line entry every four weeks.
- On-line entries are due to the course instructor by midnight of the Friday before the seminar meeting.
- Participants will respond to at least two of their classmates' posts by midnight of the Monday before the seminar meeting.

#### **Lesson Plans**

Teacher participants will submit two annotated lesson plans reflective of their learning in the third section of this course on Constructivist learning.

#### **Peer Observation**

Teacher participants will engage in weekly peer observation at Parker. Teachers will share and reflect on their learning during seminar.

## Synthesis Papers

Participants will write three synthesis papers, one at the end of each unit. They will then write a final paper that synthesizes their learning and experiences and reflects on its impact on their practice. This final paper will be annotated, incorporating an analysis and discussion of course texts, peer observations, reflections on experiences in the classroom, and new understandings as a result of on-line discussion.

### 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 *Guidelines for the Candidate Assessment of Performance* 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. They look for specific evidence of the *Professional Standards for Teachers* and of curriculum development that reflects the MA Curriculum Frameworks, Common Core Standards, Next Generation Science Standards, and ACTFL Standards. Additionally, they seek evidence of and strive to describe routines, transitions, and clarity, while speculating on the relationship between stance, expectations, and student and teacher success. Throughout the semester, candidates maintain a journal around their observations of teaching and learning and submit their entries monthly to the instructors for feedback.

### G. EVALUATION OR GRADING POLICY:

Class Preparation and Participation	20%
Journal Reflections/On-line blog posts & responses	40%
Lesson Plans	10%
Synthesis Papers (3)	30%

### FITCHBURG STATE UNIVERSITY GRADUATE GRADING SYSTEM

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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

### New Teachers Collaborative/Principles of Progressive Education Seminar Participation and Assignments Rubric

Name: \_\_\_\_\_

Assessor: \_\_\_\_\_

Date: \_\_\_\_\_

Element	Just Beginning (2.0)	Approaches (3.0)	Meets (4.0)
<b>Attendance</b>	Late to numerous sessions Misses not more than 1 session	Sometimes late to sessions; Instructor is notified if circumstances prevent timely arrival; Misses no sessions	Attends all sessions Arrives on time for all sessions
<b>Contribution to Discussion</b>	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
<b>Assignments</b>	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
<b>On-Line Participation</b>	Does not consistently engage in online discussions. On line contributions do not reference texts or previous contributions of peers.	Engages in online discussions but does not consistently reference texts and/or other contributions by peers.	Engages actively in online discussions. References consistently texts, course discussions and previous contributions by colleagues. Asks and responds to questions.

<b>FINAL SYNTHESIS PAPER</b>	<b>JB (2.0)</b>	<b>A (3.0)</b>	<b>M (4.0)</b>
1. You use at least five (5) sources, including journal reflections, observations, and readings, that provide substantial information and insight into your belief statement.			
2. You create a final bibliography in proper APA format for all sources.			
3. You accurately cite information in your text, using APA format.			
4. Your writing shows evidence of reflection, analysis, and implications for teacher practice.			
<b>WRITING</b>	<b>JB (2.0)</b>	<b>A (3.0)</b>	<b>M (4.0)</b>
5. You create a thesis statement that outlines your purpose and argument in the introductory paragraph of your paper.			
6. In the body of your paper, you deeply explore the ideas from progressive education, adolescent development, and constructivist classroom instruction.			
7. Your stance or arguments include evidence from the research that supports your claims.			
8. You conclude your paper with a summary that weaves and aligns your arguments and stance back to your thesis.			
<b>ORGANIZATION</b>	<b>JB (2.0)</b>	<b>A (3.0)</b>	<b>M (4.0)</b>
9. There is evidence that your paper has been proofread prior to submission. Spelling and grammatical errors are minimal or non-existent.			
10. You submitted multiple versions of your annotated belief statement in a timely manner. You utilized feedback to improve your statement.			

## **I. COURSE CONTENT / TOPICAL OUTLINE**

### **Session 1**

Preparation: Dewey, J. *Experience and Education* (p. 17-23)

Preparation: *Reflective Journal Entry:* What about Dewey's definition of "progressive education" resonates most to you? Why does it resonate? What does Dewey's contrast between "traditional" and "progressive" education make you think about the purpose of teaching and learning? The work you do at Parker?

Preparation: *Reflective Journal Entry:* What do you believe the purpose of education is? How do you see your role as an educator within this larger purpose of education?

Preparation: Peer observation and on-line discussion

Welcomes, Hopes and What do we mean by "progressive education"?

### **Session 2**

Preparation:Sizer, T. *Horace's Compromise* (Prologue)

Preparation: Tools of Peer Observation

Preparation: *Reflective Journal Entry:*

Preparation: Peer observation and on-line discussion

Purpose of Education

Progressive Education, Yesterday and Today

Designing peer observation

Engaging in on-line discourse

Using our reflections as text

### **Session 3**

Preparation: Nehring, J. *Upstart Startup* (Introduction)

Preparation:Sizer, T. *Horace's Compromise and the Ten Common Principles*

Preparation: Peer observation and on-line discussion

Preparation: *Reflective Journal Entry:*

Coalition of Essential Schools and Parker's place in its history

Evolution of charter school: Yesterday and today

Debriefing peer observations

### **Session 4**

Preparation: 1. Chapter 1, "The Construction of Adolescence" in Nakkula and Toshalis' *Understanding Youth: Adolescent Development for Educators* (pg.1-15) and Chapter 2—Identity in Context (pg.17-39)

Preparation: Peer observation and on-line discussion

Preparation: Artifact Assignment

Preparation: *Reflective Journal Entry:* How does the 'construction of adolescence' impact our work in the classroom with students? What class do you most remember from middle or high school? Why? How do you think your experience of being an adolescent affects how you students?

Block Party Protocol

Student interview

### **Session 5**

Preparation: Read Nakkula and Toshalis, chapter 3, and chapter 6 from "Make Me!"—The Passive 'NO' of Disengagement"

Preparation: Peer observation and on-line discussion

Preparation: *Reflective Journal Entry:* a. Why is it important for us as educators to understand how adolescents view and understand *risk*? b. From the readings you did, what changed in your understanding of resistance in adolescence?

Preparation: Student Interviews

Text-Based Protocol/Discussion: The Final World, The Four “A” and/or Making Meaning

## **Sessions 6 & 7**

Preparation: Sizer & Sizer, *The Students are Watching*

Preparation: How Youth Learn [https://www.youtube.com/watch?v=p\\_BskcXTqpM&feature=youtu.be](https://www.youtube.com/watch?v=p_BskcXTqpM&feature=youtu.be)

Preparation: Parker Student Cover Letters

Preparation: Peer observation and on-line discussion

Preparation: *Reflective Journal Entry*

Text-based protocol/discussion: What, So What, Now What, Student cover letters—text-based protocol (What/So What/Now What)

## **Sessions 8 & 9**

Preparation: Read Educational Leaderships' article, *The Courage to be a Constructivist* by Martin C. Brooks and Jacqueline Grennan Brooks

<http://www.ascd.org/publications/educational-leadership/nov99/vol57/num03/The-Courage-to-Be-Constructivist.aspx>

Preparation : Watch *Math Class Needs a Makeover*

<https://www.youtube.com/watch?v=qocAoN4jNwc>

Preparation : With both the article and the video, prepare to participate in a 4 "A" protocol, identifying assumptions, agreements, arguments and aspirations. Come ready to share. [http://www.nsrffharmony.org/system/files/protocols/4\\_a\\_text\\_0.pdf](http://www.nsrffharmony.org/system/files/protocols/4_a_text_0.pdf)

Preparation: *Reflective Journal Entry*

Preparation: Peer observation and on-line discussion

## **Sessions 9 & 10**

Preparation: Participants should read, *Five Standards of Authentic Instruction* by Fred M. Newmann and Gary G. Wehlage

Preparation: Participants should bring in copies of a future lesson they suspect has some inauthentic elements to assess for authenticity and then plan for revisions.

Preparation: *Reflective Journal Entry* Write about a time when you have shaped a hands-on activity for your students? What made it authentic? How did it encourage higher order thinking skills (HOTS)? Come to class ready to share.

Preparation: Peer observation and on-line discussion

## **Session 11**

Preparation: Before next time, participants should type up a revised lesson, try it out, and come prepared to share reflections.

Preparation: *Reflective Journal Entry* Write about your revised lesson. Were you successful with implementing your revised lesson? How do you know? Did your students learn more with your revised lesson? How do you know? What is the evidence of your success and/or growth?

Preparation: Read *Defining Authentic Classroom Assessment* by Frey, Schmitt and Allen and consider Parker's definition of Authentic Classroom Assessment. What are some examples of authentic

classroom assessment at Parker? What are the varying degrees of authenticity? Where does Parker fall on the continuum?

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.648.548&rep=rep1&type=pdf>

Preparation: Peer observation and on-line discussion

**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**

**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.

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](mailto: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](mailto: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](mailto: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.

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