New Graduate Course Proposal

Form Procedure
To share the form with others prior to Submitting choose the **Save Progress** option at the bottom.
Create a PDF of the saved form go to Print and choose Save as PDF copy rather than print.
To access the saved form for editing or to finalize submission visit forms.fitchburgstate.edu to log in and view your Pending/Drafts under My Forms.

Course Title

Course Title: *The Principal as Instructional Leader and Curriculum Evaluator

Proposed Banner Abbreviation: *Prncpl Instrc Ldr & Curcl Eval

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

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: *Lisa Moison/Phil Saisa

Members of the Graduate   Dustin Halterman and Karen DeAngelis
Curriculum Committee:

Department / Unit Developing: *Education

Department Chair: *Dr. Lyndsey Benharris   *lbenharr@fitchburgstate.edu

Academic Dean: Dr. Nancy Murray   nmurray5@fitchburgstate.edu

Program Chair   The Program Chair for this request is among the people listed above.
                   * ○ Yes
                     ● No
                   * ☑ This confirms that the Graduate Program Chair has given approval
                       for the submission of this proposal

Graduate Program   *EDLM

The above program would be responsible for scheduling, staffing & assessing this course.

Course Information

Course Description

*COURSE DESCRIPTION:
Instructional leadership requires a thorough understanding of standards-based education, state curriculum frameworks, new common core standards, the curricular learning expectations of a school system, curricular differentiation, and the role of assessment in driving instruction. To be effective instructional leaders, principals must be able to help teachers navigate the world of curriculum while helping them teach with "the end in mind" for all children.
In 2012 the Massachusetts Department of Elementary and Secondary Education delineated the Professional Standards and Indicators of Effective Administrative Leadership Practice as requirements for initial administrator licensure. These four standards and twenty indicators clearly articulate what school leaders need to know. As prospective school principals or program supervisors, candidates for licensure should, among other things, be able to:
Align their curriculum with the state's curriculum framework
Review, evaluate, and revise instructional programs on the basis of sound information and relevant data
Identify, implement, and evaluate content-based instruction based on the Massachusetts Curriculum Frameworks and the common core standards
Be familiar with the range of instructional programs and policies that can promote academic learning for all students, and differentiation of instruction in order to close the achievement gap
Know multiple strategies to assess student performance
Demonstrate understanding of current issues in American education
Build capacity among teachers through professional development
This course of study will equip aspiring principals or program supervisors with the skills and knowledge needed to meet these standards.

Course Objectives

To understand standards-based instruction, its history, and how it informs and guides classroom instruction for ALL students
To research the alignment of the scope and sequence of a K-12 curriculum with the Massachusetts Curriculum Frameworks
and/or common core standards, in ELA, math, social studies/history, science/technology curriculum
To examine how differentiating instruction and common core standards can work together
To understand the role of assessment in driving instructional practices
To understand various methods of assessing student learning
To explore what general education administrators need to know about special education
To define Inclusion education and how to support ALL learners
To become more cognizant of models of support for diverse learners.
To examine issues of equity in K-12 science education
To understand how to assess curriculum to determine the degree to which it reflects a multicultural perspective
To gain a clear understanding of the definition and theory of culturally relevant teaching while learning practical classroom
applications.
Understanding theory is only useful if educators understand how the theory plays out in the classroom.
To be exposed to proven strategies to help identify the seven most common forms of bias found in textbooks.

Rationale and expected outcomes of offering the Course

*Required DESE Administrator Licensure course.

What are the Learning Outcomes for the Course?

Knowledge: As a result of the learning experiences in the course:
To know the history of the development of the Massachusetts Curriculum Frameworks
To know how to access and apply the Massachusetts Curriculum Frameworks
To know the various instructional practices that support differentiating instruction so that all students are appropriately
challenged
To know a wide variety of assessments available to judge curricula
To know a wide variety of assessments available to assess student performance
To know the concepts of UbD and how to apply this framework to all curricula areas
To have a working knowledge of inclusive practices
To understand how language influences mathematical mindsets and student learning
To deepen an understanding of the vision for science education
To know how to recognize bias in all curriculum areas
Skill: As a result of the learning experiences in the course, you will become better able to:
Use the Massachusetts Curriculum Frameworks to assess the quality of units of study
Judge lesson plans to determine if student needs are being met to ensure an appropriate level of challenge
Access and understand a variety of methods of assessing curricula
Access and understand a variety of methods of assessing student performance and learning
Analyze instructional practices that support inclusion
Understand low floor/high ceiling mathematical tasks and why they are important
To make connections to practice as a future leader
To be able to examine curricula from a multicultural lens

Caring: As a result of the learning experiences in this course you will:

Be able to assist teachers in providing challenging lessons and units
Be able to ensure alignment of curricula with the Massachusetts Curriculum Frameworks
Be able to assist teachers in utilizing a variety of assessment measure to monitor student learning
Be able to support teacher growth through analyzing video lessons for evidence of science practices.
Be able to explore the relationship between Social Studies curriculum and instruction and all inclusion of racial, linguistic,
sexual, and cognitive and behavioral minorities in school classrooms and communities.
Be able to help teachers select curricula that includes resources from different perspectives
Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:
Implement inclusive teaching practices
Support students with a variety of learning needs
Support students with a variety of emotional needs
Understand the shifts in ELA instruction
Identify HLLP (High-Leverage Learning Practices)
Understand shifts from old standards to new standards in all standards
Examine and discuss intervention practices that address students' underperformance.
Help provide curricula that meets the needs of all students by including multicultural perspectives

Number of Credits: *3

Discipline Prefix or Prefixes: *EDLM   Brief rationale if more than one prefix:

Level of Course: * ○ 7000   Brief rationale for level choice::
                                                  ● 8000   *Licensure course.
                                                  ○ 9000

The course will be: ☑ Requirement   Elective or Requirement Note/Special:
                                                 ☐ Elective   Required for the FSU/ACCEPT partnership program.

Is there a similar undergraduate course?   * ○ Yes
                                                  ● No

Does this course affect offerings in any other department or program?	* ○ Yes ● No

Course Enollment

Expected Average Enrollment:	* 15-20 students	
This course is a replacement for:	Course # / Name	EDLM 8051E Topics: The Principal as Instructional Leade
Has the course been offered previously as a "Topics" course?	* ● Yes ○ No	How often / when was it offered as a Topics course? Three times.
Is this an Extended Campus Course?	* ● Yes ○ No	
Which semester will this course be offered for the first time?:	* 202460	How often thereafter to be offered?: *Once a year.

Course Requirements

Prerequisite course(s) if any:

Additional Requirements

Laboratory Hours:		Fieldwork Hours:	
Pre-Practicum Hours:		Practicum Hours:	

Other Requirements (specify):

Syllabus Upload

New Course Syllabus Upload: EDLM 8051E The Principal as Instructional Leader .docx

Signatures

*Click on the **Submit Form** button at the bottom of the page after you have signed the form.*
You should receive an email confirmation that your signature has been completed.

...3031353539

Lisa Moison   01/31/2024
Requester Signature   Date   Academic Dean Signature   Date

...3530343530

Lyndsey Benharris   02/22/2024
Department Chair Approval   Date   SGOCE Dean Signature   Date

Graduate Council
The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

Graduate Council Chair Signature   Date

Notifications

Approval of the President   Date   SGOCE Dean Initials   Date

Reviewed by the Registrar: Date

Fitchburg State University
EDUCATOR Programs
Comprehensive Syllabus
3 Graduate Credits

Semester: Fall   Year: Summer 2024
Course Prefix and Number: EDLM 8051E
Course Title: The Principal as Instructional Leader and Curriculum Evaluator
Day(s) and time of classes: June 24 - 28 and July 1 - 3   8:00 a.m. to 12:45 p.m.
Number of Class Meetings: 8 Number of Contact Hours: 38

Instructors: **Jennifer Santillo**
Office: **By appointment**
Telephone: **508-735-9985**
E-mail: **jennifersantillo@walthampublicschools.org** or
                     jsantill@fitchburgstate.edu

A. COURSE DESCRIPTION:

Instructional leadership requires a thorough understanding of standards-based education, state curriculum frameworks, new common core standards, the curricular learning expectations of a school system, curricular differentiation, and the role of assessment in driving instruction. To be effective instructional leaders, principals must be able to help teachers navigate the world of curriculum while helping them teach with "the end in mind" for *all* children.

In 2012 the Massachusetts Department of Elementary and Secondary Education delineated the Professional Standards and Indicators of Effective Administrative Leadership Practice as requirements for initial administrator licensure. These four standards and twenty indicators clearly articulate what school leaders need to know. As prospective school principals or program supervisors, candidates for licensure should, among other things, be able to:

● Align their curriculum with the state's curriculum framework
● Review, evaluate, and revise instructional programs on the basis of sound information and relevant data
● Identify, implement, and evaluate content-based instruction based on the Massachusetts Curriculum Frameworks and the common core standards
● Be familiar with the range of instructional programs and policies that can promote academic learning for all students, and differentiation of instruction in order to close the achievement gap
● Know multiple strategies to assess student performance
● Demonstrate understanding of current issues in American education
● Build capacity among teachers through professional development

1

This course of study will equip aspiring principals or program supervisors with the skills and knowledge needed to meet these standards.

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.

Students seeking Fitchburg State University course credit, must register with the university by the deadline given to them by their instructor. Instructions on how to register online for university credit will be provided by the course instructor/provider. Students seeking graduate credit must have earned a bachelor's degree prior to registering for graduate credit.

B. TEXTS:

1. Bromley, K., (2015) *Best Practices In Teaching Writing*, New York, New York, Guilford Press
2. Marshall, K & David-Lang, J. (2019) *The Best of Marshall Memo, Book One*, Rhinebeck, NY: Epigraph Books

LEARNING OUTCOMES / OBJECTIVES:

● To understand standards-based instruction, its history, and how it informs and guides classroom instruction for ALL students
● To research the alignment of the scope and sequence of a K-12 curriculum with the Massachusetts Curriculum Frameworks and/or common core standards, in ELA, math, social studies/history, science/technology curriculum
● To examine how differentiating instruction and common core standards can work together
● To understand the role of assessment in driving instructional practices
● To understand various methods of assessing student learning
● To explore what general education administrators need to know about special education
● To define Inclusion education and how to support ALL learners
● To become more cognizant of models of support for diverse learners.

● To examine issues of equity in K-12 science education

● To understand how to assess curriculum to determine the degree to which it reflects a multicultural perspective
● To gain a clear understanding of the definition and theory of culturally relevant teaching while learning practical classroom applications.
● Understanding theory is only useful if educators understand how the theory plays out in the classroom.

- To be exposed to proven strategies to help identify the seven most common forms of bias found in textbooks.

State precisely what the students will learn by taking this course. In later sections the syllabus should clearly indicate how course assignments and your assessment of them are linked to these course goals. In this section highlight both the **Professional Association Goals** for this course and **specific State Licensure and Professional Standards for Teachers** and label with an agreed format, if applicable.

Fitchburg State University Teacher Education Conceptual Framework

Knowledgeable

Caring   *Educator as Reflective Leader*   Ethical

Skillful

This course will address the dispositions of the Conceptual Framework in the following way(s):

Knowledge: As a result of the learning experiences in the course:

- To know the history of the development of the Massachusetts Curriculum Frameworks
- To know how to access and apply the Massachusetts Curriculum Frameworks
- To know the various instructional practices that support differentiating instruction so that all students are appropriately challenged
- To know a wide variety of assessments available to judge curricula
- To know a wide variety of assessments available to assess student performance
- To know the concepts of UbD and how to apply this framework to all curricula areas
- To have a working knowledge of inclusive practices
- To understand how language influences mathematical mindsets and student learning
- To deepen an understanding of the vision for science education
- To know how to recognize bias in all curriculum areas

Skill: As a result of the learning experiences in the course, you will become better able to:

- Use the Massachusetts Curriculum Frameworks to assess the quality of units of study

- Judge lesson plans to determine if student needs are being met to ensure an appropriate level of challenge
- Access and understand a variety of methods of assessing curricula
- Access and understand a variety of methods of assessing student performance and learning
- Analyze instructional practices that support inclusion
- Understand low floor/high ceiling mathematical tasks and why they are important
- To make connections to practice as a future leader
- To be able to examine curricula from a multicultural lens

Caring: As a result of the learning experiences in this course you will:

- Be able to assist teachers in providing challenging lessons and units
- Be able to ensure alignment of curricula with the Massachusetts Curriculum Frameworks
- Be able to assist teachers in utilizing a variety of assessment measure to monitor student learning
- Be able to support teacher growth through analyzing video lessons for evidence of science practices.
- Be able to explore the relationship between Social Studies curriculum and instruction and all inclusion of racial, linguistic, sexual, and cognitive and behavioral minorities in school classrooms, and communities.
- Be able to help teachers select curricula that includes resources from different perspectives

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:

- Implement inclusive teaching practices
- Support students with a variety of learning needs
- Support students with a variety of emotional needs
- Understand the shifts in ELA instruction
- Identify HLLP (High-Leverage Learning Practices)
- Understand shifts from old standards to new standards in all standards
- Examine and discuss intervention practices that address students under performance.
- Help provide curricula that meets the needs of all students by including multicultural perspectives

C. INSTRUCTIONAL STRATEGIES

X	Lecture	X	Data Collection and Analysis
X	Discussion/Questioning		Pre-Practicum
	Laboratory	X	Role Playing/Simulation

X	Problem Finding/Solving	X	Independent Learning
X	Discovery		Field Trips
X	Interviewing		Computer Applications
X	Collaborative Learning Groups	X	Viewing or Listening to Followed by Discussing
X	Reflective Responses		Other
	Creating Visual Illustrations of Concepts		

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

Candidates will utilize technology as:

- a research tool [SEP]
- a communication method (email, providing written feedback) [SEP]
- a method of observing teacher instruction [SEP]
- a retrieval tool for classroom, school, district, and state-wide assessment data [SEP][SEP]

D. COURSE REQUIREMENTS: Attendance and Participation

- As a developing professional, you are expected to attend every class session whether face-to-face or online, to be on time, and to communicate with the instructor regarding any absence. Absences will result in a two-point reduction of the final grade. [SEP]
- Candidates are expected to complete all reading assignments. [SEP]
- Candidates are expected to actively participate in face-to-face sessions engaging deeply [SEP] with course material, fellow candidates, and the instructor. [SEP]
- Candidates are responsible for meeting course deadlines for all projects and assignments including [SEP] the posting of on-line assignments.

Assignments:

Lesson Papers

Those ELI activities, which are important for inclusion in your knowledge base but for which the time period of their exposure do not lend themselves to a full Final Paper format, require you to submit to your Practicum Supervisor a **1 – 2 page** double-spaced Lesson Paper. In these, state **three to five lessons** you will have in mind when you are a practicing educational leader. For each lesson, justify why it is important in a short paragraph.

Independent Group Project:

In groups based on levels (elementary, middle, high school) participants should select an existing special education program or model in one of their schools and devise a plan to assess the effectiveness of the program/model. Examples of appropriate programs/models to choose are co-teaching model implemented across grades, a partially self-contained program for students with a specific disability, or a classroom-based model to support students with a specific disability. Use the prompts below to develop the plan:

1. Describe the program, including the identified students it supports, the current staffing, and the purpose/goals of the program.
2. Use the following guiding questions to determine what information you will need to evaluate the program:
    a. Does this program meet current student needs or have the needs of the students/school changed since this program was developed?
    b. Does the program have appropriate staffing with appropriate instructional skills, as well as appropriate curriculum, resources, and administrative support in order to be effective?
    c. Does the program have appropriate structures, such as effective entrance and exit criteria, opportunities for planning, effective scheduling, and access to ongoing professional learning, in order to be effective?
    d. Are the goals of the program clear, and is the program meeting its stated goals?
3. Determine what qualitative information you need to answer these questions, including observations and interviews with key stakeholders.
4. Determine what quantitative information you need to answer these questions, including student assessment data, IEP data, and/or special education census data.
5. Describe your plan for gathering and analyzing this information to determine the effectiveness of the program.

Ideas and resources for identifying and gathering this information will be supplied in class. The final product is a Powerpoint of no more than 6-8 slides describing the plan. An exemplar Powerpoint will be supplied. Project presentation due July 8, 2021.

See attached Grading Rubric for Presentations and Powerpoints.

Grades will be based on mastery of the essential content as demonstrated by:

- *5% Class Participation:* Completing assigned readings, evidenced by being an active, informed participant in table discussion, role-plays, large group discussions, etc.

- *85% Assignments:* All assignments must be completed to a degree deemed at least proficient by the instructors. Assignments falling below this standard will be returned with detailed comments for revision. It should be assumed that there will be times when assignments are returned for revision to increase the learning.

Making revisions carefully based on feedback from instructors should require only one additional iteration and will lead to deeper understanding.

Lesson Papers = 40%

Case Study = 30%

PowerPoint Presentation = 15%

- *10% Attendance:* Attendance at all classes is mandatory. Should an unusual or extenuating circumstance intervene, it is essential that the candidate inform all instructors about the reason for any absence. Additional work may be required to make up for any potential lost learning.

E. **FIELD-BASED REQUIREMENTS:** This course takes place during the summer and as a result there isn't an opportunity to have a field base requirement. The course is designed to be very interactive, requiring candidates to make presentations, engage in discussions, participate in role plays, case studies, and mock interviews which all account for an in-course field based experience.

F. **EVALUATION OR GRADING POLICY:**

Late assignment policy: You are a professional; therefore, deadlines are expected to be met. No credit will be earned for late work. Understandably, life happens sometimes, and we can certainly work out alternatives in the event of an emergency.

FITCHBURG STATE UNIVERSITY GRADUATE GRADING SYSTEM

4.0	95-100	A
3.7	92-94	A-
3.5	89-91	A-/B+
3.3	86-88	B+
3.0	83-85	B
2.7	80-82	B-
2.5	77-79	B-/C+
2.3	74-76	C+
2.0	71-73	C

0.0   0-70   F

W Withdrawn

IN Incomplete

IP In-Progress

Lesson Papers Rubric

Need Improvement	Proficient	Exemplary
- Lesson is not clear - Mostly commentary - No lasting value - Not memorable	- Lesson is clear - Elaboration makes sense and adds depth - Lesson has lasting value	- Lesson is powerful and memorable - Lesson could be used as preparation for an interview - Elaboration is compelling and adds much substance

PowerPoint Presentation Rubric

		Exemplary	Satisfactory	Re-do
Content	Addresses assignment	Thorough understanding of all elements of the assignment is evident.	All elements of assignment are addressed.	Some points required in the assignment are not addressed.
	Demonstrates analysis	Paper/presentation is persuasive, well organized, and demonstrates clear understanding and analysis of the ideas and concepts of the assignment.	Paper/presentation is well organized and demonstrates a basic analysis of ideas and concepts required for the assignment.	Paper /presentation is loosely organized and does not address the concepts and ideas related to the assignment.
	Extends ideas	Reflection is insightful and articulates questions for further learning.	Reflection is substantive and suggests further learning.	Reflection lacks depth and does not extend learning.
Style – Written reports	Clarity	Writing is concise and articulate, uses precise language, and is easily readable and understood; meets page limit.	Writing is clear, language is direct; paper meets page limit requirement.	Writing is unclear or imprecise; exceeds page limit requirement.
	Tone	Tone and style compel the reader to continue reading; engage and inspire the reader.	Tone and style are engaging, positive, and informational.	Tone and style do not engage; are flat and off-putting to the reader.

	Audience	Language, tone, and style are appropriate and engaging to the selected audience and mindful of culture and the purpose of communication.	Language, tone, and style are appropriate, accessible for selected audiences, and mindful of culture.	Language, tone and style are not appropriate or accessible for selected audiences and lack regard for culture.
	Accuracy	No typos, misspellings or grammatical errors.	No more than 3 typos, misspellings, or grammatical errors.	More than 3 typos, misspellings, or grammatical errors.
Style - Presentations	Clarity	Text/media/materials are accurate, clear, on point, and persuade the audience regarding essential message.	Text/media/materials are accurate, clear, on point, and present an essential message.	Text/media/materials are inaccurate, unclear, confusing, or lack an essential message.
	Organization	Presentation demonstrates clear organizational structure; takes up no more than the allotted time.	Presentation follows a logical sequence; takes up no more than allotted time.	Presentation is disorganized; takes up more than allotted time.
	Audience	Presentation engages the audience; participants adapt presentation based upon audience reaction; response to audience questions extends understanding of topics.	Participants connect with audience, check for non-verbal cues and understanding; provide clear response to audience questions	Participants avoid contact with or do not adjust to the audience; response to audience questions do not answer concerns or increase confusion.
	Group process	Group presentation is well orchestrated, coherent; all participants present a clear and shared message.	All group members participate in the presentation; roles are clear and organized.	Presentation is disjointed and not all members participate.

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⌷SEP⌷DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY 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 Collaborate tools, Skype and in-person; library instruction via online and in-person at

extended campus sites; research help and more. Any questions relating to library services should be directed to the E-Learning & Instruction Librarian, at 978- 665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at http://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.illiad.oclc.org/illiad; from here you can access articles, books, 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 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 login to access the library's databases while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu.

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account through ILLiad. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may access participating Massachusetts State College/University Libraries and you may request an ARC Card to access participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form at http://www.fitchburgstate.edu/offices/technology/onecard/ 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. ᴸsᴇᴘ

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. ᴸsᴇᴘ

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

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 your Student Handbook located: at
http://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrative/Student_Hand book_Web_1213.pdf.

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy

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

G. READINGS AND RESOURCES

ELA

1. Bromley, K., (2015) *Best Practices in Teaching Writing*, New York New York, Guilford Press
2. Duke, N., Ward, A., Pearson, D., (2021) The Science of Reading Comprehension, *International Literacy Association*
3. Fisher, F., (2015) Contingency Teaching During Close Reading, *The Reading Teacher, vol. 68 issue 4*
4. Pennell, C., (2015) In the Age of Analytic Reading: Understanding Reader's Engagement with the Text, *The Reading Teacher, vol. 69, issue 4*
5. New Salvos in the Battle Over Reading Instruction, *The Educator Podcast, Dec. 20, 2019*

Additional Resources:

1. ELA Research: Sources, Studies and References
2. Fountas, I., Pinnell, G. Su., (2012) Guided Reading: The Romance and the Reality, *The Reading Teacher, vol. 66, Issue 4*
3. MA ELA Curriculum Framework Introduction and Guiding Principles (2017) pp. 1-24.

Mathematics:

1. Berwick, C., (2019) Is It Time To Detrack Math?, *Edutopia the George Lucas Educational Foundation, August 2019*
2. Boaler, J., (2020) Unlocking Children's Math Potential, 5 Research Results, *Youcubed*
3. Ferlazzo, L., (2020) Twelve Ways To Make Math More Culturally Responsive, *Education Week 2020*
4. National Council of Teachers of Mathematics (2020) Principles to Action

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Additional Resources

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5. Willingham D. and Lovette, G., (2014) Can Reading Comprehension Be Taught? *Teachers College Record (2014)*
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Additional Resources

8. MA DESE (2018) *Social Studies Curriculum Frameworks, DESE* pp 9-19, 103-111
9. Wertheimer, L. K., (2015) Why Black Lives Matter Belongs on Lesson Plans, *The Boston Globe (10/1/2015)*

Planning Units, Lessons & Assessments

1. Guskey, T., (2019) The Shift to Standards-Based Grading, in K. Marshall and J. David-Lang, *The Best of the Marshall Memo, Book One*, Rhinebeck, NY, Epigraph Books pp. 346 - 348
2. Kim, J. H., Kriti, J. and Kriti, P., Avoiding Common Mistakes In Strategic Planning, in K. Marshall and J. David-Lang, *The Best of the Marshall Memo, Book One*, Rhinebeck, NY, Epigraph Books pp 23 - 24
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Multicultural Readings and Resources

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2. Damigella, D. and Orazio, L., (2014) Stereotypes and Prejudices at School: A Study on Primary School Reading Books. *Procedia -Social and Behavioral Sciences, vol. 127, 22 April.2014, pp. 209-213., doi:10.1016/j.sbspro.2014.07.31*
3. Ladson-Billings, G., (2014) Culturally relevant pedagogy 2.0: Aka the remix. *Harvard Educational Review, 84(1), 74-84*

Special Education Readings

1. Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron & David, B., Osher, D., (2020) Implications for Educational Practice of the Science ⌷of Learning and Development, *Applied Developmental Science, 24:2, 97-140, DOI: 10.1080/10888691.2018.1537791*

Class Topics

Day	Reading Assignment	Focus Area	Assignment
1	Planning units, lessons and assessments – all required readings	Hopes and goals Standards, DESE, assessments, UbD	Read ELA readings for Day 2; take notes.
2	ELA – all readings required	Understanding the shifts in instruction over two	LP: Lessons learned with ELA presentation

		decades; examine current practices; Identify HLLP Examine the goals & processes of reading instruction, best writing practices	
3	Special Education – all readings required	Review models of support that strengthen the capacity of the school to ensure that all learners, including diverse learners, having access to the general curriculum. Become more competent to support the growth of an inclusive school culture.	Case Study: Planning for change: Evaluating your school using the Inclusion Rubric Independent Group Project, due, July 8 Devise a plan to assess the effectiveness of the selective special education model. A template to be presented by instructor. See Rubric for presentation & powerpoint.
4	Science: Pre-read pages 13-18 of the STE Frameworks; The Vision STE Frameworks, pre-assessment – all required readings	The STE Frameworks and instructional Leadership; to deepen science knowledge	LP Read pages 19-25; of the STE Frameworks: Guiding Principles. Use evidence and details from the Frameworks to respond to science lessons learned.
5	Multicultural Reading and Resources - all readings required	Inclusive curricula and bias awareness	LP
6	History/ Social Studies Review the Frameworks - all required readings	Understand the role of S.S. Curriculum in K-12 Education. Identify key elements of. S.S pedagogy & assessment Define best practices Explore the relationship between SS and full inclusion of all Look to best practices in students' schools	LP Lessons learned
7	Mathematics: -read PtA	Math expectations:	When you walk into a

	-All other readings -plus choose an article from the choice board.	Explore the Frameworks. Define the data of growth in your school	math classroom, what do you expect to see? Answer three questions posted Speak to anti-racism mathematics curriculum. (This will be an in class debate.) (Guidelines provided before class) No LP
8	Last Day; Presentation of independent Projects; review Day 3 resources, and other class presentations.	Teams showing an assessment of a program	Powerpoint by Teams of study of existing special education programs in their school districts; develop an assessment plan. Look to rubric for presentation and powerpoint slides.