Fitchburg State University
Teacher Education
Comprehensive Syllabus

EDUC 9XXX
Practicum in Education (8-12)
3 credits
Course meetings by arrangement

Instructor: Nermin Bayazit.
Office: Edgerly, 301 H
Office Hours: Monay 9:30-11:30 or Thursday 9:30-10:30 or by appointment.
Telephone: (978) 665-3475
E-mail: nbayazit@@@fitchburgstate.edu

COURSE DESCRIPTION:

This course is the student teaching experience for candidates who do not have a prior certificate or license. Through a field-based experience, students are provided an opportunity to develop skills and demonstrate competency in the area of licensure they are seeking. This course is one of the requirements for initial licensure. This course is taken in conjunction with EDUC 9020.

Prerequisite(s): Successful Passing of Stage 2 Review

TEXTS:

Fitchburg State University Teacher Preparation Programs 2014. *Practicum Handbook for Initial Teacher Licensure*. Fitchburg, MA: Author. [Online] Available:
 http://www.fitchburgstate.edu/edunit

Fitchburg State University Teacher Preparation Programs. 2012. *Conceptual framework.*
Fitchburg, MA: Author. [Online] Available:
 http://www.fitchburgstate.edu/academics/academic-departments/education
 unit/conceptual-framework/

Massachusetts Science and Technology/Engineering Standards. 2016
 http://www.doe.mass.edu/frameworks/current.html

Massachusetts Mathematics Curriculum Framework. 2017
 https://www.doe.mass.edu/frameworks/math/2017-06.pdf

COURSE GOALS:

Candidates will fulfill the State Licensure and Professional Standards for Teachers (PST) requirements by completing the CAP.

COURSE LEARNIG OBJECTIVES:

Candidates will demonstrate their competencies in the following areas:

Plans Curriculum and Instruction

- Draw on content of the Massachusetts Framework to plan activities
- Identifies prerequisite skills, concepts, and vocabulary that students need to know in order to be successful in a learning activity
- Plans sequential units of study that make learning cumulative and that are based on the learning standards in the frameworks
- Draws on results of formal and informal assessments as well as knowledge of human development to plan learning activities appropriate for the full range of students within a classroom
- Plans lessons with clear objectives and relevant measurable outcomes
- Plans the pedagogy appropriate to the specific discipline and to the age and cognitive level of the students in the classroom
- Seeks resources from colleagues, families, and the community to enhance learning
- Incorporates appropriate technology and media in lesson planning
- Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating all students in the classroom.

Delivers Effective Instruction

- Communicates high standards and expectations when beginning the lesson
- Makes learning objectives clear to students
- Communicates clearly in writing and speaking
- Finds engaging ways to begin a new unit of study or lesson
- Builds on students' prior knowledge and experience
- Communicates high standards and expectations when carrying out the lesson
- Employs a variety of teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others) as they apply to the biology content area
- Employs a variety of reading and writing strategies for addressing learning objectives
- Uses questioning to stimulate thinking and encourages all students to respond
- Uses instructional technology appropriately
- Communicates high standards and expectations when extending and completing the lesson
- Assigns homework or practice that furthers student learning and checks it
- Provides regular and frequent feedback to students on their progress
- Provides many and varied opportunities for students to achieve competence
- Communicates high standards and expectations when evaluating student learning
- Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction
- Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel

Manages Classroom Climate and Operation

- Creates an environment that is conducive to learning
- Creates a physical environment appropriate to a range of learning activities
- Maintains appropriate standards of behavior, mutual respect, and safety
- Manages classroom routines and procedures without loss of significant instructional time

Promotes Equity

- Encourages all students to believe that effort is a key to achievement

- Works to promote achievement by all students without exception
- Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum and uses professional judgment to determine if instructional adjustments are necessary

Meets Professional Responsibilities

- Understands his or her legal and moral responsibilities
- Conveys knowledge of and enthusiasm for his/her academic discipline to students
- Maintains interest in current theory, research, and developments in the biological sciences and exercises judgment in accepting implications or findings as valid for application in classroom practice
- Participates in building a professional community by collaborating with colleagues to continuously improve instruction, assessment, and student achievement
- Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them
- Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth
- Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

In addition, candidates will:

- Fulfill the teaching responsibilities as enumerated in the Fitchburg State University Student Teaching Handbook and Graduate Student Handbook;

- Fulfill the requirements of the Commonwealth of Massachusetts Department of Elementary and Secondary Education Teacher Licensure Competencies, i.e. prepare a Candidate Assessment of Performance (CAP) binder;

- Develop positive relationships with students, program supervisors, supervising practitioner, other school personnel and parents;

- Communicate effectively using standard oral and written language appropriate for the grade level assigned;

- Be familiarized with some potential challenges related to scheduling, record keeping, student supervision, and parental concerns;

- Apply the general operational policies and procedures of schools when performing professional tasks;

- Identify and develop an understanding of exemplary teaching;

- Apply knowledge of the cultural, social, physical, and home context in which learning occurs to accommodate the needs of all students, including students from diverse populations;

- Acquire practical experiences and knowledge within an actual school setting, and experience self-actualization as you are enabled with the opportunity to have hands-on practice in implementing the techniques and strategies presented within your professional courses;

- Be exposed to professional ethics and legal status;

- Develop, document, and use appropriate planning strategies for instructional practices, lesson presentation, unit and learning center construction; the use of a variety of visual, auditory, and kinesthetic aids; and the use of community resource persons, facilities, and events;

- Emphasize well-prepared, organized, age-and-readiness-appropriate materials and instruction as the proactive and recommended approach to classroom management;

- Apply knowledge of and demonstrate skills in using technological resources;

- Participate in opportunities for reflective observations of their teaching through evaluations, journals, lesson plans, and videotapes.

Fitchburg State University Teacher Education Conceptual Framework

The practicum will address the dispositions of the Conceptual Framework in the following ways:

Knowledgeable: You will become more cognizant of the developmental needs of diverse student populations and their impact on the teaching-learning process; brain development and its impact on the teaching-learning process; curricular, instructional, and assessment evidence based practices, including differentiation and accommodations that promote student development and learning; integrated curriculum planning; involving families and community; the moral and legal responsibilities of the teacher; and continued professional growth.

Skillful: You will become better able to work with school personnel; design, develop and implement developmentally appropriate curriculum, evidence –based instruction and assessment; differentiate instruction to accommodate the diverse needs of the students in your classroom; develop ways of meaningfully involving families and community; and analyze student work to determine student achievement of learning goals, objectives and standards.

Caring: You will become more competent in your ability to build community so that the students and adults you work with can develop, learn and work in a caring environment; use your capacities for developing curriculum, instruction and assessment that meets the needs of ALL students; and reach out to families and community so that together you can meet the emotional, social, physical and cognitive needs of your students.

Ethical: You will become more competent in your ability to understand and use your capacities for meeting the moral and legal responsibilities of the teacher, including understanding legislation that impacts your work with students and their families; recognize at-risk behavior and use the support systems children will need to be safe and develop positively; use scholarly work in ethical ways; and meaningfully reflect on practice to develop as a professional.

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 at 978-665-4500 or helpdesk@fitchburgstate.edu.

Candidates will utilize technology as:
- a communication method by corresponding, when appropriate, with program supervisors and student families electronically through email and/or web pages
- a research tool

- an enhancement tool for the design of lessons and curriculum units.

Fitchburg State University Library Online Services

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 Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to the Linda LeBlanc, Access Services Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at http://fitchburgstate.libguides.com/dlservices outlining the wide range of services available to you and how to access them.

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 http://www.fitchburgstate.edu/academics/library and clicking on the Research Databases button 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 Falcon Key to use 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. Activate your library account online at http://www.fitchburgstate.edu/librarycf/cardrequest.cfm or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may also use any Massachusetts State College/University Library as well as 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 present a course registration confirmation at the OneCard Office in the Anthony Building, main campus. Please call 978-665-3039 for available times or if you have any questions about your OneCard.

UNIVERSITY AND EDUCATION UNIT POLICIES

INSTRUCTIONAL STRATEGIES

X	Lecture/Presentation	X	Data Collection and Analysis
X	Discussion/Questioning	X	Practicum
X	Laboratory	__	Role Playing/Simulation
X	Problem Finding/Solving	X	Independent Learning
X	Discovery	__	Field Trips

X	Interviewing	X	Computer Application
X	Collaborative Learning Groups	X	Viewing/Listening/Answering
X	Reflective Response		
X	Creating Visual Illustrations of Concepts	__	Other_____

COURSE REQUIREMENTS/ASSIGNMENTS:

(More detailed information of practicum requirements is available in the *Practicum Handbook*.)

1. Candidates will attend a Practicum Orientation at the beginning of the semester.

2. During student teaching, candidates are expected to observe, plan, teach, and evaluate in the classroom. Teachers of record will teach full time throughout the semester. All other student teachers will increase their instruction over the semester and are required to teach full time for two weeks during a sixteen week station. Supervising practitioners are encouraged to monitor and provide feedback during this period and throughout the student teaching assignment.

3. Candidates should complete projected Weekly Teaching Schedules in collaboration with their supervising practitioner. Copies of the forms should be shared with program supervisors each week.

4. Candidates will use the Fitchburg State lesson plan format to prepare written lessons plans.

5. Candidates will create and maintain a student teaching evidence binder for each station. The binder will contain all lesson plans in chronological order, completed forms, and completed Student Teacher Observation Forms and other evidence of your activities while student teaching.

6. Student teachers may be asked to use e-mail for communication with the program supervisor.

7. Program supervisors will observe and evaluate each student teacher a minimum of four times for the sixteen week station. The final observation will occur when the student teacher is teaching full-time. After each observation the student teacher will be provided feedback on his/her performance.

8. Candidates will also be observed and evaluated by supervising practitioners in unannounced observations at least twice per station. The supervising practitioner to whom the candidate is assigned will conduct an observation/evaluation of the student teacher. Practicum CAP observation forms should be used to provide student teachers with written feedback from both the supervising practitioner and program supervisor.

9. During the midterm and at the end of the practicum, the supervising practitioner and teacher candidate will complete a practicum evaluation form, which is aligned to the Massachusetts Department of Elementary and Secondary Education Professional Standards for Teachers. They will do this separately and then compare and discuss their separate scores. These are to be shared with the program supervisor. Refer to the *Practicum Handbook* for more details.

10. For a candidate in a sixteen-week station, candidates will submit a CAP evidence binder as demonstration of meeting the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers.

COURSE POLICIES

Attendance and Participation:

1. As a developing professional, you are expected to attend every meeting, to be on time, and to communicate with the program supervisor and supervising practitioner regarding any absences. Absences and tardiness may result in a permanent grade change.

2. 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.

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

Field-Based Requirement: This course requires that you have access to a field placement. You must complete a minimum of 300 hours on-site as a classroom teacher during the course.

Leadership Initiatives: As the teacher-of-record for your classroom, you must develop, deliver, assess and evaluate all learning experiences in the classroom. You will be asked to present and justify your teaching effectiveness to your program supervisor and the supervising practitioner.

Methods for Candidate Feedback: Program supervisors will confer with supervising practitioners and use midterm evaluation, classroom observation records, summative evaluations completed by the supervising practitioners, and their own evaluations to derive final grades for the practicum.

Computer Literacy Requirement: All assignments must be typed, doubled-spaced and formatted in APA style when appropriate. You are expected to use word processing for all assignments (unless otherwise instructed). You are also expected to use appropriate statistical and graphing software to summarize your data. All assignments must be submitted either via e-mail or to the course blackboard website (if one has been established) at http://blackboard.fitchburgstate.edu.

EDUCATION UNIT POLICIES:

Personalization
Please feel free to talk to your supervisor about this experience or any other matter where you feel he or she may be of assistance. If your supervisor is unable to help you, he or she will try to refer you to someone who can. We welcome comments and constructive feedback of the practicum experience at any time during the semester.

Policy on Disability
Disability Services is the primary support system for candidates 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 978/665-3427 or 978/665-3575 TTY. 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 discuss. It is important that the issues relating to disabilities be discussed as soon as possible.

Practicum Policies:

1. Policies as outlined in the Practicum Handbook are strictly adhered to.

2. Candidates are reminded that attendance and punctuality are critical factors in student teaching. Unreasonable patterns of absences or tardiness may result in termination of a student teaching assignment, as may other unprofessional behaviors.

3. Supervising practitioners will notify program supervisors when candidates are not performing satisfactorily or when absence or tardiness is excessive.

4. Candidates must notify both the program supervisor and the supervising practitioner when they plan to be absent. See the Practicum Handbook for the policy on absences.

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
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CLOSING NOTES:

Opportunities to focus on your personal perspective about teaching and learning will take place during the semester. While it is expected that these will occur during discussions with your supervising practitioner and program supervisor, you may also wish to document your personal perspectives in writing, several of which might be included in your CAP evidence binder.

Cellular Telephones and Other Devices

Kindly turn-off and place out of sight any cellular telephones while at your school. For emergency messages please set the telephone device to vibrate. 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.

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University expects 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, your students 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 Student Handbook for more details.