Please submit the typed original with all required signatures to the Graduate Council.
Course syllabus must be attached and completed according to Fitchburg State guidelines.

Course title: Sheltered English Immersion

Banner abbreviation: SEI Endorsement Teachers (Brine)

Faculty member(s) who developed the course: Kellie Jones, Catherine Leahy Brine Educational Consultants, Inc.

Contact person: Linda Richelson
Graduate Program proposing the course: EDUC

Course Description: If the course description included in the syllabus is more than thirty-five words, an abbreviated version is required with this course proposal for publication use.
The Sheltered English Immersion course prepares Massachusetts teachers with knowledge and skills necessary to effectively shelter their content instruction. The course is designed for students in licensure programs.

Rationale for offering the course:
This course is required by the Commonwealth of Massachusetts for all core school teachers responsible for the education of one or more ELLs. Teachers are required to obtain ELL endorsement prior to obtaining a new license.
Is there a similar undergraduate course?  ○ Yes  ○ No  If so, how does this graduate course differ?  Assignments are geared toward graduate students.

Discipline Prefix: EDUC  ______________________  If more than one provide rationale:

Credits: 3  Level:  ○ 7000  ○ 8000  ○ 9000

Brief rationale for level choice:

Teacher candidates will be required to complete a pre-practicum and to make connections with other content areas.

Additional requirements:  ______ Laboratory hours  25  Pre-practicum hours  ______ Practicum hours

_______Fieldwork hours  Other (specify): ________________________________

Prerequisite courses if any: __________________________________________

This Course will be:  ☐ a Required course  ☐ an Elective  Special/Note: ______________________________

Course is a replacement for (Course Number/Name course): ______________________________

Has the course been offered previously as "Topics"?  ○ Yes  ○ No  If yes, How often?  one semester (Spring 2014)

What is expected average enrollment?  25

Which semester will this course first be offered?  Fall 2014  How often thereafter to be offered?  Every fall and spring semestr

Does this course affect offerings in any other department or program?  ○ Yes  ○ No  If yes, please explain:

Is this an Extended Campus course?  ○ Yes  ○ No
Course syllabus must be attached and completed according to Fitchburg State guidelines.

☑ Course Syllabus attached

Required Signatures—Graduate and Continuing Education Course Approval

Graduate Program Chair: ___________________________ Date: 2-27-14

Department Chair: ___________________________ Date: 2-27-14

Graduate Council Chair: ___________________________ Date: __________
(Indicates Graduate Council approval)

President: ___________________________ Date: __________
Fitchburg State University
Educator Programs
Comprehensive Syllabus
Syllabus developed by Catherine Leahy Brine Educational Consultants, Inc.

**Sheltered English Immersion**
3 credit hours

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Kellie Jones</th>
<th>Fernanda Vera-Cruz</th>
<th>Honorina Harris</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone</td>
<td>617-750-0702</td>
<td>617-633-6947</td>
<td>781-710-4041</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:tvrdosin@gmail.com">tvrdosin@gmail.com</a></td>
<td><a href="mailto:winagua@yahoo.com">winagua@yahoo.com</a></td>
<td><a href="mailto:honorinalharris@bpsma.org">honorinalharris@bpsma.org</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>30 minutes before or after class</td>
<td>30 minutes before or after class</td>
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**Course Description:**
The purpose of this course is to prepare the Commonwealth’s teachers with the knowledge and skills to effectively shelter their content instruction, so that our growing population of English language learners (ELLs) can access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. This course meets for a total of 36 instructional contact hours.

The course has three overarching goals:
- To help teachers effectively carry out their responsibility for the teaching and learning of ELLs as well as to understand the social and cultural issues that contribute to and impact the schooling of ELLs.
- To expand teachers’ knowledge of how language functions within academic content teaching and learning, and how children and adolescents acquire a second language.
- To provide teachers practical research-based protocols, methods, and strategies to integrate subject area content, language, and literacy development—per the expectations of the Massachusetts English Language Development (ELD) *World Class Instructional Design and Assessment* (WIDA) standards—and thus to support ELL students’ success with the 2011 *Massachusetts Curriculum Frameworks for English Language Arts and Literacy* and *Mathematics* and other Massachusetts content standards.
The Nature of the Course:
The SEI Teacher Endorsement course focuses on current theories and evidence-based instructional practices related to the teaching of ELLs. This course is designed to promote continuous improvement in educator practice, and to build teachers' confidence and familiarity with research-proven practices for working with ELLs. Throughout the course, effective research-based strategies will be modeled. Teachers will have opportunities to practice the modeled strategies, to analyze their practice, to provide and receive feedback, and to reflect on their experiences. Through this cycle of reflective practice, teachers will gain new skills, knowledge, and dispositions for the education of English learners.

Assignments are designed to reinforce key concepts and practices. As participants proceed through the course, assignments will include classroom tryouts of modeled strategies which teachers will assess using a tool provided for the purpose; development and implementation of lesson plans; as well as journal entries and papers reflecting upon what they are learning in the Endorsement class and by implementing SEI strategies in their own classrooms. Throughout, they will be asked to reflect upon the impact of the course material and activities on their practice.

The SEI Endorsement course:
- Systematically strengthens participants' capacity to provide SEI through cycles of modeling, practice, and feedback undergirded with current research on effective practice.
- Is integrated with and supported by three other major initiatives underway in the Commonwealth: the implementation of the 2011 standards for ELA and math (incorporating the Common Core State Standards), the implementation of WIDA ELD standards for all educators, and the new Educator Evaluation system.
- Acknowledges that in addressing the needs of ELLs, individual and collective ownership, collaborative practice between educators, and a whole-school approach are critical. The new SEI endorsement for teachers is cohesively connected to the SEI Administrator Endorsement, and supported by policies that require continuous educator growth over time.

Module Descriptions
This SEI Endorsement course is made up of two modules: A) ELLs: Their World and Second Language Acquisition Process in the SEI Classroom (12 hours), and B) Academic Language and Literacy Development in the SEI Classroom (24 hours). Module B will include portions of sessions, readings, and online groupings which are grade span and subject specific.

Module A. ELLs: Their World and Second Language Acquisition Process in the SEI Classroom is the first module that will be taught, as it develops the participants' knowledge of the context and academic landscape in which ELLs learn in K–12 settings. The module begins with an exploration of demographic and achievement data of ELLs across the Commonwealth. It builds participants’ understanding of the need for all educators to be responsible for the education of ELLs, and provides information about the laws and regulations that are applicable to the education of ELLs. The module also addresses the cultural and social aspects of ELL language acquisition and achievement, and discusses strategies for working with ELLs’ families and communities. Throughout the module there will be a focus on identifying and building on the backgrounds of ELLs — particularly prior schooling and literacy experiences and their familiarity with American school culture. Participants
will be introduced to the structural levels of language and to principles, theories, and processes of language acquisition, and will begin to explore various pedagogical implications.

Module B. *Academic Language and Literacy Development in the SEI Classroom* is the second module. Participants will learn about sheltering content in the SEI classroom to make content comprehensible, and have the opportunity to develop their SEI instructional skills. This module will build off WIDA language standards by demonstrating the relationship between oral language and students’ learning and developing academic language and literacy skills. Participants will focus on the words and structure of academic language, with special emphasis on the academic language in their specific content area. To further support the Massachusetts frameworks, this portion of the SEI Endorsement course will introduce key shifts in the frameworks and illustrate how curriculum and lesson planning can be scaffolded for ELLs at different levels of English language proficiency and literacy skill development. Educators will learn how to teach reading, writing, speaking, and listening skills in the content area to enable ELLs and all students to participate in the rigors of curriculum specified in the Common Core State Standards. Particular focus will be given to reading of complex informational and literary texts, text-based questions, writing from sources and using evidence to back up ideas, and building academic vocabulary and background knowledge through discussion, reading, and writing.

Components and features of lesson plans for sheltered English instruction will be presented and modeled. Teachers will develop and implement appropriate lesson plans for ELLs at various levels of English language proficiency in their specific content areas.

**Transfer Request Policy**
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.

**Texts:**

Fitchburg State University Teacher Preparation Programs. (2011) *Conceptual framework*. Fitchburg, MA.


Course Readings Packet – see session article descriptions in each session assignments
Knowledgeable - As a result of the learning experiences in this course, you will become more:
Knowledgeable about the regulations and research on effective programming for English language learners, knowledgeable about the diversity, the acculturation, and the language acquisition process for English language learners, and knowledgeable about effective strategies to develop the academic language of English language learners.

Skillful – As a result of the learning experiences in this course, you will enhance your ability to:
Identify unique development needs of English language learners at a variety of proficiency levels, and develop lesson plans that incorporate WIDA and Common Core standards to systematically develop academic language and content knowledge of English language learners.

Caring – As a result of the learning experiences in this course, you will:
Reflect acculturation and language development of English language learners and develop culturally and linguistically responsive teaching practices.

Ethical – As a result of the learning experiences in this course, you will enhance your ability to:
Understand the legal, civil rights, and the cultural adjustment of linguistically diverse students and their families and the educator’s role in promoting an ethical learning environment for all students.

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;
A Presentation Tool
A Reflection Tool
A communication method.

Fitchburg State University Library Online 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 college 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 Loans, online and toll-free phone reference assistance, access to subscription databases, library instruction, and more. Any questions relating to library services should be directed to the Access Services Librarian at 978-665-3062 or dllibrary@fitchburgstate.edu There is also a special section for Distributed Learning Library 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/library and clicking on the All Research Databases link. Select the resource you want to access from the alphabetical listing or from the 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 college’s Information Technology Help Desk at 978-665-4500. The Library can issue you a temporary guest Falcon Key to use while the Information 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 One Card ID which also serves as his/her library card. If you have not received your One Card 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://fitchburgstate.illiad.oclc.org/illiad/ or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your One Card, students may also use any Massachusetts State College and University Library and participating libraries in the Academic and Research Collaborative (ARC) during the current semester. ID cards are available on campus all year round. Students wishing ID cards must either complete the online Photo-less One Card request form (http://www.fitchburgstate.edu/onecard/photoless/index.cfm) or present a course registration confirmation at 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.

**Instructional Strategies:**

- [X] Lecture
- [X] Discussion/Questioning
- ___ Laboratory
- ___ Problem Finding/Solving
- ___ Discovery
- [X] Interviewing
- ___ Collaborative Learning Groups
- [X] Reflective Responses
- [X] Creating Visual Illustrations of Concepts

- [X] Data Collection and Analysis
- ___ Pre-Practicum
- ___ Role Playing/Simulation
- [X] Independent Learning
- ___ Field Trips
- ___ Computer Applications
- [X] Viewing or Listening to
- ___ Discussing
- Other ____________________
Class Assignments/Grading:
Full attendance, punctuality and active engagement in all class sessions are required. Failure to meet this standard will result in loss of credit.

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<td>Two-Page Papers</td>
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<td>Journal Entries</td>
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<td>Mini Lessons</td>
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<td>Strategy Implementation and Reflections</td>
<td>5 Assignments</td>
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<td>Capstone Project</td>
<td>4 full lesson plans and presentation</td>
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GRADUATE GRADING SYSTEM

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<td>92 – 94</td>
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<td>B+</td>
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Grades that fall between intervals will be rounded to the higher number.
Course Content/Topics

Module A: English Language Learners (ELLs): Their World and the Second Language Acquisition Process in the Sheltered Content Classroom (12 hours)

Session 1: Examining Data and Policies Relevant to ELLs (3 hours)

Session Objectives:
At the end of this 3 hour session, participants will be able to

- Define participant’s responsibilities for completing the Sheltered English Instruction (SEI) Endorsement course and obtaining the SEI Teacher Endorsement. (CMR 7.14)
- Manage all course logistics, including: meeting attendance and assignment/participation expectations; employing Moodle tools (participants will have logged on prior to Session 1); applying for graduate credit; completing ELAR affidavit; staying abreast of course schedule changes.
- Understand and acknowledge the importance of sharing responsibility for the instruction and academic achievement of ELLs. (SEIT 7)
- Demonstrate a working knowledge of the demographics and academic achievement of ELLs in Massachusetts and their implications for ELL instruction. (SEIT 7)
- Identify relevant federal and state laws pertaining to ELLs and explain their implications for teaching and learning of ELLs. (SEIT 6)
- Research and evaluate school policies and ELL demographic data from one’s district. (SEIT 6,7)

Session 1 Readings:

Session 1 Assignments:

Journal Entries

- Consider one of the instructional strategies that were modeled in class today: Think-Pair-Share, Sentence Frames, and Quick-Write. For the strategy, respond to a or b, and c.
  - If you haven’t used this strategy with ELLs, would you use this strategy with ELLs in your classroom in the future? If yes, why might this strategy be helpful for ELLs? If not, why do you think it might be counter-productive? OR
  - If you have in fact already used the strategy with ELLs: What about this strategy has worked well for ELLs? What has been challenging?
  - Whether you have used the strategy in the past or not, what adjustments might you make to the activity so your ELLs can be successful – and why? How might you best prepare your ELLs for this activity – and why?
• Write a two-paragraph journal entry summarizing three key ideas about working with ELLs that you learned during today’s session and why they were significant to you.

2 Page Paper
During Session 1 we learned how English language programs in Massachusetts must provide ELLs with both SEI classes and ESL/ELD. We also analyzed some demographic and achievement data from your district. However, there is additional background information that would be useful for you to know as a teacher of ELLs.

• Read the guiding questions below. With two or three participants from your school, gather information to answer these questions by interviewing relevant members of your school and district community (e.g., ESL/ELD specialists, ELL Coordinator, Principal, ELL students or their parents) or conducting research online (e.g., your school, district, or state website, DART Detail: ELLs, etc.). Then, summarize the answers in a two-page paper. Team members must submit their own papers.
  o Guiding Questions
    o How many ELL students are enrolled in your school, and what percent of the school population do they represent? Is the ELL population increasing or decreasing?
    o What countries are your school’s ELL students from?
    o What languages do ELLs in your school speak at home?
    o How does your school or district assess English proficiency levels? What other criteria are used to make decisions regarding placement into and exit from the ELL program?
    o At your school, how do the schedules of ELLs at varying levels of English proficiency differ from one another? How do the schedules of ELLs differ from the schedules of students who are not receiving specialized services?
    o Why did the families of ELLs in your school come to the U.S.? What implications do you think this may have on student learning?
    o What is known about the parents of your school’s ELLs (socioeconomic level, educational attainment, parents’ occupations)?
    o What strengths do the families of your ELLs bring with them (e.g., cultural values, linguistic abilities, family support, literacy, etc.)?
Session 2: Diversity within English Language Learner Populations (3 hours)

Session Objectives:
At the end of this 3 hour session, participants will be able to

- Compare and contrast schooling, literacy, and educational approaches in other countries and cultures and how ELLs and their families are impacted by adjusting to a new educational environment (SEIT 2, 3, 7)
- Identify the appropriate teaching and support responses for ELLs, given their different social, cultural, and educational contexts and experiences. (SEIT 2, 3)
- Identify the heterogeneity among ELLs, the needs of different subpopulations of ELLs, and the distinct strengths and challenges of these subpopulations that inform instructional planning and supports in the classroom. (SEIT 2, 3, 7)
- Recognize and affirm that English proficiency is not an indicator of cognitive ability and that ELLs may possess strong cognitive, creative, and social skills and abilities at all stages of English proficiency. (SEIT 2, 4, 7)
- Explain elements of culturally responsive practice in classrooms and how teachers can promote a culture of access and inclusion. (SEIT 3, 7)

Session 2 Readings:


Session 2 Assignments:
2 Page Paper on an English Learner

- Write a two-page paper about an interesting and challenging ELL student. This student might be from your classroom, school, a film/video clip, or highlighted in a reading. Analyze and discuss cultural considerations based on the student’s experience in an American classroom and identify different ways that you might help bridge gaps in cultural understanding and address possible cultural mismatches. 
  
  Guiding Questions
  
  o Describe your student’s cultural background.
  o In regards to schooling, what are some of the norms and expectations of students and families from this cultural background?
  o How might these norms and expectations be similar to or different from what these students and families encounter in schools and classrooms here in the U.S.? How might American schools’ norms and expectations be challenging for this student? For this student’s family?
  o As a teacher, how can you serve as a cultural “broker” or “mediator” to help bridge these sorts of cultural differences in relation to schooling? In other words, what things could you do in your classroom and in your interactions outside of the classroom with students, their families, and their communities to help bridge these cultural differences and thus promote students’ success?
Session 3: Cultural and Social Aspects of Teaching in the Sheltered English Immersion (SEI) Classroom and School (3 hours)

Session Objectives:
At the end of this session, participants will be able to

- Compare and contrast the cultural viewpoints of families, how ELLs cope with the often-contrasting cultures of home and school, and how this may impact teaching and learning. (SEIT 3, 7)
- Explain how ELL home, family, community, linguistic, and cultural practices may support academic literacy practices in the U.S. (SEIT 3, 7)
- Explain the importance of outreach to ELL families, and understand strategies for communication that are linguistically and culturally relevant. (SEIT 3, 7)
- Describe how to deliver appropriate support services and instruction to particular ELL populations (e.g., immigrants and refugees) and describe how to deliver appropriate support services and instruction. (SEIT 3, 7)
- Describe and apply knowledge of social and cultural student variables to vignettes of ELLs at the grade level to discuss impact on language acquisition and learning. (SEIT 2, 3)
- Apply awareness of cultural assumptions to analyze implications in teaching. (SEIT 2, 3, 7)
- Apply knowledge of attitudes, practices, and strategies for creating a culturally inclusive and welcoming classroom environment. (SEIT 2, 3)

Session 3 Readings:

Session 3 Assignments:
Journal Entry
- Write a short summary of how ELLs cope with the often-contrasting cultures of home and school. Feel free to make connections with your experience with students from diverse backgrounds.
Session 4: Second Language Acquisition in the Sheltered English Immersion Classroom (3 hours)

Session Objectives:
At the end of this session, participants will be able to
- Identify and explain key theories of first language acquisition, in particular, Behaviorist, Innatist and Interactionist. (SEIT 1, 2)
- Describe stages of second language development. (SEIT 2, 3)
- Express familiarity with fundamental theories and understandings related to SLA, e.g., Cummins’ Common Underlying Proficiency, Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) distinction, Krashen’s Five Hypotheses, language transfer, and language competence vs. performance. (SEIT 2, 3)
- Demonstrate an understanding of how long it takes for ELLs to become proficient in English and how effective SEI and ESL/ELD instruction can accelerate that process. (SEIT 2, 3)
- Understand the significance of various key factors on second language acquisition, such as age, prior schooling in the L1, L1 literacy level, familiarity with school culture and academic discourses, metalinguistic/metacognitive awareness, motivation, and personality. (SEIT 2, 3, 8, 9, 11)
- Explain when to emphasize fluency and communication and when to emphasize explicit error correction. (SEIT 2, 4)
- Distinguish between myths and facts related to Second Language Acquisition (SLA).
- Define “sociocultural,” “political,” and “ideological” in regard to second language acquisition. (SEIT 3)
- Demonstrate knowledge of sociocultural, political, and ideological factors that can affect second language development (e.g., social distance, social and cultural capital, race/ethnicity, and identity). (SEIT 2, 3)
- Create schools and classroom environments that reduce the environmental “affective filter”. (SEIT 2, 3)

Session 4 Readings:


Session 4 Assignments:
Journal Entry due by the beginning of Session 5
- Describe several different ways in which you help to keep your English learners’ affective filters low. This might include any aspects of your classroom environment, teaching practice, or interpersonal interactions with students and families. Include some additional ideas you are considering as a result of course readings or discussions.
Module B: Academic Language and Literacy Development in the SEI Classroom (24 hours)

Session 5: An Overview of SEI (3 hours)

Session Objectives:
At the end of this session, participants will be able to

- Identify components of the SEI program model and instructional components for ELLs in Massachusetts (e.g., Sheltered English Instruction Program, Sheltered Content (instructional component), and English Language Development/English as a Second Language (instructional component and varied bilingual education program models). (SEIT 4,5,6)
- Identify effective strategies for making content comprehensible (e.g., activating/building prior knowledge, explicit teaching of vocabulary, use of realia and visuals, attention to comprehensible input, inclusion of cooperative learning strategies, use of graphic organizers, supplemental materials, models, and teacher speech) in their own instructional practice using a checklist. (SEIT 4,5)
- Distinguish between content objectives and English language objectives and identify effective examples of each. (SEIT 4,5,11)
- Explain why ELLs, with the exception of those ELLs at the most early English language learning stages (who might need significant and often bilingual support) should be provided with direct instruction in academic English, not only in the ESL/ELD classroom but also within the context of the grade level SEI classroom. (SEIT 4,5)
- Explain how direct, explicit instruction in vocabulary, reading, writing, listening, and speaking about grade level topics using grade/age-appropriate texts can help accelerate the English development process and why SEI teachers need explicit professional development and collaboration with ESL/ELD specialists to deliver this instruction. (SEIT 4,5)
- Analyze a teacher think-aloud video for features of sheltered instruction as they pertain to content topics and text, ELLs' proficiency levels, first language, demands of content area text, and the learners' background knowledge. (SEIT 4,5)
- Navigate the WIDA ELD Proficiency levels and list of effective supports for instruction. (SEIT 2,4,1)

Session 4 Readings:

Session 5 Assignments:
Journal Entry
- Analyze a lesson you have delivered within the past week and point out elements of your own lesson plan which are aligned to or reflect elements of the SEI Endorsement Lesson Plan Template. Identify areas where the new lesson plan template differs from what you are familiar with. Given what you know now, what aspects of SEI practice do you anticipate needing to better understand?
Session 6: Vocabulary Development for ELLs I (3 hours)

Session Objectives:
At the end of this session, participants will be able to
- Explain the relationship of vocabulary to language subsystems
  - The four language domains
  - Essential shifts relating to literacy and the Common Core standards
  - WIDA’s Functional Components of Academic Language
  - Oracy
  - Sheltered educational theory and practice. (SEIT 1, 4.1, 8.11)
- Explain the importance of vocabulary as a predictor of success for all students. (SEIT 8.8.1, 11.1)
- Explain considerations and implications for ELLs related to vocabulary (e.g. limited exposure, depth and breadth, cognates/false cognates, having/developing a concept for a word, difficulty hearing a word, idiomatic expressions, figures of speech, etc.). (SEIT 8.8.1, 11.1)
- Identify key vocabulary words/phrases in a student text and appropriately assign words/phrases to one of three vocabulary tiers for ELLs. (SEIT 8.8.1, 11.1)
- Pre-teach new vocabulary words in an SEI class using an instructional protocol which distinguishes among the three tiers of vocabulary. (SEIT 5, 11, 11.1)
- Apply interactive strategies practiced in class activities to increase engagement in the sheltered content classroom and to promote oral language development using targeted vocabulary. (SEIT 5, 9)

Session 6 Readings:

Session 6 Assignments:
Strategy Implementation
- In your classroom, implement a vocabulary strategy modeled and practiced in this Endorsement course session at least once before the next session. Complete the Strategy Implementation Self-Assessment Tool.

Mini Lesson Plan
- Using designated components of the Endorsement Lesson Plan Template, plan a mini-lesson for English learners on academic vocabulary development. Your lesson plan should include content and language objectives, written in student-friendly language, and identification of vocabulary words/phrases to be taught, classified by tiers, activities that promote oral language development that are designed to teach the new words and to practice using them, and use of the new words to access rigorous academic content.
Session 7: Vocabulary for ELLs II (3 hours)

Session Objectives:

At the end of this session, participants will be able to

- Utilize WIDA tools (i.e., Can Do descriptors, performance definitions, writing rubrics, expanded strands of Model Performance Indicators) as they pertain to vocabulary and oral language development, to support ELLs at different proficiency levels to meet Common Core State Standards. (SEIT 2,1)
- Discuss oracy and vocabulary challenges of English learners with specific learning needs including SIFE students, ELLs with disabilities, long-term ELLs and gifted ELLs. (SEIT 2,9)
- Develop/implement appropriate formative assessments for English learners during vocabulary instruction. (SEIT 2, 10; SEIT 2, 11; SEIT 2,11.1)
- Support colleagues with feedback and recommendations regarding highlighted strategies from the last session which they practiced in class and with their students.
- Practice and apply during-reading and post-reading vocabulary teaching strategies modeled and practiced in this session. (e.g., teacher think-aloud, building precise vocabulary, using visuals, attending to synonyms/antonyms and cognates, word wheels, interactive word walls, online word banks, use of dictionaries, micro-selection, wordplay, and the use of sentence frames). (SEIT 8, 8.1, 9)
- Practice and apply teaching strategies to help ELLs analyze words (e.g., focus on teaching word families, word parts, morphemes, parts of speech, etc.). (SEIT 8, 8.1, 9)

Session 7 Readings:


Session 7 Assignments

Strategy Implementation

- In your classroom, implement a vocabulary strategy modeled and practiced in this Endorsement course session at least once before the next session. Complete the Strategy Implementation Self-Assessment Tool.
Session 8: Reading for ELLs I (3 hours)

Session Objectives:
*At the end of this session, participants will be able to*

- Explain the relationship of reading to
  - Language subsystems
  - The four language domains
  - Essential shifts relating to literacy and the Common Core standards
  - WIDA's Functional Components of Academic Language
  - Oracy
  - Sheltered educational theory and practice. (SEIT 1, 4.1, 8, 11)
- Explain the relationship between discrete reading skills (i.e., phonics, phonemic awareness, decoding, vocabulary, fluency) and reading comprehension, and articulate areas of potential challenges for English learners. (SEIT 8, 8.1)
- Explain the importance of reading comprehension as a predictor of success for all students. (SEIT 8, 9, 11)
- Apply modeled and practiced strategies that feature explicit reading comprehension instruction and reflect upon the effectiveness of those instructional practices in the sheltered instruction classroom. (SEIT 8.1, 11)
- Apply interactive strategies to increase comprehension, engagement, and oral language in the SEI classroom. (SEIT 5, 9)

Session 8 Readings:


Session 8 Assignments:
*Mini Lesson Plan*
- Using designated components of the Endorsement Lesson Plan Template, plan a mini-lesson for English learners on academic reading development. Your lesson plan should include the following: Content and language objectives, a plan to pre-teach targeted tiered vocabulary words/phrases, modeling and practice activities which promote the development of a discrete reading skill that may be an area of challenge for English learners, and that support students' reading comprehension.

*Strategy Implementation*
- In your classroom, implement a reading strategy modeled and practiced in this Endorsement course session at least once before the next session. Complete the Strategy Implementation Self-Assessment Tool.
Session 9: Reading for ELLs II (3 hours)

Session Objectives:
At the end of this session, participants will be able to

- Employ WIDA instructional planning tools (i.e., Can Do descriptors, performance definitions, writing rubrics, expanded strands of Model Performance Indicators) in the area of reading, to support ELLs at different proficiency levels to meet Common Core State Standards while developing their academic English. (SEIT 2, 3, 4.1, 8.1, 11)
- Discuss reading comprehension challenges of English learners with specific learning needs including SIFE students, ELLs with disabilities, long-term ELLs, and gifted ELLs. (SEIT 3, 7, 8.1, 11)
- Recognize the implications of cultural variations in the organization of oral and written discourse for student learning and output. (SEIT 8)
- Create and make use of appropriate formative assessments for reading comprehension and reading skill development. (SEIT 10)
- Apply reading comprehension strategies modeled and practiced in this session (i). (SEIT 5, 8, 8.1) Analyze a common text for linguistic demand to identify potential areas of challenge for ELLs affecting comprehension. (SEIT 4.1, 8.1, 11)
- Take into account elements of a literacy-rich environment for ELLs, including CCSS evaluation of text complexity, to appropriately match reader and text. (SEIT 8, 8.1)
- Analyze a common text for linguistic demand (i.e., identifying text features, text structure and strategies for self-monitoring comprehension) to identify potential areas of challenge for ELLs affecting comprehension. (SEIT 4.1, 8.1, 11)
- Identify the features of academic language in academic texts. (SEIT 1, 4.1, 11, 11.1)

Session 9 Readings:

Session 9 Assignments:
Strategy Implementation
- In your classroom, implement one of the reading comprehension strategies modeled and practiced in this session at least once before the next Endorsement course class session. Complete the Strategy Implementation Self-Assessment Tool.

Journal entry
- Analyze a piece of informational text typically used in your classroom. Point out areas of the text which may present reading comprehension challenges for your ELLs. What would make these parts of the text challenging? What instructional strategies might you employ to make this text more accessible to your ELLs?
Session 10: Writing for ELLs 1 (3 hours)

Session Objectives:
At the end of this session, participants will be able to

- Explain the relationship of writing to
  - Language subsystems
  - The four language domains
  - Essential shifts relating to literacy and the Common Core standards
  - WIDA’s Functional Components of Academic Language
  - Oracy
  - Sheltered educational theory and practice. (SEIT 1, 4.1, 8, 11)

- Explain the importance of writing skills as a predictor of success for all students. (SEIT 8, 9, 11)

- Identify typical elements of the writing process as taught in schools. (SEIT 8, 9)

- Identify areas of particular challenge for ELLs including the role of oral language development as a foundation for writing development. (SEIT 8, 9)

- Plan and deliver instruction that explicitly teaches writing strategies that focus on attention to audience, purpose, text type and structures, grammatical forms, vocabulary usage, and the effective use of vocabulary. (SEIT 1, 8.1, 11, 11.1)

- Demonstrate modeled and practiced cooperative writing strategies in the sheltered classroom. (SEIT 8.1, 9)

- Take into account, when planning writing instruction, any known differences in discourse patterns between ELLs’ native language and English. (SEIT 2, 8, 8.1, 11)

Session 10 Readings:


Session 10 Assignments:

Mini Lesson Plan
- Using designated components of the Endorsement Lesson Plan Template, plan a writing mini-lesson for English learners. Your lesson plan should include the following: content and language objectives, a plan to pre-teach targeted tiered vocabulary words/phrases, one or more of the approaches to writing instruction introduced in the last class session which supports students to attend to audience, purpose and text type.

Strategy Implementation
- In your classroom, implement a writing strategy modeled and practiced in this Endorsement course session at least once before the next session. Complete the Strategy Implementation Self-Assessment Tool.
Session 11: Writing for ELLs II (3 Hours)

Session Objectives:
At the end of this session, participants will be able to

- Utilize WIDA tools (i.e., Can Do descriptors, performance definitions, writing rubrics, expanded strands of Model Performance Indicators) to analyze students’ writing samples and plan writing lessons for English Learners at different grade and proficiency levels. (SEIT 5, 8, 8.1, 11)
- Address writing challenges for English learners with specific learning needs including SIFE students, ELLs with disabilities, long-term ELLs, and gifted ELLs.
- Create differentiated classroom writing assessments for ELLs at various proficiency levels, considering appropriate error-correction, selection of targeted aspects of language for focused feedback (e.g., checklists, rubrics, portfolios, modifications and accommodations and grading), and a variety of formative assessments. (SEIT 10)
- Evaluate and provide feedback to colleagues on the writing strategies modeled for the implementation assignment ... to help ELLs to write effectively in a variety of genres such as narratives, informational, and argumentative texts. (SEIT 8.1)
- Apply writing strategies appropriate for the sheltered instruction classroom that will develop control of English grammatical structures, writing conventions, and appropriate word usage as well as the craftsmanship of writing across a variety of genres for a variety of purposes. (SEIT 8, 8.1, 11)

Session 11 Readings:

Session 11 Assignment:
Capstone project – 4 lesson plans
- Each of the four Capstone lesson plans must:
  o Focus on developing ELLs language and content skills in at least two of the four areas addressed in the course: oral language development, reading comprehension, writing, and/or vocabulary, and
  o Provide opportunities to develop language across two or more language domains (listening, speaking, reading, and writing).
  o Be aligned with both the Massachusetts Frameworks (or if no MA Frameworks exist in your subject area, based upon the relevant national standards) and WIDA standards.
  o Be crafted in light of existing assessment data regarding your ELLs’ ELD or literacy levels.
Session 12: Conclusion: Capstone Lessons Presentations; Self-Evaluation and Sustaining Collaborative Practice (3 hours)

Session Objectives:
At the end of this session, participants will be able to

- Describe effective teaching for ELLs and how to help ELLs achieve content standards while developing academic language in English. (SEIT 1-11)
- Describe change in their thinking and instructional practice as a result of this course. (SEIT 4.1, 8, 8.1, 11)
- Demonstrate preparation to create, deliver, and evaluate high-quality, effective SEI content lessons and instruction for English learners. (SEIT 4.1, 8, 8.1, 11)
- Explain and demonstrate the responsibilities, knowledge, skills, and disposition inherent to the role of an SEI teacher in order to obtain SEI endorsement license. (SEIT 1-11)
- Reflect upon the course learning experience and provide feedback to the Massachusetts Department of Elementary and Secondary Education through an end-of-course questionnaire.

Session 12 During Class Assignments:

- Take the course-end reaction questionnaire to revisit your beliefs and understandings about teaching ELLs in your context. Note how your answers have changed from session one.
- Complete an end-of-course evaluation form.
## Assignment Rubric - Strategy Implementation

<table>
<thead>
<tr>
<th></th>
<th>Weight</th>
<th>4 - Exceeding</th>
<th>3 - Meeting</th>
<th>2 - Approaching</th>
<th>1 - Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of Strategy and its implementation</td>
<td>40%</td>
<td>Participant demonstrates a thorough understanding of how to appropriately apply selected strategies for ELLs in his/her classroom context.</td>
<td>Participant demonstrates a satisfactory understanding of how to appropriately apply selected strategies for ELLs in their classroom context.</td>
<td>Participant demonstrates a minimal understanding of how to appropriately apply selected strategies for ELLs in their classroom context.</td>
<td>Participant demonstrates little to no understanding of how to appropriately apply selected strategies for ELLs in their classroom context.</td>
</tr>
<tr>
<td>Analysis and Reflection</td>
<td>50%</td>
<td>Self-assessment exhibits a deep level of analysis and personal reflection on teacher implementation and student performance during the strategy implementation.</td>
<td>Self-assessment exhibits a satisfactory level of analysis and personal reflection on teacher implementation and student performance during the strategy implementation.</td>
<td>Self-assessment exhibits minimal analysis and personal reflection on teacher implementation and student performance during the strategy implementation.</td>
<td>Self-assessment exhibits little to no analysis and personal reflection on teacher implementation and student performance during the strategy implementation.</td>
</tr>
<tr>
<td>Mechanics and Organization</td>
<td>10%</td>
<td>Ideas are coherently and cohesively communicated and respond to all parts of the assignment.</td>
<td>Ideas are adequately communicated and respond to most parts of the assignment.</td>
<td>Frequent errors in mechanics and organization often impede comprehension of the written product and respond to some parts of the assignment.</td>
<td>Numerous errors in mechanics and organization impede comprehension of text and respond to few parts of the assignment.</td>
</tr>
</tbody>
</table>
### Assignment Rubric – Journal Entry

<table>
<thead>
<tr>
<th></th>
<th>Weight</th>
<th>3 – Exceeding</th>
<th>2 – Meeting</th>
<th>1 – Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and Understanding of Topic</td>
<td>100%</td>
<td>Writing clearly communicates a thorough understanding of the journal topic and responds thoughtfully to all parts of the assignment.</td>
<td>Writing satisfactorily communicates an understanding of the journal topic and responds with some thought to all or most parts of the assignment.</td>
<td>Writing communicates a minimal understanding of the journal topic and/or suggest little reflection and/or responds to few parts of the assignment.</td>
</tr>
</tbody>
</table>
# Assignment Rubric - Paper

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<thead>
<tr>
<th></th>
<th>Weight</th>
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<th>3 – Meeting</th>
<th>2 – Approaching</th>
<th>1 – Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of Material</strong></td>
<td>30%</td>
<td>Readings, lectures and classroom discussions related to ELLs are accurately and clearly synthesized in the writing.</td>
<td>Readings, lectures and classroom discussions related to ELLs are satisfactorily synthesized in the writing.</td>
<td>Readings, lectures and classroom discussions related to ELLs are minimally synthesized in the writing. Key material may be missing from the writing.</td>
<td>Readings, lectures and classroom discussions related to ELLs are inaccurately explained and/or key material is missing from the writing.</td>
</tr>
<tr>
<td><strong>Analysis and Reflection</strong></td>
<td>30%</td>
<td>Writing includes deep level of analysis and reflection on the material.</td>
<td>Writing includes a satisfactory level of analysis and on the material.</td>
<td>Writing includes minimal analysis and reflection on the material.</td>
<td>Writing includes little to no analysis and reflection on the material.</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>30%</td>
<td>Participant has effectively applied theories, principles and strategies discussed in class (discussions, readings, etc.) to classroom situations and experiences with ELLs. Examples from classroom experience support the theoretical discussion.</td>
<td>Participant has satisfactorily applied theories and principles to classroom situations, classroom materials and experiences with ELLs. Examples from classroom experience support the theoretical discussion.</td>
<td>Participant has minimally applied theories and principles to classroom situations, classroom materials, and experiences with ELLs. There are few examples from classroom experience to support the theoretical discussion.</td>
<td>Participant has not applied theories and principles to classroom situations, classroom materials, and experiences with ELLs. There are no examples from classroom experience to support the theoretical discussion.</td>
</tr>
<tr>
<td>Thoroughness and Clarity</td>
<td>10%</td>
<td>The writing is free from spelling and grammar errors. Ideas are coherently and cohesively communicated due to sentence structure, word choice, sequencing of ideas and use of transitions. Information has been gathered thoroughly, and is presented clearly. References are cited correctly.</td>
<td>Minor spelling and grammar errors may be present. Ideas are adequately communicated due to sentence structure, word choice, sequencing of ideas and use of transitions. Information has been gathered thoroughly, and is presented clearly. References are cited correctly.</td>
<td>Frequent errors in spelling, grammar, and/or other writing conventions are present. Sentence structure, word choice, lack of transitions and/or sequencing of ideas often impedes comprehension of the written product. Required information may not be complete, and/or may not be presented clearly. References may be cited incorrectly.</td>
<td>Numerous errors in spelling, grammar, and/or other writing conventions impede comprehension of text. Sentence structure, word choice, lack of transitions and/or sequencing of ideas make comprehending the written product difficult. Required information is incomplete and may not be presented clearly. References may be cited incorrectly.</td>
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## Assignment Rubric – Mini Lesson Plan

<table>
<thead>
<tr>
<th></th>
<th>Weight</th>
<th>4 – Exceeding (A)</th>
<th>3 – Meeting (B)</th>
<th>2 – Approaching (C)</th>
<th>1 – Beginning (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding and Application</strong></td>
<td>50%</td>
<td>In designing the lesson plans for ELLs, the participant demonstrates a strong understanding of applicable strategies, principles, and theories discussed in classed</td>
<td>In designing the lesson plans for ELLs, the participant demonstrates a satisfactory understanding of applicable strategies, principles, and theories discussed in classed</td>
<td>In designing the lesson plan for ELLs, the participant demonstrates a minimal understanding of applicable strategies, principles, and theories discussed in classed</td>
<td>In designing the lesson plan for ELLs, the participant demonstrates little to no understanding of applicable strategies, principles, and theories discussed in classed</td>
</tr>
<tr>
<td><strong>Lesson Content</strong></td>
<td>40%</td>
<td>Lesson designs effectively and creatively address the needs of ELLs at various proficiency levels as required by the SEI Lesson Plan</td>
<td>Lesson designs satisfactorily addresses the needs of ELLs at various proficiency levels.</td>
<td>Lesson designs minimally addresses the needs of some ELLs at various proficiency levels.</td>
<td>Lesson designs do not address the needs of ELLs at various proficiency levels.</td>
</tr>
<tr>
<td><strong>Style (mechanics and organization)</strong></td>
<td>10%</td>
<td>The writing is free from spelling and grammar errors. The lesson plan or lesson component is clearly written and easy to understand.</td>
<td>Minor spelling and grammar errors may be present. The lesson plan or lesson component is clearly written and easy to understand.</td>
<td>Frequent errors in spelling, grammar, and/or other writing conventions are present. The lesson plan or lesson component is not entirely clearly written.</td>
<td>Numerous errors in spelling, grammar, and/or other writing conventions are present. The lesson plan or lesson component is not clearly written.</td>
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### Assignment Rubric – Capstone Project

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<tr>
<td><strong>Lesson Presentation</strong></td>
<td>15%</td>
<td>Participant presented an effective lesson segment.</td>
<td>Participant has sufficiently completed the assigned task following the directions provided.</td>
<td>Participant has sufficiently completed portions of the assigned task following the directions provided.</td>
<td>Participant has not completed the assigned task following the directions provided.</td>
</tr>
<tr>
<td><strong>Completed lesson plans</strong></td>
<td>5%</td>
<td>Submitted 4 lesson plans.</td>
<td>Submitted 3 lesson plans</td>
<td>Submitted 2 lesson plans</td>
<td>Submitted 1 lesson plan.</td>
</tr>
<tr>
<td><strong>Understanding and Application</strong></td>
<td>35%</td>
<td>In designing the lesson plans for ELLs, the participant demonstrates a strong understanding of applicable readings, lectures and classroom discussions.</td>
<td>In designing the lesson plans for ELLs, the participant demonstrates a satisfactory understanding of applicable readings, lectures and classroom discussions.</td>
<td>In designing the lesson plan for ELLs, the participant demonstrates a minimal understanding of understanding of applicable readings, lectures and classroom discussions.</td>
<td>In designing the lesson plan for ELLs, the participant demonstrates little to no understanding of applicable readings, lectures and classroom discussions.</td>
</tr>
<tr>
<td>Lesson Content</td>
<td>35%</td>
<td>Lesson designs effectively and creatively address the needs of ELLs at various proficiency levels as required by the SEI Lesson Plan template.</td>
<td>Lesson designs satisfactorily addresses the needs of ELLs at various proficiency levels as required by the SEI Lesson Plan template.</td>
<td>Lesson designs minimally addresses the needs of some ELLs at various proficiency levels as required by the SEI Lesson Plan template.</td>
<td>Lesson designs do not address the needs of ELLs at various proficiency levels as required by the SEI Lesson Plan template.</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Style (mechanics and organization)</td>
<td>10%</td>
<td>The writing is free from spelling and grammar errors. The lesson plan or lesson component is clearly written and easy to understand.</td>
<td>Minor spelling and grammar errors may be present. The lesson plan or lesson component is clearly written and easy to understand.</td>
<td>Frequent errors in spelling, grammar, and/or other writing conventions are present. The lesson plan or lesson component is not entirely clearly written.</td>
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UNIVERSITY AND EDUCATION UNIT POLICIES

Policy on Disability
Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978/665-3427 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 talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Attendance and Participation
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.
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.
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; follow the Department Writing Guide; and use APA format when appropriate.
You are expected to use word processing for all assignments (unless otherwise instructed).

Cellular Telephones and Other Devices
Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.
Grade Appeal
If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook.

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Suggested Readings:


