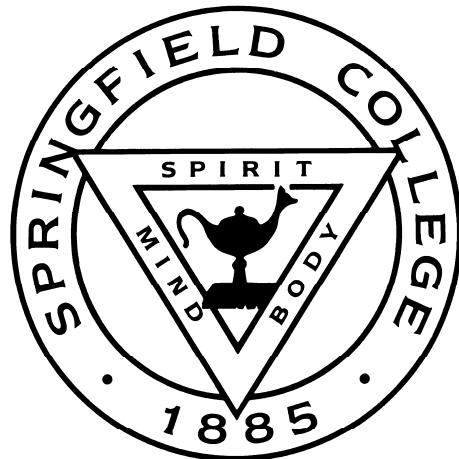


# **SPRINGFIELD COLLEGE**

## **EDUCATOR PREPARATION HANDBOOK**



**Published July 2011**

# SPRINGFIELD COLLEGE EDUCATOR PREPARATION HANDBOOK



## **Office of Educator Preparation & Licensure**

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## SECTION I

### SPRINGFIELD COLLEGE EDUCATOR PREPARATION PROGRAMS

## WELCOME TO SPRINGFIELD COLLEGE!

Springfield College offers numerous educator preparation programs. At the undergraduate level we have teacher preparation programs in physical education, health, elementary, special education (leading to teacher of students with moderate disabilities license), early childhood, biology, English, history, mathematics and visual art. At the graduate level we offer all of the above mentioned teacher preparation programs, as well as, chemistry, earth science, political science, school guidance and school adjustment counselor. Over the years we have prepared hundreds of quality educators.

The staff in the Office of Educator Preparation and Licensure serves all students pursuing educator licensure (certification). Whether seeking a teaching or counseling license, as an undergraduate or graduate student, you will find the Educator Preparation Office has the answers to many of your questions. We invite you to stop by 209 Administration Building and introduce yourself.

The purpose of this handbook is to provide you with essential information about our educator preparation programs. Please carefully read this handbook and refer to it throughout your Springfield College career. It has the answers to many frequently asked questions and will serve as a guide as you pursue your license.

The contents of this handbook include a comprehensive listing of all of the educator preparation programs offered at Springfield College, where to go to get more program specific information, policies and procedures regarding the waiver of program components, admission to educator preparation programs and practicum placements. Also found are excerpts from the Massachusetts Regulations for Educator Licensure, information on the Massachusetts Tests for Educator Licensure (MTEL), interstate licensure reciprocity, and the process for applying for licensure in Massachusetts.

If you have any questions please do not hesitate to call the Educator Preparation Office at 413-748-3155 or email me directly, [Ldelano@spfldcol.edu](mailto:Ldelano@spfldcol.edu). Best wishes and good luck as you pursue a career as an educator.



Linda C. Davis-Delano, Ph.D.  
Director of Educator Preparation & Licensure

**P.S. KEEP THIS HANDBOOK ACCESSIBLE AND REFER TO IT OFTEN!**

**SPRINGFIELD COLLEGE**  
**Educator Preparation Programs**

**CONTACT LIST**

**General Information**

Educator licensure in MA and other states, Massachusetts Tests for Educator Licensure (MTEL), other state teacher tests, educator preparation programs offered, admission process, policies and procedures, practicum placements.

Contact the Office of Educator Preparation and Licensure, 209 Administration Building:

Dr. Linda Davis-Delano, Director	<a href="mailto:Ldelano@spfldcol.edu">Ldelano@spfldcol.edu</a>	748-3155
Eneida Gonzalez, Assistant Director	<a href="mailto:egonzalez2@spfldcol.edu">egonzalez2@spfldcol.edu</a>	
Brenda deLiefde, Administrative Assistant	<a href="mailto:bdeliefd@spfldcol.edu">bdeliefd@spfldcol.edu</a>	

**Program Specific Information**

**Physical Education and/or Health, Family and Consumer Sciences**

Contact the Department of Physical Education and Health Education, Fieldhouse/Wellness Center:

Dr. Kathy Mangano, Chair	<a href="mailto:kmangano@spfldcol.edu">kmangano@spfldcol.edu</a>	748-3147
Gaetano Amato, Pre-Practicum Placement Coordinator	<a href="mailto:gamato@spfldcol.edu">gamato@spfldcol.edu</a>	748-3767
Dr. Michelle Moosbrugger, Graduate Programs	<a href="mailto:mmoosbrugger@spfldcol.edu">mmoosbrugger@spfldcol.edu</a>	748-3486
Linda Dubois, Administrative Secretary		748-3399
Vanessa Vazquez, Secretary		748-4002

**Elementary Education, Early Childhood Education, Secondary Education (e.g., Biology, English, History, Mathematics, Visual Art), Special Education (leading to Teacher of Students with Moderate Disabilities license)**

Contact the Education Department, Third Floor, Locklin Hall:

Dr. Eileen Cyr, Chair	<a href="mailto:ecyr@spfldcol.edu">ecyr@spfldcol.edu</a>	748-3312
Dr. Mary Allen, Early Childhood & Elementary	<a href="mailto:mallen@spfldcol.edu">mallen@spfldcol.edu</a>	748-3356
Dr. Emmanuel Vincent, Special Education	<a href="mailto:evincent@spfldcol.edu">evincent@spfldcol.edu</a>	748-3663
Jennifer Johnston, Graduate Programs	<a href="mailto:jjohnston@spfldcol.edu">jjohnston@spfldcol.edu</a>	748-3296
Dr. Daniel Zukergood, Secondary	<a href="mailto:dzukergo@spfldcol.edu">dzukergo@spfldcol.edu</a>	748-3354
Shelly Gosselin, Administrative Assistant		748-3295

**School Guidance & Adjustment Counseling**

Contact the Psychology Department, Third Floor, Locklin Hall:

Dr. Marjorie Marcotte, Chair	<a href="mailto:mmarcott@spfldcol.edu">mmarcott@spfldcol.edu</a>	748-3075
Dr. Allison Cumming-McCann, Program Director	<a href="mailto:acumming@spfldcol.edu">acumming@spfldcol.edu</a>	748-3025
Diane Brooks, Secretary		748-3592

**Other Services**

**Graduate Studies - Assistant Vice President for Academic Affairs**

Dr. Mary Ann Coughlin                      [mcoughlin@spfldcol.edu](mailto:mcoughlin@spfldcol.edu)                      748-3038

**Registrar**

For information regarding registration, transcripts or transferring credits contact:

Keith Ingalls, Registrar                      [kingalls@spfldcol.edu](mailto:kingalls@spfldcol.edu)                      748-3151

**Career Services**

For information regarding career counseling, designing a resume or finding a job contact:

Barbara Kautz, Director                      [bkautz@spfldcol.edu](mailto:bkautz@spfldcol.edu)                      748-3224

**Vice President for Academic Affairs**

Dr. Jean Wyld                                      748-3959

**School of Arts, Sciences & Professional Studies**

Dr. Anne Herzog, Dean                      748-3713

**School of Health, Physical Education & Recreation**

Charles Redmond, Dean                      748-3385

## PROGRAMS OFFERED

All of our programs are presently Massachusetts State and NASDTEC approved.

<b>Elementary</b>	1-6	initial	undergraduate/graduate
<b>Early Childhood: Teacher of Students With/Without Disabilities</b>	PreK-2	initial	undergraduate/graduate
<b>Special Education (leading to Teacher of Students with Moderate Disabilities license)</b>	PreK-8; 5-12	initial	undergraduate PK-8 only/graduate
<b>Physical Education</b>	PreK-8; 5-12	initial	undergraduate/graduate
<b>Physical Education</b>	PreK-8; 5-12	professional	graduate
<b>Health/Family and Consumer Sciences</b>	All	initial	undergraduate graduate
<b>Secondary Education:</b> Biology (5-8; 8-12), English (5-8; 8-12), History (5-8; 8-12), Mathematics (5-8; 8-12), Visual Art (PreK-8; 5-12)		initial	undergraduate
<b>Secondary Education (Variety of Fields):</b> Biology (8-12), Chemistry (8-12), Earth Science (8-12), English (8-12), History (8-12), Mathematics (8-12), Political Science/Political Philosophy (8-12),		initial	graduate
<b>Visual Art</b>	5-12	initial	graduate
<b>School Guidance Counselor</b>	PreK-8; 5-12	initial	graduate
<b>School Social Worker/ School Adjustment Counselor</b>	All	initial	graduate

Note: All undergraduate (baccalaureate) programs are designed to satisfy the requirements of “Route One” to an initial teaching license and all graduate (post-baccalaureate) programs leading to initial teaching licensure are designed based on “Route Two.”

## OVERVIEW AND STRENGTHS OF PROGRAMS

### Overview and Mission

Founded in 1885, Springfield College is a private, coeducational institution, offering undergraduate and graduate programs that emphasize the education of leaders for the allied health, human service, and physical education professions. The mission of Springfield College is to educate students in spirit, mind, and body for leadership in service to humanity by building upon its foundation of Humanics and academic excellence.

The educator preparation programs are well positioned to accomplish the mission of the institution. Springfield College strives to prepare educators as leaders, who serve their communities and make contributions to the field of education and to society.

### Distinctions

The Springfield College curriculum and faculty are especially well suited to prepare tomorrow's educators because they are attuned to the realities of today's classrooms and schools. Our many partnerships with local schools have enabled our faculty and the teachers in the schools to engage in two-way professional development. We have been able to align our curriculum with that of the schools, embedding the Massachusetts Curriculum Frameworks throughout the college curriculum. Local public and private school teachers and college faculty have worked collaboratively on ways to improve the practicum experiences for our students, as well as further develop program specific guidelines for performance assessment.

All of the educator preparation programs integrate coursework in a specific content area with education methods coursework and substantial fieldwork experiences in local urban and suburban school settings. Throughout their course of study, students are welcomed into local schools, where they test and hone their skills by observing, tutoring, and teaching with the guidance and supervision of professionals. The scope and length of these experiences is clearly one of our strengths. In addition, many of our students take advantage of opportunities for community service. These experiences include after-school tutoring, summer student leadership program, college readiness intensive, art and outdoor adventure programs, and recreation and sports programs for school aged children.

Springfield College educator preparation programs are fortunate to have been awarded several federal, state and private grants over the past several years. These grants have helped support our educator preparation programs as a whole and enabled us to establish some innovative programs in particular. They have enhanced our ability to prepare:

1. Quality educators who are in touch with best practices in the field of education.
2. Teachers who are better able to educate and meet the needs of urban youth.
3. Educators who are committed to serving their community.
4. Career changers to be teachers.
5. Teachers as leaders

Historically, our graduates have been employed in significant numbers and are well respected. Data from our alumni office indicate that there are over 600 Springfield College graduates (from all classes) serving as teachers, coaches and administrators in local area schools (greater

Springfield area). Other data collected by our Career Center show that approximately two-thirds of our bachelor's degree graduates get full-time jobs in their field and another one-fourth go on to graduate school.

Our graduates from physical education, and the graduate secondary education and school counseling program are highly sought after by area school districts. Over the years our physical education graduates have distinguished themselves as educators, locally, nationally and internationally.

Education reform is supported by Springfield College. The College has always had minimum standards in place for its educator preparation students. These standards have increased over the past 5-10 years and include: minimum grade point averages, minimum grades in prerequisite core courses, grades of “B” or better in pre-practicum (early fieldwork courses), and passing scores on selected Massachusetts Tests for Educator Licensure (MTEL).

Springfield College takes pride in the professional preparation of our future teachers and counselors. Over the years we have worked hard to maintain programs that are in concert with our mission, the standards set forth by the Massachusetts Department of Elementary and Secondary Education, and standards articulated by national teacher education organizations (e.g., American Association of Colleges of Teacher Education, National Council for Accreditation of Teacher Education, Interstate New Teacher Assessment and Support Consortium) and national content specific organizations (e.g., National Association for Sport and Physical Education, National Council of Teachers of Mathematics, National Association for the Education of Young Children, National Board of Certified Counselors).

### Program Descriptions

Detailed program descriptions can be found in the undergraduate and graduate catalogs. Please refer to the catalogs for information on the specific course of study that you are required to follow in order to complete an educator licensure program.

All of our undergraduate programs are comprised of general education requirements, a liberal arts or science major or a major appropriate for the teaching discipline, and professional preparation (pedagogy) coursework including extensive fieldwork experiences.

Once admitted to Springfield College, undergraduate students seeking teacher licensure begin to follow a course of study that puts them on track to apply for admission to a specific teacher preparation program at the end of their sophomore year (or the equivalent for transfer students). Graduate students are admitted to Springfield College into an educator licensure program. The admission requirements for undergraduate and graduate students are detailed in section two of this handbook and in the undergraduate and graduate catalogs.

Prior to being placed for a full semester practicum, all educator preparation students are required to maintain the requirements for admission, demonstrate their content knowledge through coursework and tests, and demonstrate their potential to teach or counsel through pre-practicum experiences. The practicum application process is detailed in section four of this handbook.

In order to successfully complete an educator licensure program and get endorsed by Springfield College, all undergraduate and graduate students must complete all program requirements. This includes the successful completion of all required coursework including the practicum, and being able to demonstrate, through systematic performance assessment (see guidelines for performance assessment in section four of this handbook), competence in the content knowledge and professional standards set forth in the Massachusetts Department of Elementary and Secondary Education Educator Licensure regulations for a particular license (teaching or counseling).

### WAIVER OF PROGRAM COMPONENT

The Massachusetts Department of Elementary and Secondary Education has mandated that all requests for course substitutions, or waivers for components of approved (accredited) preparation programs be institutionally approved. This approval process is defined under the waiver policies and procedures: “Sponsoring organizations with approved preparation programs have the authority to review prior course work and work experience of their candidates and waive otherwise required course work, including the first half of the practicum or practicum equivalent, when designing programs of study for them. Granting such waivers is the official responsibility of the sponsoring organization. Records of candidates for whom coursework or other program requirements have been waived must be available during onsite review.” 7.03(1) (b). Waiver of program components, Regulations for Education Licensure and Preparation Program Approval in Massachusetts. (Regulations effective 10/1/01, most recently amended April 2007)

The Office of Educator Preparation and Licensure will inform academic advisors and department chairs associated with educator preparation programs of waiver of program components policies and procedures, and will provide them with current application forms.

#### Application Procedure

1. Students will obtain the waiver of program components form from their advisor or from the office of their department chair. This procedure is necessary when:
  - a) Transferring in a course from another institution to meet a requirement of the approved educator preparation program,
  - b) Substituting a course taken here for another that is part of the educator preparation program,
  - c) Passing the CLEP test for a particular course, or
  - d) Requesting the waiver of a course based on experience.

**Whenever possible students should submit the waiver request in advance of taking a course at another institution or taking a substitute course here at SC. It is recommended that all students in their final year submit waiver requests to the Educator Preparation Council (EPC) no later than December 1<sup>st</sup> (May/August grads) or May 1<sup>st</sup> (December grads).**

2. Students will assemble the documentation necessary to support the waiver for course waiver/substitution. (See documentation section)

3. Students will submit the waiver form and documentation to the academic advisor associated with their educator preparation program. [Students with two advisors may submit the waiver form to either advisor.]
4. When the academic advisor is satisfied that the request for the waiver/substitution is justified and properly documented, he/she will sign the waiver and will forward it and the supporting documentation to the appropriate department chair(s) and/or program director for signature.
5. Once it has been signed by all required individuals it is to be submitted along with all supporting documentation to the chair of the Educator Preparation Council (Director of Educator Preparation and Licensure).
6. The Director of Educator Preparation and Licensure will review each waiver and determine whether or not the request for waiver/substitution is justified and properly documented. The Educator Preparation Council will discuss unusual requests. Once the Director is satisfied, he/she will sign the waiver form to indicate approval. A list of approved waivers will be provided to the Educator Preparation Council.
7. Notification of the decision shall be provided to the student, advisor(s) and Department chair, through the return to them of copies of the waiver form. Supporting documentation and the advisor's copy of the completed waiver form will be placed in the student's advisement folder.
8. Dated minutes record decisions regarding waiver/substitution requests and will be filed in the Office of Educator Preparation and Licensure.

**Note: These procedures do not apply to waiver or substitution of General Education/All-College Requirements.**

#### Documentation

*For courses taken at another institution, include one or more of the following:*

1. A transcript copy that includes course title, year course was completed, and grade received.
2. A copy of the course syllabus and/or a copy of the official college/university course description.
3. A written description of the course readings, assignments, test, and other enabling activities.

*For courses taken at Springfield College in departments outside the student's major or program:*

1. The section labeled "...to be completed only if the course is in a department outside the student's major or program" must be signed by the appropriate department chair.

*For waiver based on experience:*

1. Written materials that document experience (e.g., substitute teaching or coaching).

**SPRINGFIELD COLLEGE WAIVER OF PROGRAM COMPONENT**  
 Formerly Known as "K WAIVER"

Student     Lisa Harris     Yr. of Graduation     2008      
 Major     American Studies     Grad Undergrad (circle one) Box #     3672      
 Early Childhood (PK-2)                       English (5-8)(8-12)                       Special Education (PK-8)(5-12)  
 Elementary (1-6)                                   History (5-8)(8-12)                       Guidance (PK-8)(5-12)  
 Phys Ed (PK-8)(5-12)                       Biology (5-8)(8-12)                       Adjustment Counseling (All)  
 Health/Fam & Cons Sci (All)                       Mathematics (5-8)(8-12)                       Supervisor/Director (All)  
 Visual Art (PK-8)(5-12)                       Grad Sec Ed (subject)                       Principal/Asst. (PK-6)(5-8)(9-12)

<u>REQUIRED COURSE</u>	<u>SUBSTITUTION</u>
Title <u>    Childhood &amp; Adolescent Psychology    </u>	Title <u>    Child Growth and Development    </u>
Dept. and Course # <u>    PSYC 250    </u>	Dept. and Course # <u>    CHLD 110    </u>
S.H. of Credit <u>    3    </u>	S.H. of Credit <u>    3    </u> Grade <u>    A-    </u>
	Transferred From <u>    Spfld. Tech. Comm. College    </u> (if applicable)

*\*There **must** be supporting documentation when transferring a course from another institution*

**Explanation for waiver request**

    Unable to schedule fall or spring.    

    See attached course description    

**Required Signatures**

\_\_\_\_\_  
 (Student) (Date)                      (Advisor - Major or Program) (Date)  
 \_\_\_\_\_  
 (Major Dept. Chair/Program Director) (Date)                      (Educ. Dept. Chair - ECED,ELEM,SEC) (Date)

*The following section is to be completed **only** if the course is in a department outside of the student's major or program. Please circle "acceptable" or "not acceptable" below and sign if, after reviewing the attached materials, you feel the mastery of the content of the course listed above can be accepted in lieu of the required course that is part of the state approved teacher preparation program. Thank you*

**ACCEPTABLE**                      **NOT ACCEPTABLE** \_\_\_\_\_  
 (Dept. Chair outside major) (Date)

*The proposed substitution listed above is **acceptable** / **not acceptable** in lieu of the required course listed above that is part of the state approved program.*

\_\_\_\_\_  
 (Educator Preparation Council Chair) (Date)

Sponsoring organizations with approved preparation programs have the authority to review prior course work and work experience of their candidates and waive otherwise required course work when designing programs of study for them. Granting such waivers is the official responsibility of the sponsoring organization. Records of candidates for whom program components have been waived must be available during onsite review. 7.03(1) (b). Waiver of required courses, Regulations for Education Licensure and Preparation Program Approval in Massachusetts. (Regulations effective 10/1/01)

**SUPERVISING PRACTITIONER WAIVER FORM**

All supervising practitioners must hold or be specifically exempt from holding an appropriate license and must have professional status. In order to waive this requirement, a “Supervising Practitioner Waiver Form” must be completed and submitted to the Educator Preparation and Licensure Office. Waivers granted under this section must result from institutional action and notice of such must be recorded as an official act of the institution. Records of Supervising Practitioner Waivers are kept in student files.

Identify procedure and rationale used in this decision. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The following supervising practitioner will supervise a student in practicum/internship/clinical during academic year 20\_\_\_\_.

Name \_\_\_\_\_ License # \_\_\_\_\_  
(Supervising Practitioner)

Practicum/Internship Site \_\_\_\_\_ Administrator \_\_\_\_\_

License(s) held in MA:    yes    no    Other State(s) \_\_\_\_\_

Waiver for:

- License
- Professional Teacher Status
- Both License and Professional Teacher Status

Name: \_\_\_\_\_ Social Security # \_\_\_\_\_  
(Student in Practicum/Internship)

License Sought \_\_\_\_\_ Level \_\_\_\_\_

College Supervisor \_\_\_\_\_

LICENSURE (CHECK AS APPROPRIATE)

( ) 1. Supervising practitioner serves in a private institution.

( ) 2. Supervising practitioner is currently seeking Massachusetts Licensure. (Explain)

License sought \_\_\_\_\_

Social Security # \_\_\_\_\_

( ) 3. Other (Explain)

Sample Only

PROFESSIONAL STATUS (check as appropriate)

( ) 1. School in which the supervising practitioner is employed does not grant professional status. Years experience full-time in the role of the license sought: \_\_\_\_\_

( ) 2. Other (Explain)

Individuals involved in review and approval of waiver:(members of EPC)	
Reviewed by the Educator Preparation Council (EPC) on _____	
Waiver is:	Acceptable                      Not Acceptable
_____	Date: _____
Director of Educator Preparation & Licensure	

## FREQUENTLY ASKED QUESTIONS

### **Who do I contact if I have questions about my licensure program or my major?**

Many of your questions can be answered by your advisor. See the contact list located at the beginning of this handbook for a list of program directors and department chairs. When in doubt contact the Office of Educator Preparation and Licensure (748-3155).

### **How do I know what my major is?**

Undergraduate students: In many cases your major is different from your licensure program or you will have two majors. For example, students preparing to be physical education teachers major in Movement and Sport Studies (MOST), student preparing to be health teachers major in Health Studies (HLTH), students seeking elementary licensure major in Education and one of the following, American Studies (AMST), Mathematics and Computer Technology (MACT), or English (ENGL), and students preparing for secondary level teaching major in Education and their content area, Biology, English, History, Mathematics or Art.

Graduate students: Your major is designated at the time of admission and often includes a concentration. For example, students in the elementary licensure program have EDUCATIONAL STUDIES as their major with an elementary concentration and students in the school guidance counseling program are completing a PSYCHOLOGY major with a school guidance counseling concentration. For more information speak with your advisor, refer to the college catalog, or contact the Educator Preparation Office.

### **Can I have a minor?**

Undergraduate students only: For teacher candidates who complete two majors (e.g., elementary, secondary) there are very few if any elective credits available in your program, therefore, it is usually not possible to complete a minor unless you take courses beyond those required to complete your bachelor's degree. For many other teacher candidates (e.g., PE, HLTH), in essence your teacher preparation program is your minor. You are already completing a major and a program in teacher preparation. In many cases it is not possible to complete a minor unless you take courses beyond those required to complete your bachelor's degree. Note: With careful planning, students in physical education can complete a minor in health studies, athletic coaching or dance.

### **Who is my academic advisor? When will I find out this information?**

In some cases you will have two academic advisors. For example undergraduate students in elementary and secondary education (biology, English, history, mathematics, and visual art) have one advisor in the education department and another in the content department (e.g., biology, social science). Your academic advisor(s) will be assigned prior to the start of your first semester of enrollment.

### **What if I want to change advisors?**

Select a new advisor and make sure the individual is willing to advise you. Then, fill out a change of advisor form (available in the registrar's office) and submit to the registrar's office. Finally, notify your original advisor of the switch. Your advisement file will then be transferred to your new advisor.

**I'm a transfer student. How do I determine which courses I can substitute or waive for my program at Springfield College?**

Your advisor can help you determine which courses can be substituted or waived. A Waiver of Program Component form must be filled out by the student and signed by the advisor. Students in their final year are advised to submit the requests no later than December 1, if graduating in May/August or May 1, if graduating in December.

**Where can I get a waiver form?**

Waiver of Program Component forms are available in the Educator Preparation Office, department offices and from your advisor.

**What is the process for requesting a waiver?**

Fill out a waiver form completely, have your advisor sign it. Your advisor will forward the waiver to the appropriate individual(s). Once the waiver has all the necessary signatures it is to be submitted along with supporting documentation to the Educator Preparation Office.

**How will I know whether or not the waiver was approved?**

Once action has been taken, a copy of the waiver form with all signatures indicating whether or not the substitution/waiver is acceptable will be mailed to you by the department.

**SECTION II**  
**STANDARDS FOR EDUCATOR PREPARATION PROGRAMS**

## **SPRINGFIELD COLLEGE EDUCATOR PREPARATION PROGRAMS STANDARDS**

All of the Springfield College educator preparation programs have undergone a rigorous review process and have been recognized by the Commonwealth of Massachusetts as approved programs. In order to ensure the quality of our graduates we have numerous standards in place. These include requirements for admission, standards for practicum placement and exit requirements. For example, all students must:

1. Successfully complete required license specific content and professional preparation coursework;
2. Maintain minimum grade point averages;
3. Pass all required Massachusetts Tests for Educator Licensure (MTEL);
4. Successfully complete all required fieldwork;
5. Earn the recommendation of the department chair or program director.

This section of the *Educator Preparation Handbook* outlines in detail the requirements and standards that must be met in order to make satisfactory progress and successfully complete one of our undergraduate or graduate approved licensure programs.

**See the MTEL section of this handbook for strategies for taking the  
Massachusetts Tests for Educator Licensure (MTEL).**

## SPRINGFIELD COLLEGE

### Admission to Undergraduate Teacher Preparation Programs

Once admitted to Springfield College, the student must meet the following requirements in order to become an official candidate for licensure and get admitted to a specific teacher preparation program. This typically occurs prior to the student's junior year or the equivalent for transfer students.

1. Follow the appropriate course of study based on the field the student is interested in teaching. This includes majoring in an acceptable major for that licensure area and taking the required teacher preparation courses. This enables the student to fulfill the prerequisites needed to gain admission to a teacher preparation program. Examples of acceptable majors and licensure areas are psychology for early childhood; American studies, English, or mathematics and computer technology for elementary/special education; biology, English, history or mathematics for secondary; movement and sports studies for physical education; art/studio art concentration or art therapy for art education; and health studies for health education.
2. Complete or be in the process of completing all prerequisites identified for the specific program.
3. Earn a minimum 2.750 cumulative grade point average for all designated licensure courses. This includes all subject matter knowledge coursework as well as teacher preparation professional coursework. See educator preparation homepage on SC website for specific lists of "Prerequisites and Program Requirements" for each licensure program. [Note: In all programs except physical education and health, the grade point average for the student's major is calculated separately from the grade point average for professional preparation courses.]
4. Earn a minimum 2.500 cumulative grade point average.
5. Earn minimum grades specified for designated courses.
6. Demonstrate the personal characteristics/professional behaviors needed to become a quality teacher (i.e., responsible, dependable, hard working, professional, committed to the teaching profession, etc.).
7. Be recommended for admission into a teacher licensure program by the appropriate major department and the Education Department. For students in health and physical education, the only recommendation required is from the Physical Education and Health Education Department.
8. Receive a passing score on the Communication and Literacy Skills Tests (reading and writing) of the Massachusetts Tests for Educator Licensure (MTEL).
9. Students must be admitted to a specific program prior to enrolling in their final pre-practicum.

**Note:** Students who have been admitted to a teacher preparation program must maintain all admission requirements through the semester preceding the practicum (student teaching) in order to be eligible to begin the practicum experience.

**Once admission requirements 1-7 (above) have been met, the student must:**

1. Fill in the grades on the "Prerequisite and Program Requirements" sheet for a specific teacher preparation program. This form can be found online at the Office of Educator Preparation & Licensure homepage, "Standards for Educator Preparation Programs."
2. Fill out the top portion of the application for admission. Applications are available online, from advisors, departments or the Educator Preparation Office.
3. Attach the list of courses with grades and a copy of your unofficial grade report from "My SC Web."
4. Bring the application with attached documents to the appropriate department(s) for recommendation(s)/signature(s).
5. The EDUC or PEHE department chair will submit completed applications to the Office of Educator Preparation & Licensure.

The Director of Educator Preparation & Licensure will review the completed application and notify the candidate of the admission decision. If a student wishes to appeal this decision, a written appeal must be submitted to the Educator Preparation Council.

**SPRINGFIELD COLLEGE****Application for Admission to Undergraduate Teacher Preparation Program  
Student to complete top portion of this application and attach all required documents**

Name: \_\_\_\_\_ SS #: \_\_\_\_\_  
 SC Box: \_\_\_\_\_ Cell Phone: \_\_\_\_\_  
 Permanent Address: \_\_\_\_\_ Home Phone: \_\_\_\_\_  
 \_\_\_\_\_ Major/License Sought: \_\_\_\_\_  
 E-mail: \_\_\_\_\_ Major Advisor: \_\_\_\_\_  
 ID #: \_\_\_\_\_ DOB: \_\_\_\_\_ Education Advisor: \_\_\_\_\_  
 Gender: M F Ethnicity: Hispanic/Latino Y N Primary Language: English Other \_\_\_\_\_  
 Race: American Indian Asian Black/African American Pacific Islander White 2 or more \_\_\_\_\_

I verify that the information provided above is accurate, that I have not been convicted of nor am I currently charged with any crime (misdemeanor or felony), and I have not been identified by any child protection agency as a perpetrator of child abuse or neglect.

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

**(Attach list of prerequisite courses with grades & Grade Report from My SC Web)**

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**This section to be completed by the Department Chair(s)**

Cumulative GPA in designated professional courses\* \_\_\_\_\_ [minimum required = 2.75]

\*For PE & Health, major courses are included

Cumulative GPA in subject matter knowledge courses\* \_\_\_\_\_ [minimum required = 2.75]

\*Only complete if major is one of the following: PSYC, ARTS/ATPY, AMST, MACT, ENGL, HIST, BIOL, MATH

Cumulative career/overall GPA \_\_\_\_\_ [minimum required = 2.5]

This student: has completed all prerequisites \_\_\_\_\_/\_\_\_\_\_ Dept. Chair(s) initials  
 has met all minimum GPAs \_\_\_\_\_/\_\_\_\_\_ Dept. Chair(s) initials  
 demonstrates appropriate personal characteristics \_\_\_\_\_/\_\_\_\_\_ Dept. Chair(s) initials  
 is recommended for Admission to the Teacher Preparation Program:

Signatures: \_\_\_\_\_  
 EDUC, PEHE Department Chair Date

\_\_\_\_\_  
 Major Department Chair (PSYC, ARTS/ATPY, AMST, MACT, ENGL, HIST, BIOL, MATH) Date

**Submit completed application to Office of Educator Preparation, 209 Administration Building**

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**This section to be completed by the Office of Educator Preparation**

Approved by Director of Educator Preparation & Licensure \_\_\_\_\_ Date

MTEL tests passed: Reading \_\_\_\_\_ Writing \_\_\_\_\_ Date letter sent to student \_\_\_\_\_

## **Undergraduate - Program Specific Prerequisites for Admission**

Lists of all “Prerequisites and Program Requirements” are found on the Educator Preparation home page on the Springfield College website. What follows are some samples of these lists. All prerequisites are noted on these lists with an asterisk and minimum grades required for certain courses are detailed.

### Minimum Grade Point Averages

In order to be admitted to a specific teacher licensure program and become an official candidate for teacher licensure a 2.75 cumulative grade point average is required for all professional and subject matter knowledge courses.

Note: In all programs except physical education and health, the grade point average for subject matter knowledge courses (e.g., English, history, science, math courses) is calculated separately from the grade point average for professional preparation courses (e.g., development, methods, assessment courses).

***See the admission application and instructions, together with the program specific “Prerequisites and Program Requirements” list for more details.***

## Prerequisites & Program Requirements Elementary/Special Education Professional Courses

*Note: Do NOT enter grades if they are in progress. If a grade is transferred in or was waived, put a "P" or "W" under Grade but do NOT enter Earned CR or QP.*

	Grade	QP	GPA	
*EDUC 100: Intro to Education (2)	_____	_____	_____	
*EDUC 162: Exceptional Children (3)	_____	_____	_____	
*EDUC 237: Found of Multicultural Ed (3)	_____	_____	_____	
*PSYC 250: Child & Adol Dev (3)	_____	_____	_____	
*SCIE 144: Learning & Teaching Science (4)	_____	_____	_____	
*All required for teacher prep admission				
EDUC 210/ENGL 309: Children's Lit (3)	_____	_____	_____	
EDUC 232: Teaching Elem Math (2)	_____	_____	_____	
EDUC 238: Pre-practicum ("B" or better) (1) (eff w/class of 2014)	_____	_____	_____	
EDUC 262: Special Ed in the Reg Class (3)	_____	_____	_____	
EDUC 305: Teaching Social Studies (2)	_____	_____	_____	
EDUC 327: Teaching Reading & Lang Arts (6)	_____	_____	_____	
EDUC 442: Ed Assess & the IEP Process (3)	_____	_____	_____	
Total		0.0	0.00	Prof GPA _____ (QP/CR) minimum 2.75

## Subject Matter Knowledge Courses

	Grade	QP	GPA	
ENGL 113: College Writing I (3)	_____	_____	_____	
ENGL 114: College Writing II (3)	_____	_____	_____	
ENGL 209: World Literature (3)	_____	_____	_____	
ENGL 220: Grammar & Usage (3)	_____	_____	_____	
ENGL 241/242: American Lit I/II (3)	_____	_____	_____	
HIST 103: World History (3)	_____	_____	_____	
HIST 105: Colonial America – Civil War (3)	_____	_____	_____	
HIST 106: Civil War – Modern America (3)	_____	_____	_____	
HLTH 100: Wellness: A Way of Life (3)	_____	_____	_____	
MATH 101: Foundations of Math (3)	_____	_____	_____	
MATH 105: Survey of Algebra & Geometry (3)	_____	_____	_____	
<b>OR</b> MATH 205: Geometry (MACT only) (3)	_____	_____	_____	
MATH 201: Contemp Apps of Math (3)	_____	_____	_____	
MOSK 140: Skill & Mvmt Concepts (3)	_____	_____	_____	
PHSC 105/110: Phys Sci/Earth Science (4)	_____	_____	_____	
PSYC 250: Child & Adol Dev (3)	_____	_____	_____	
Total		0.0	0.00	SMK GPA _____ (QP/CR) minimum 2.75

### Prerequisites & Program Requirements Secondary Education - English Professional Courses

*Note: Do NOT enter grades if they are in progress. If a grade is transferred in or was waived, put a "P" or "W" under Grade but do NOT enter Earned CR or QP.*

	Grade	QP	GPA	
*EDUC 100: Intro to Education (2)	_____	_____	_____	
*EDUC 237: Found of Multicultural Ed (3)	_____	_____	_____	
*PSYC 250: Child & Adol Dev (3)	_____	_____	_____	
*All required for teacher prep admission				
EDUC 162: Exceptional Children (3) (eff w/class of 2014)	_____	_____	_____	
EDUC 234: CMO for Secondary Teachers (3)	_____	_____	_____	
EDUC 318: Tutorial Pre-Pract ("B" or better) (3)	_____	_____	_____	
EDUC 364: Pre-Pract in Sec Ed ("B" or better) (3)	_____	_____	_____	
EDUC 471: Learning, Teaching & Tech (3)	_____	_____	_____	
ENGL 113: College Writing I (3)	_____	_____	_____	
ENGL 114: College Writing II (3)	_____	_____	_____	
Total		0.0	0.00	Prof GPA ____ (QP/CR) minimum 2.75

### English – Subject Matter Knowledge Courses

"C-" or better required for all courses listed below

	Grade	QP	GPA	
*ENGL 113: College Writing I (3)	_____	_____	_____	
*ENGL 114: College Writing II (3)	_____	_____	_____	
*ENGL 160: Intro to Literary Studies (3) (eff w/class of 2014)	_____	_____	_____	
*Minimum of 3 200+ level ENGL courses req for admission				
ENGL 209: World Literature (3)	_____	_____	_____	
ENGL 220: Grammar & Usage (3)	_____	_____	_____	
ENGL 230: Post-Colonial Lit (3)	_____	_____	_____	
ENGL 241/251/261: Amer/African/Brit Lit I (3)	_____	_____	_____	
ENGL 242/252/262: Amer/African/Brit Lit II (3)	_____	_____	_____	
#ENGL 251/252/272/274/275/362 (3)	_____	_____	_____	
#Cannot use 251/252 if used above				
*All required for teacher prep admission				
ENGL 301: Advanced Composition (3)	_____	_____	_____	
ENGL 377: History of the English Lang (3)	_____	_____	_____	
ENGL 467: Shakespeare (3)	_____	_____	_____	
ENGL 482: Seminar (3)	_____	_____	_____	
RELI 103/106: Old/New Testament(3)	_____	_____	_____	
Plus any other ENGL courses:	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	
Total		0.0	0.00	SMK GPA ____ (QP/CR) minimum 2.75

## Prerequisites & Program Requirements Secondary Education - Mathematics Professional Courses

*Note: Do NOT enter grades if they are in progress. If a grade is transferred in or was waived, put a "P" or "W" under Grade but do NOT enter Earned CR or QP.*

	Grade	QP	GPA
*EDUC 100: Intro to Education (2)	_____	_____	_____
*EDUC 237: Found of Multicultural Ed (3)	_____	_____	_____
*PSYC 250: Child & Adol Dev (3)	_____	_____	_____
*All required for teacher prep admission			
EDUC 162: Exceptional Children (3) (eff w/class of 2014)	_____	_____	_____
EDUC 234: CMO for Secondary Teachers (3)	_____	_____	_____
EDUC 318: Tutorial Pre-Pract ("B" or better) (3)	_____	_____	_____
EDUC 364: Pre-Pract in Sec Ed ("B" or better) (3)	_____	_____	_____
EDUC 471: Learning, Teaching & Tech (3)	_____	_____	_____
ENGL 113: College Writing I (3)	_____	_____	_____
ENGL 114: College Writing II (3)	_____	_____	_____
Total		0.0	0.00
			Prof GPA _____ (QP/CR) minimum 2.75

## Mathematics – Subject Matter Knowledge Courses

"C-" or better required for all courses listed below

	Grade	QP	GPA
*CISC 105: Intro to Computer Concepts (3)	_____	_____	_____
*CISC 165/175: BASIC/C++ and Java (3)	_____	_____	_____
*MATH 140: Calculus I (3)	_____	_____	_____
*MATH 142: Calculus II (3)	_____	_____	_____
*MATH 201: Contemporary Apps of Math (3) (eff w/class of 2013)	_____	_____	_____
*MATH 205: Geometry (3)	_____	_____	_____
*MATH 215: Probability & Stats (3)	_____	_____	_____
*MATH 220: Calculus III (3)	_____	_____	_____
*MATH 235: Discrete Math I (3)	_____	_____	_____
*MATH 305: Elem Diff Equations (3)	_____	_____	_____
*All required for teacher prep admission			
MATH 335: Discrete Math II (3)	_____	_____	_____
MATH 382: Mathematics Seminar (3)	_____	_____	_____
MATH 405: Mathematical Analysis (3)	_____	_____	_____
MATH 415: Abstract Algebra (3)	_____	_____	_____
Plus any other MATH/CISC courses:	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Total		0.0	0.00
			Prof GPA _____ (QP/CR) minimum 2.75

**Prerequisites & Program Requirements**  
**Physical Education**  
**Professional & Subject Matter Knowledge Courses**

*Note: Do NOT enter grades if they are in progress. If a grade is transferred in or was waived, put a "P" or "W" under Grade but do NOT enter Earned CR or QP.*

	Grade	QP	GPA
*BIOL 131: A & P II ("C" or better) (3)	_____	_____	_____
*BIOL 133: A & P II Lab ("C" or better) (1)	_____	_____	_____
*HLTH 100: Wellness (3)	_____	_____	_____
*PEPC 100: Fit for Life (1) (eff w/class of 2014)	_____	_____	_____
*PHED 102: Instruct Strategies ("C" or better) (3)	_____	_____	_____
*PHED 236: PE Design I ("C" or better) (1.5)	_____	_____	_____
*PHED 237: PE Design II ("C" or better) (1.5)	_____	_____	_____
*PHED 238: PE Design III ("C" or better) (1.5)	_____	_____	_____
*PHED 239: PE Design IV ("C" or better) (1.5)	_____	_____	_____
*All required for teacher prep admission			
AEXS/MSCI 313: Physiology of Exercise (3)	_____	_____	_____
AEXS/MSCI 319: Kinesiology/Biomechanics (3)	_____	_____	_____
BIOL 130: Anatomy & Physiology I (3)	_____	_____	_____
BIOL 132: Anatomy & Physiology I Lab (1)	_____	_____	_____
DANC 102: Introduction of Dance (3)	_____	_____	_____
EDUC 237: Found of Multicultural Ed (3)	_____	_____	_____
ENGL 113: College Writing I (3)	_____	_____	_____
ENGL 114: College Writing II (3)	_____	_____	_____
MOSK 101: Outdoor Pursuits (1)	_____	_____	_____
MOSK 140: Skill Themes/Mvmt Concepts (1)	_____	_____	_____
MOST 105: Motor Development (3)	_____	_____	_____
MOST 206: Physics for Mvmt Sci Lab (0.5)	_____	_____	_____
MOST 224: Motor Learning (3)	_____	_____	_____
MOST 328: Psychology of Sport (3)	_____	_____	_____
MOST 410: Assessment of Mvmt & Sport (3)	_____	_____	_____
MOST 428: Sociology of Sport (3)	_____	_____	_____
MOST 429: Heritage & Values of Sport (3)	_____	_____	_____
PEAC 205/206: Lifeguard Training/WSI (1)	_____	_____	_____
PEPC 180: Educational Gymnastics (0.5)	_____	_____	_____
PEPC 211: Aerobic Activities (0.5)	_____	_____	_____
PEPC 240: Target Games (0.5) (eff w/class of 2015)	_____	_____	_____
PEPC 244: Basketball (0.5) (eff w/class of 2015)	_____	_____	_____
PEPC 250: Terr/Invasion (1) (eff w/class of 2015)	_____	_____	_____
PEPC 248: Volleyball (0.5) (eff w/class of 2015)	_____	_____	_____
PEPC 260: Striking Games (0.5) (eff w/class of 2015)	_____	_____	_____
PEPC 263: Track & Field (0.5) (eff w/class of 2015)	_____	_____	_____
PEPC 270: Net/Wall Games (1) (eff w/class of 2015)	_____	_____	_____
PEPC 280: Outdoor Adventure (0.5)	_____	_____	_____
PHED 212: Princ & Prob of Coaching (2)	_____	_____	_____
PHED 308: Adapted PE ("C" or better) (3)	_____	_____	_____
PHED 346/347: Pre-pract ("B" or better) (2)	_____	_____	_____

PHED 357: Pre-prac Seminar ("B" or better) (1)	_____	_____	_____	
PHYS 205: Physics for Mvmt Science (3)	_____	_____	_____	
PHYS 206: Sports Physics Lab (0.5)	_____	_____	_____	
Plus any other MOSK/PEAC/PEPC courses:				
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	
Total		0.0	0.00	Prof GPA _____ (QP/CR) minimum 2.75

## Other Policies And Procedures For Undergraduate Teaching Candidates

### Standards for practicum placement:

1. Maintain all the admissions requirements listed above through the semester preceding the practicum (student teaching).
2. Complete prerequisite coursework defined by each program (see below).

#### **Elementary, Early Childhood, Secondary Education:**

*Elementary:* ENGL 113, 114, 209, 220, 241 or 242, 309; HIST 103, 105, 106; HLTH 100; MATH 101, 105, 201; PHSC 105 or 110; PSYC 250; SCIE 144; plus all EDUC courses except practicum and practicum seminar

*Early Childhood:* ENGL 113, 114, 209, 220, 309; HIST 103, 105, 106; HLTH 100; MATH 101, 105; MOSK 140; PHSC 105 or 110; PSYC 250; SCIE 144; plus all EDUC courses except practica and practicum seminar

*Secondary:* PSYC 250; plus all EDUC courses except practica and practicum seminar

#### **Physical Education**

All required courses with the following prefixes: HLTH, MOST, PHED (except practica), MOSK, MSCl, PEAC, PEPC; EDUC 237 plus current First Aid/CPR certification

#### **Health/Family and Consumer Sciences:**

All required courses with the following prefixes: HLTH (except practica), EDUC, MOST, PEPC, PEAC, MOSK; PSYC; SOCI plus current First Aid/CPR certification

*See individual practicum application forms for a detailed listing of prerequisite courses.*

3. Receive a passing score on the required subject test(s) of the MTEL.
4. "B" or better in pre-practicum.

### Exit requirements:

1. Completion of all required coursework.
2. Demonstrate, through a performance assessment, subject matter knowledge requirements and the five professional standards stated in the regulations. Get the recommendation for licensure from a supervising practitioner and program supervisor.

### NOTES:

1. Students are responsible for applying for their Springfield College degree by the designated deadlines (see SC academic schedule for these deadlines).

2. Students are responsible for completing the educator licensure application process online at the Massachusetts Department of Elementary and Secondary Education website. Information about licensure application processes in Massachusetts and other states can be found in this handbook.

**Requirements for Graduate (Post-Baccalaureate)  
Educator Preparation Programs  
(Teaching and Counseling)**

Requirements for Admission:

1. Bachelor's Degree from an accredited college or university
2. Minimum undergraduate grade point average of 2.50
3. Transcript review (teaching licensure programs only)
4. Commitment to the field of education as demonstrated by past experience, essays, interviews and/or reference letters
5. Demonstration of other measures of academic and/or professional achievement required by individual programs (e.g. GRE score, MTEL score, transcript review, professional experience)
6. Submission of Educator Preparation Program registration form to the Educator Preparation Office.

Standards for Practicum Placement:

1. Completion of all prerequisites defined for specific program (may be in process)
2. Continuance of a minimum 3.00 cumulative grade point average for all graduate courses taken (Minimum of 2.75 average for all undergraduate prerequisite courses taken at SC)
3. Passing score on the Communication and Literacy Skills Tests and the appropriate subject test (where one is required) of the Massachusetts Tests for Educator Licensure (MTEL)
4. Demonstration of the personal characteristics needed to become an educator. (e.g. responsibility, dependability, perseverance, professionalism, and commitment to the field of education)
5. Recommendation for practicum placement by the appropriate department

Exit requirements:

1. Completion of all required coursework
2. Demonstration, through a performance assessment, of subject matter knowledge requirements (where appropriate) and the professional standards for the license sought.
3. Attainment of recommendation for licensure from a supervising practitioner and program supervisor.

**See the end of this section of the handbook for a description of the transcript review system and sample transcript review forms. Go online to [www.spfldcol.edu](http://www.spfldcol.edu) to find all copies of the transcript review forms and other program specific requirements.**

NOTE: Students are responsible for applying for their Springfield College degree and for their Massachusetts educator license.

**SPRINGFIELD COLLEGE**  
**Registration for Graduate Educator Preparation Program**

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

SS #: \_\_\_\_\_

Local Address: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

\_\_\_\_\_

Home Phone: \_\_\_\_\_

Permanent Address (if different): \_\_\_\_\_

E-mail: \_\_\_\_\_

\_\_\_\_\_

ID #: \_\_\_\_\_ DOB: \_\_\_\_\_

Graduate Program: \_\_\_\_\_

Advisor: \_\_\_\_\_

License Seeking: \_\_\_\_\_

Grade Level Seeking: \_\_\_\_\_

License(s) currently held: \_\_\_\_\_

Additional License(s) Seeking: \_\_\_\_\_

License # \_\_\_\_\_

Gender: M F

Ethnicity: Hispanic/Latino Y N

Primary Language: English Other \_\_\_\_\_

Race: American Indian Asian Black/African American Pacific Islander White 2 or more \_\_\_\_\_

Undergraduate Transcript Review Completed (*Teaching candidates only*): Yes No

I verify that the information provided above is accurate, that I have not been convicted of nor am I currently charged with any crime (misdemeanor or felony), and I have not been identified by any child protection agency as a perpetrator of child abuse or neglect.

Signature: \_\_\_\_\_

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

**Submit completed form to Office of Educator Preparation, 209 Administration Building**

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**This section to be completed by the Office of Educator Preparation & Licensure**

MTEL Tests Passed: R \_\_\_\_\_ W \_\_\_\_\_

Date Transcript Review Approved (*Teaching candidates only*) \_\_\_\_\_

Other Notes \_\_\_\_\_

**SPRINGFIELD COLLEGE**  
Educator Preparation & Licensure Office  
**Graduate Transcript Review System**

*The Transcript Review system is only used with graduate students in our teacher preparation program or students who intend to pursue a Certificate of Graduate Study (CAGS) in school guidance or adjustment counseling*

- 1) Faculty completes a transcript review form with student.
- 2) Form is submitted with back-up documentation to the Educator Prep Office for approval.
- 3) The original and the pink copy are mailed to the graduate coordinator. The yellow copy is kept on file in the Educator Prep Office and the student is added to the cohort list.
- 4) The person receiving the white and pink copies will mail the pink copy to the student. The original (with back-up) will be filed in the student's advisement file.
- 5) When students submit their practicum application to the Educator Prep Office, a copy of the transcript review form should be attached to the application. At this time students will be reminded of any requirements still pending.
- 6) In September and January when students begin the practicum, each student's form will be checked to see if they have met all prerequisites and requirements. A letter will be generated for students with outstanding prerequisites/requirements, requesting that they submit documentation to show they have met everything needed to qualify for licensure.
- 7) A checklist will be kept to document the status of all transcript review forms. This list will be kept in front of the Transcript Review file.
- 8) When students have satisfied all requirements the director will initial and date the form on the upper right hand corner.
- 9) The checklist will be used when doing the final degree audit to ensure that all program prerequisites and requirements have been met.
- 10) When finished, the form will be filed in the student's file.

**SPRINGFIELD COLLEGE GRADUATE LEVEL INITIAL LICENSURE PROGRAM  
SUBJECT MATTER KNOWLEDGE TRANSCRIPT REVIEW  
PHYSICAL EDUCATION**

\_\_\_\_\_  
Candidate's Name

\_\_\_\_\_  
Undergraduate Institution

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date of Graduation

\_\_\_\_\_  
Undergraduate Major

\_\_\_\_\_  
G.P.A.

This form is to be used when reviewing candidates' transcripts who are seeking entrance into the Graduate Level Initial Teaching Licensure Program. The transcript review process allows Springfield College faculty the opportunity to determine whether the student meets the Massachusetts Department of Education subject matter knowledge requirements.

**Note:** Students must pass all required MTEL tests to be eligible to do a practicum.

**THE EFFECTIVE TEACHER OF PHYSICAL EDUCATION DEMONSTRATES KNOWLEDGE OF:**

<b>Subject Matter Knowledge</b>	<b>Documented Courses, Work Experience or Tests</b>	<b>Still needed</b>
<b>Anatomy &amp; Physiology I &amp; II</b>		
<b>Physiology of Exercise</b>		
<b>Kinesiology</b>		
<b>Performance Assessment</b>		
<b>History/Philosophy/Psychology/Sociology of Physical Education/Sport</b>		
<b>Adapted Physical Education</b>		
<b>Sports First Aid &amp; CPR</b>		
<b>Pre-practicum in Elementary OR Secondary Physical Education</b>		
<b>Wellness (Fitness for Life)</b>		
<b>Team and Individual/Dual Sports (4 selectives)</b>		
<b>Aquatics (WSI or Lifeguard)</b>		
<b>Dance selective</b>		
<b>Outdoor/Leisure (Outdoor Adventure)</b>		
<b>Movement Across Categories (Skill Themes &amp; Movement Concepts)</b>		

Comments:

\_\_\_\_\_  
Department Chair, Physical Education and Health Education

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

\_\_\_\_\_  
Director, Educator Preparation & Licensure

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

White – Advisor

Yellow – Educator Preparation

Pink - Student

Program: ELEM \_\_\_\_\_ SPECIAL ED PK-8 \_\_\_\_\_ BOTH \_\_\_\_\_

**SPRINGFIELD COLLEGE GRADUATE LEVEL INITIAL LICENSURE PROGRAM  
SUBJECT MATTER KNOWLEDGE TRANSCRIPT REVIEW  
ELEMENTARY / SPECIAL NEEDS PK-8 (Teacher of Students with Moderate Disabilities Licensure)**

\_\_\_\_\_  
Candidate's Name

\_\_\_\_\_  
Undergraduate Institution

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date of Graduation

\_\_\_\_\_  
Undergraduate Major

\_\_\_\_\_  
G.P.A.

This form is to be used when reviewing candidates' transcripts who are seeking entrance into the Graduate Level Initial Teaching Licensure Program. The transcript review process allows Springfield College faculty the opportunity to determine whether the student meets the Massachusetts Department of Education subject matter knowledge requirements.

**Note:** Students must pass all required MTEL tests to be eligible to do a practicum.

**THE EFFECTIVE TEACHER OF ELEMENTARY/SPECIAL EDUCATION DEMONSTRATES  
KNOWLEDGE OF:**

<b>Subject Matter Knowledge (Arts &amp; Sciences coursework)</b>	<b>Documented Courses, Work Experience or Tests</b>	<b>Still Needed</b>
<b>English</b> (Children's and young adult literature; adult literature - classical and contemporary works, including American and British; genres, literary elements, and literary techniques; nature, history, and structure of the English language; lexicon and grammar; approaches for developing skill in using writing tools; writing process and formal elements of writing)		
<b>Mathematics</b> (Basic principles and concepts related to elementary school mathematics in the areas of number sense and numeration, patterns and functions, geometry and measurement, and data analysis)		
<b>History and Social Science</b> (Major developments and figures in Massachusetts, U.S., and world history, with stress on Western civilization; U.S. government including founding documents; basic economic principles and concepts; basic geographical principles and concepts; U.S. political principles, ideals, institutions, and processes, their history and development)		
<b>Science and Technology/Engineering</b> (Basic principles and concepts of the life sciences and physical sciences appropriate to the elementary school curriculum; principles and procedures of scientific inquiry; history of major scientific and technological discoveries or inventions; safety issues related to science)		
<b>Child Development</b> (Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence; instructional implications of moderately and severely disabling conditions)		
<b>Visual and Performing Arts</b> (Basic principles and concepts in art, music, drama/theatre, dance)		
<b>Physical Education</b> (Basic principles and practices)		
<b>Health</b> (Basic principles and practices related to personal and family health)		

Comments:

\_\_\_\_\_  
Education Department Advisor

\_\_\_\_\_  
Arts and Sciences Faculty Reviewer (if necessary)

\_\_\_\_\_  
Director, Educator Preparation & Licensure

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

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

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

White – Advisor

Yellow – Educator Preparation

Pink - Student

**SPRINGFIELD COLLEGE GRADUATE LEVEL INITIAL LICENSURE PROGRAM  
SUBJECT MATTER KNOWLEDGE TRANSCRIPT REVIEW  
HISTORY**

\_\_\_\_\_  
Candidate's Name

\_\_\_\_\_  
Undergraduate Institution      \_\_\_\_/\_\_\_\_/\_\_\_\_  
Date of Graduation      \_\_\_\_\_  
Undergraduate Major      \_\_\_\_\_  
G.P.A.

This form is to be used when reviewing candidates' transcripts who are seeking entrance into the Graduate Level Initial Teaching Licensure Program. The transcript review process allows Springfield College faculty the opportunity to determine whether the student meets the Massachusetts Department of Education subject matter knowledge requirements.

**Note:** Students must pass all required MTEL tests to be eligible to do a practicum.

**THE EFFECTIVE TEACHER OF HISTORY DEMONSTRATES KNOWLEDGE OF:**

Subject Matter Knowledge	Documented Courses, Work Experience or Tests	Still needed
<b>Childhood &amp; Adolescent Development</b>		
<b>United States History:</b> indigenous people of North America; European settlements and colonies; the American Revolution; expansion, reform, and economic growth of the United States up to the Civil War; the Civil War and Reconstruction; European immigration, industrialization, and scientific and technological progress; the two World Wars; and the United States from 1945 to the present		
<b>World History:</b> human beginnings and early civilizations (Africa, Mesopotamia, Phoenicia, Egypt, India, China); roots of Western civilization (Israel, Greece, Rome); English and Western European history; Renaissance and the age of exploration; development of Asia, Africa, and South America; age of revolutionary change in Europe; the world in the era of two World Wars; and the world from 1945 to the present		
<b>Geography</b> a. Major physical features of the world b. Key concepts of geography and its effects on various peoples		
<b>Economics</b> a. Fundamental economic concepts and economic reasoning b. American economic history		
<b>Government</b> a. Principles of American government and the Founding Documents of the United States b. Comparative government		
<b>History and Philosophy of Science</b>		
<b>Methods and Sources for Research in History</b>		

Comments:

\_\_\_\_\_  
Education Department Advisor      Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
\_\_\_\_\_  
Arts and Sciences Faculty Reviewer      Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
\_\_\_\_\_  
Director, Educator Preparation & Licensure      Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

White – Advisor

Yellow – Educator Preparation

Pink – Student

## FREQUENTLY ASKED QUESTIONS

**When should I (undergraduate students only) apply for admission into a specific teacher preparation program?** Undergraduate students can apply at the end of their sophomore year or at the beginning of their junior year.

**When do I (graduate students only) get admitted to a specific educator preparation program?** Graduate students are admitted to the Educator Preparation program when they get admitted to the Springfield College graduate school. **Is there anything I need to do?** Yes, all graduate students must fill out the Graduate Educator Preparation Registration Form during the first semester they are enrolled.

**What if I don't meet the admissions requirements?**

You should see your advisor first and department chair next to determine a plan of action.

**(Undergraduate students only) When should I plan to take the MTEL Communication and Literacy Skills tests to be on track for admission to an Educator Preparation program?**

It is best to take the test for the first time at the end of your first year, no later than the fall semester of your sophomore year.

**(Graduate students only) When should I take the MTEL Communication and Literacy skills tests?** You should take the MTEL Communication and Literacy Skills test immediately. The expectation is that you will pass these tests by the end of your first semester in the program. In order to continue to make satisfactory progress and be allowed to stay in a graduate licensure program you must pass the MTEL Communication and Literacy Skills test by a program specific date.

**What if I do not pass the MTEL Communication and Literacy skills test?**

You should plan to take the part(s) you didn't pass at the next test administration. In preparation for the test(s) you should either take the test prep course (SPCO 201) if you haven't already taken it, or get help from the Academic Success Center or an individual tutor

**(Graduate teacher candidates only) When should I take the required subject test(s)?**

You should take the appropriate subject test for your discipline (e.g., general curriculum for elementary & special education, early childhood, history, math, physical education) immediately. The expectation is that you will pass this test by the end of your first semester in the program. **[Note: Students in ELEM/ECED/SPED (TSMD) must pass a second subject test, the Foundations of Reading test. This test should be taken at the end of the semester you are enrolled in EDUC 627: Construction, Management, & Assessment of Literacy Programs.]**

**(Undergraduate candidates only) When do I take the required Massachusetts Tests for Educator Licensure (MTEL) subject test(s)?** You usually take the subject test(s) early in your junior year so you are eligible to be placed to student teach your senior year. See the Strategies for Taking the MTEL at the beginning of the next section for more details.

**What resources are available to help me pass the test?**

See resources in the next section (section III) of this handbook.

## SECTION III

### MASSACHUSETTS TESTS FOR EDUCATOR LICENSURE (MTEL)

## Strategies for taking the Massachusetts Tests for Educator Licensure (MTEL)

### Undergraduate MTEL Strategies

#### Communications & Literacy Skills Test (Com/Lit)

Reflect upon your ability to take standardized tests.

- Take the on-line practice Com/Lit writing and reading subtests.
- If you feel you are a strong test-taker, you should attend the MTEL Orientation Session [if not enrolled in SPCO 201] and take the test in March or May of your first year.
  - If you do not pass Com/Lit, you should enroll in SPCO 201 for the fall and retake the test(s) in November of your sophomore year.
    - ❖ If you still do not pass Com/Lit, you should contact the Academic Success Center and begin working with a tutor. You should also consider taking the reading and writing subtests on different dates. This will maximize the time you can spend on each subtest.
- If you do not consider yourself to be a strong test taker or would just like additional help, register for SPCO 201 in the spring of your first year and plan to take the May administration of Com/Lit.
  - Consider taking the reading and writing subtests on different dates. This will maximize the time you can spend on each subtest.
  - If you do not pass Com/Lit, you should contact the Academic Success Center and begin working with a tutor.

Tips:

- College Writing I/II (ENGL 113/114) and Grammar & Usage (ENGL 220) are important classes that will help you pass Com/Lit. Students who do very well in these courses have a better success rate with the Com/Lit test. Be sure to take these courses seriously.
- If ENGL 220 is not a required course in your program consider taking it as an elective prior to the completion of your sophomore year.
- Whenever a professor makes comments on your writing assignments, take those comments seriously, and consider going to the Academic Success Center to get help with your writing.

#### Subject tests

- You do NOT have to have passed both parts of Com/Lit before taking a subject test. For example, if you are an elementary major and strong in math but struggling with part of the Com/Lit test, you may want to take the general curriculum – mathematics subtest while you are working on your Com/Lit skills.
- Take the on-line practice test for your subject(s), if one exists. Currently there are practice subject tests for: early childhood, general curriculum – multi-subject, general curriculum – mathematics, foundations of reading, mathematics and biology.
- If you are NOT an elementary major, you should plan to take your subject test in November or February of your junior year.
- If you ARE an elementary major, you should consider taking each of the general curriculum subtests separately. The best times to take these tests are July after your sophomore year, September and November of your junior year.

- If you ARE an early childhood or elementary major, you should take the foundations of reading test as you are completing EDUC 327 in November of your junior year.
- If you need tutoring help with a subject test, contact the corresponding department or the Educator Preparation Office.

## **Graduate MTEL Strategies**

### **Communications & Literacy Skills test (Com/Lit)**

Reflect upon your ability to take standardized tests.

- Take the on-line practice Com/Lit writing and reading subtests.
- If you feel you are a strong test-taker, you should attend the MTEL Orientation Session and take the test in November of your first year.
- If you do not consider yourself to be a strong test taker or you would just like additional help, enroll in SPCO 201 for the fall and take the test in November of your first year.
  - If you do not pass Com/Lit, you should contact the Academic Success Center and begin working with a tutor. You should also consider taking the reading and writing subtests on different dates. This will maximize the time you can spend on each subtest.

### **Subject tests**

- You do NOT have to have passed both parts of Com/Lit before taking a subject test.
- You should take the appropriate subject test for your discipline (e.g., general curriculum for elementary & special education, early childhood, history, math, physical education) immediately. The expectation is that you will pass this test by the end of your first semester in the program. [**Note:** Students in ELEM/ECED/SPED (TSMD) must pass a second subject test, the Foundations of Reading test. This test should be taken at the end of the semester you are enrolled in EDUC 627: Construction, Management & Assessment of Literacy Programs.]
- Take the on-line practice test for your subject(s), if one exists. Currently there are practice subject tests for: early childhood, general curriculum – multi-subject, general curriculum – mathematics, foundations of reading, mathematics and biology.
- If you ARE an elementary major, you should consider taking each of the general curriculum subtests separately.
- If you need tutoring help with a subject test, contact the corresponding department or the Educator Preparation Office.

**MASSACHUSETTS TESTS FOR EDUCATOR LICENSURE (MTEL)**  
**2011-2012 TEST DATES**

Test Date	Regular Registration Deadline	Late Registration Deadline (additional fee applies)	Emergency Registration Deadline (additional fee applies)	Score Report Date
	 	 	 	
September 24, 2011	August 12, 2011	September 2, 2011	September 16, 2011	October 28, 2011
November 19, 2011	October 7, 2011	October 28, 2011	November 11, 2011	December 23, 2011
March 3, 2012	January 20, 2012	February 10, 2012	February 24, 2012	April 6, 2012
May 12, 2012	March 30, 2012	April 20, 2012	May 4, 2012	June 15, 2012
July 14, 2012	June 1, 2012	June 22, 2012	July 6, 2012	August 17, 2012

NOTE: For additional testing dates for Com/Lit and Foundations of Reading, see next page.

**Test Registration fees**

Registration processing fee (per paper-based test administration or CBT registration)	\$30
Communication & Literacy Skills <b>reading</b> subtest	\$30
Communication and Literacy Skills <b>writing</b> subtest	\$40
General Curriculum <b>multi-subject</b> subtest	\$50
General Curriculum <b>mathematics</b> subtest	\$50
Subject matter test	\$100
Late registration fee (paper-based testing)	\$30
Emergency registration fee (paper-based testing)	\$50

**Internet Registration:** Your registration must be completed by 5 p.m. eastern time on the registration deadline for the period.

**U.S. Mail Registration:** During regular registration period, your materials must be postmarked by the regular registration deadline. During the late registration period, your materials must be received by the late registration deadline.

**Telephone Registration:** Call (413) 256-2892, 9 a.m.-5 p.m. eastern time, Mon-Fri, excluding holidays. You must call by 5 p.m. eastern time on the emergency registration deadline.

**NOTE:** If you have not received your official admission ticket one week before the late registration deadline, contact NES at (413) 256-2892.

The Registration Bulletin contains all necessary registration information and forms. A PDF version of the bulletin is available at the Web site listed below. Candidates may register via the Internet at [www.mtel.nesinc.com](http://www.mtel.nesinc.com) or by mail by completing the registration form located at the center of the registration bulletin. Telephone registration is also available for candidates who have previously registered by calling (413) 256-2892.

**Important Note: Beginning Fall 2012, the Communication and Literacy Skills and Foundations of Reading tests will be available solely on computer, and all MTEs will be entirely computer based by Fall 2015.**

[www.mtel.nesinc.com](http://www.mtel.nesinc.com)

## COMPUTER-BASED TESTING AVAILABLE FOR COMMUNICATION & LITERACY SKILLS AND FOUNDATIONS OF READING TESTS ONLY

Computer-based testing is available during the following testing windows.  
Visit [www.mtel.nesinc.com](http://www.mtel.nesinc.com) for more information

Month	Testing Window Monday–Saturday, excluding holidays, unless otherwise noted	Score Report Date
August 2011	August 26–September 8	September 29, 2011
October 2011	October 5–19	November 8, 2011
January 2012	January 19–February 1	February 22, 2012
February 2012	February 16–29	March 21, 2012
April 2012	April 12–25	May 16, 2012
June 2012	June 14–27	July 18, 2012
August 2012	August 17–30	September 20, 2012

### MTEL COMMUNICATIONS & LITERACY SKILLS AND FOUNDATIONS OF READING TEST ONLY.

Computer-based testing (CBT) is available during select testing windows at Pearson Professional Centers throughout the United States, its territories, and Canada, including at least five in Massachusetts. Go to [www.mtel.nesinc.com](http://www.mtel.nesinc.com) and refer to "[Test Dates](#)" for a list of the testing windows currently open for registration and to "[Test Sites](#)" for information about available test centers.

**Registration.** Registration for computer-based testing is available only on the Internet by selecting "[Register Now](#)" on the MTEL web site at [www.mtel.nesinc.com](http://www.mtel.nesinc.com). The following guidelines apply to computer-based testing registration:

- There is an additional computer-based testing fee of \$25 for each CBT test appointment. This fee is in addition to the \$30 registration processing fee and the regular test fee(s). See "[Test Fees and Payment Policies](#)" for complete information.
- You may register to take one or both Communication and Literacy Skills subtests or the Foundations of Reading test. All subtests you select in one registration will be administered in one four-hour test session. Once you have registered, you may not change your test selection for that one test session unless you withdraw your registration and register again. (See "[Test Selection](#)" for more information about test sessions and registration.)
- You should plan to register as early as possible before your desired testing window. Test appointments are scheduled on a first-come, first-served basis.
- You must wait 120 days (approximately 4 months) after taking a computer-based test/subtest before retaking the same test/subtest on computer.

**Test administration.** In computer-based testing, examinees complete the tests by selecting answers on-screen to multiple-choice items and typing responses to open-response items. See "[Reporting to the Test Site](#)," "[What to Bring to the Test Site](#)," and "[Test Site Rules](#)" for details about the day of the test, including information about identification and security policies.

## MTEL Review Sessions & Resources

**MTEL Communication & Literacy Skills Tests (reading & writing) Review Sessions**  
Springfield College offers orientation sessions and a .5 credit test review course in preparation for the Communication & Literacy Test. See below for a brief description of each of these.

### MTEL 3-hour Orientation Sessions (for 1st time test takers)

- Designed to give students an overview of the reading and writing tests
- Register by calling the Office of Educator Preparation & Licensure (748-3155)

### MTEL test prep course SPCO 201: Building Communication & Literacy Skills .5 s.h. credit

- Designed to help students prepare for the reading and/or writing tests
- Comprehensive test prep course (over 10 hours)
- Individual needs will be assessed and addressed
- Register by completing an add/drop form or through the regular registration process

For more information on the review sessions for the MTEL Communication and Literacy Test, call the Office of Educator Preparation & Licensure, 748-3155

### **MTEL Subject Test Review Sessions**

- Designed by various departments to review the content on particular subject tests
- Register by calling the appropriate department (e.g., physical education, education, history)

For more information on subject test review sessions, call the appropriate School or Department.

### **MTEL Resources for Communication & Literacy Skills Tests and Subject Tests**

*Additional resources for all tests are available on reserve at Babson Library, in the Academic Success Center and the Educator Preparation & Licensure Office. See individual academic departments for additional resources related to the subject tests.*

*A comprehensive list of resources as well as an overview of the MTEL Communication and Literacy Skills tests can be found on the following pages.*

### **MTEL Practice tests are now available online for:**

Communications & Literacy	Biology
Early Childhood	Chemistry
General Curriculum – Multi-Subject	Earth Science
General Curriculum – Mathematics	English
Foundations of Reading	History
Physical Education	Mathematics
Health/Family & Consumer Sciences	Visual Art

**[www.mtel.nesinc.com](http://www.mtel.nesinc.com)**

## Additional MTEL Resources

The Official THEA (Texas Higher Education Assessment) Test Study Guide [formerly The Official TASP (Texas Academic Skills Program) Study Guide] by the Texas Higher Education Coordinating Board and the Texas Education Agency, National Evaluation Systems, 2004/1993. Amherst, MA.

Cliff's TASP Preparation Guide. Jerry Bobrow (1994) Cliff's Notes, Lincoln, NB

The Complete Preparation Guide to TASP (1998) Learning Express, New York, NY

The Prentice Hall THEA Study Guide for Writing. Karen W. Hackley and Robin P. Nealy. (2002) Pearson Education, Inc., Upper Saddle River, NJ 07458

The Prentice Hall TASP Study Guide for Reading. L. Irene Duke and Emily Moore. (2004) Pearson Education, Inc., Upper Saddle River, NJ 07458

100 Passages to Reading Comprehension by Allan Sack and Jack Yourman (order two books "Student Reader", "Vocabulary Workbook" with the companion teacher manuals that have answers). American Guidance Service, 4201 Woodland Rd., P.O. Box 190, Circle Pines, MN 55014-1796 E-mail: agsmail@agsnet.com Web Site: www.agsnet.com Phone: 800-328-2560 Fax: 763-786-9077

MCAS Workbook & Diagnostic Test packs for: English Language Arts (grades 4, 8, 10), History & Social Science (grades 4,8,10), Mathematics (grades 4,8,10), Science & Technology (grades 4,8,10). Buckle Down Publishing Company, P.O. Box 2180, Iowa City, IA 52244. To order call 1-800-776-3454.

**\*\*READY for RICA: A Test Preparation Guide for California's Reading Instruction Competence Assessment.** James J. Zarrillo. (2002) Pearson Education, Inc., Upper Saddle River, NJ 07458

[www.lesley.edu/certification.html](http://www.lesley.edu/certification.html) Workshops for General Curriculum, Early Childhood & Foundations of Reading MTEL tests

### Websites - Mechanics/Grammar support

Capital Community College	<a href="http://grammar.ccc.commnet.edu/grammar">http://grammar.ccc.commnet.edu/grammar</a>
Grammar bytes	<a href="http://www.chompchomp.com">www.chompchomp.com</a>
Grammar book	<a href="http://www.grammarbook.com">www.grammarbook.com</a>
Purdue University	<a href="http://owl.english.purdue.edu">http://owl.english.purdue.edu</a>
Tidewater Community College	<a href="http://www.tcc.edu/students/resources/writcent/handouts">www.tcc.edu/students/resources/writcent/handouts</a>
Judy Vorfeld's Grammar help	<a href="http://www.editingandwritingservices.com/writingcenter.html">www.editingandwritingservices.com/writingcenter.html</a>
Univ. of IL Grammar Handbook	<a href="http://www.cws.illinois.edu/workshop">www.cws.illinois.edu/workshop</a>

### Websites – Communications & Literacy basic skills

Massachusetts Tests for Educator Licensure	<a href="http://www.mtel.nesinc.com">www.mtel.nesinc.com</a>
THEA Practice Test	<a href="http://www.thea.nesinc.com/practice.htm">www.thea.nesinc.com/practice.htm</a>
CBEST Practice Test (CA Teacher's Test)	<a href="http://www.cbest.nesinc.com">www.cbest.nesinc.com</a>

### Subject Test Resources

**RICA Sample Questions	<a href="http://www.rica.nesinc.com">www.rica.nesinc.com</a>
CSET Practice Tests	<a href="http://www.cset.nesinc.com/CS_testguide_opener.asp">www.cset.nesinc.com/CS_testguide_opener.asp</a>

Biology. Campbell and Reece (any edition)

MTEL Math 03: Prepare for the New General Curriculum Subtest by Mary Desouza

**\*\*Resource for Foundations of Reading test**

## Resources on Reserve in Babson Library

To find out if a book is available, use the Voyager Online Catalog and choose the “course reserve” tab. Choose instructor: Davis-Delano, Linda. Search. This will bring up the list of resources on reserve for Dr. Davis-Delano and whether or not they are available. The resources listed below pertain to the teacher test.

<b><u>Title</u></b>	<b><u>Description</u></b>
<b>100 passages reader</b>	100 Passages to develop reading comprehension
<b>Vocabulary workbook</b>	Workbook to accompany “100 passages reader (see above)
<b>MCAS 10 - history</b>	MCAS workbook for history & social studies - grade 10
<b>MCAS 10 - language arts</b>	MCAS workbook for English language arts - grade 10
<b>MCAS 10 - mathematics</b>	MCAS workbook for mathematics - grade 10
<b>MCAS 10 - science &amp; technology</b>	MCAS workbook for science & technology - grade 10
<b>MCAS 4 - history</b>	MCAS workbook for history & social studies - grade 4
<b>MCAS 4 - language arts</b>	MCAS workbook for English language arts - grade 4
<b>MCAS 4 - mathematics</b>	MCAS workbook for mathematics - grade 4
<b>MCAS 4 - science &amp; technology</b>	MCAS workbook for science & technology - grade 4
<b>MCAS 8 - history</b>	MCAS workbook for history & social studies - grade 8
<b>MCAS 8 - language arts</b>	MCAS workbook for English language arts - grade 8
<b>MCAS 8 - mathematics</b>	MCAS workbook for mathematics - grade 8
<b>MCAS 8 - science &amp; technology</b>	MCAS workbook for science & technology - grade 8
<b>MA Department of Elementary and Secondary Education: Curriculum Frameworks</b>	
<b>READY for RICA</b>	Test preparation for “Foundations of Reading” test
<b>THEA test study guide</b>	The Official THEA Test Study Guide

### **MTEL test information booklets in these areas:**

<b>01 Communication and Literacy Skills</b>	<b>28 Spanish</b>
<b>02 Early Childhood</b>	<b>29 Chinese (Mandarin)</b>
<b>03 General Curriculum</b>	<b>30 Italian</b>
<b>06 History</b>	<b>31 Russian</b>
<b>07 English</b>	<b>32 Portuguese</b>
<b>08 Reading Specialist</b>	<b>33 Technology/Engineering</b>
<b>09 Mathematics</b>	<b>44 Speech</b>
<b>10 General Science</b>	<b>45 Theater</b>
<b>11 Physics</b>	<b>46 Dance</b>
<b>12 Chemistry</b>	<b>47 Mathematics (Middle School)</b>
<b>13 Biology</b>	<b>48 Political Science/Political Philosophy</b>
<b>14 Earth Science</b>	<b>50 Middle School Humanities</b>
<b>15 Latin and Classical Humanities</b>	<b>51 Mathematics/Science (Middle School)</b>
<b>16 Music</b>	<b>52 Academically Advanced</b>
<b>17 Visual Art</b>	<b>53 Mathematics (Elementary)</b>
<b>19 Business</b>	<b>54 English as a Second Language</b>
<b>21 Health/Family &amp; Consumer Sciences</b>	<b>55 Adult Basic Education</b>
<b>22 Physical Education</b>	<b>90 Foundations of Reading (PreK-6)</b>
<b>26 French</b>	<b>91 Vocational Technical Literacy Skills</b>
<b>27 German</b>	

## Massachusetts Tests for Educator Licensure (MTEL) Communication & Literacy Skills Test

### List of Tutors

This list is intended for use primarily by those students who have already taken the test prep course, “Building Communication & Literacy Skills” and still are in need of assistance.

**Academic Success Center**      Hickory Hall 109      748-3747

For the **Communication and Literacy Skills** test:

**MTEL Assistance Program**

- |                        |                           |                                  |
|------------------------|---------------------------|----------------------------------|
| • Ann Moore            | MTEL Coordinator, Com/Lit | 748-3647 or amoore2@spfldcol.edu |
| • Joan Davis           | MTEL Reading Specialist   | 782-5194                         |
| • Helen Kidess         | MTEL Writing Specialist   | 782-7547                         |
| • Vivian & Wayne Morse | MTEL Test Prep Course     | vmorse@charter.net               |

**Writing Support Services**      Hickory Hall 109      748-3207, asc\_wss@spfldcol.edu

For many of the **subject tests**:

Peer tutors are available through the Academic Success Center. Call the ASC Tutor Manager at 748-3389 or email [asc\\_tutormanager@spfldcol.edu](mailto:asc_tutormanager@spfldcol.edu)

**Additional Help:** All of the faculty listed below have indicated their willingness to tutor students for one or more aspects of the Massachusetts Tests for Educator Licensure. Noted below are the areas the faculty are interested in tutoring. The phone numbers are the last four digits following the prefix "748" unless noted otherwise.

### **Reading & Writing**

Name	Phone	Specific Area
Deb Alm	3184	reading/grammar
Marty Dobrow	3253	all
Justine Dymond	3902	all
Dennis Gildea	3245	all
Susan Joel	3349	all
Rebecca Lartigue	3189	all
Martin Shell	3443	all

### **Reading Only**

Stephen Coulon	3209
----------------	------

### **Writing Only**

Mary Healey	3713	grammar
Hai Kinal	3690	all
Michelle Moosbrugger	3486	all

### **Subject**

Name	Phone	Specific Area
Mary Allen	3356	Early Childhood & Foundations of Reading
Simone Alter-Muri	3752	Art
Bob Barkman	3734	Biology
Leslie Beale	3346	Health
Justine Dymond	3902	English
Dennis Gouws	3844	English
Mary Healey	3713	Biology
Hai Kinal	3690	Biology
Rebecca Lartigue	3189	English
Zenobia Lojewska	3192	Mathematics
Diane Lorenzo	3427	Phys Ed
Pat McDiarmid	3362	Health & PE
Andrew Perry	3193	Mathematics
Charles Redington	3336	Biology
Fides Ushe	3668	Mathematics

**Math Support Services**    [asc\\_mss@spfldcol.edu](mailto:asc_mss@spfldcol.edu)  
Located in the Language Lab, Babson Library

## **MTEL**

### **Communication and Literacy Skills Test Overview**

The Communication and Literacy Skills test consists of two subtests: Reading and Writing.

#### Reading Subtest

The reading subtest contains content defined by six Communication and Literacy Skills test objectives (0001 through 0006). It consists of 42 multiple-choice questions. Each item counts equally toward a candidate's total reading subtest score.

##### *Multiple-Choice Items*

Multiple-choice items are linked to extended passages of up to approximately 750 words. Candidates must read, understand, and analyze the passages to answer specific questions about them.

#### Writing Subtest

The writing subtest contains content defined by six Communication and Literacy Skills test objectives (0007 through 0012). It consists of 35 multiple-choice questions, 7 short-answer items and 2 open-response items. The multiple-choice and short-answer sections of the test together make up 50% of your final score, the composition is worth 35%, and the summary 15%.

##### *Multiple Choice Section*

The multiple-choice items are linked to brief written passages that contain grammatical, usage, or structural errors. Candidates must analyze the passages, recognize the errors, and identify proposed corrections. The term *error* refers to language use that does not conform to standard English conventions. Each passage is followed by several multiple-choice questions. There are a total of 10 passages and 35 questions.

##### *Short-Answer section – Sentence correction*

Each sentence correction item presents a sentence that contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, and punctuation). Candidates must read the sentence, recognize the errors, and rewrite the sentence using standard English conventions. There are seven sentence correction items.

##### *Written Summary*

Candidates are asked to summarize in their own words a written passage. Candidates must read the passage, identify its main ideas and significant supporting details, and produce a written summary that conforms to standard English conventions.

##### *Written Composition*

Candidates are asked to prepare a multiple-paragraph composition of approximately 300-600 words on an assigned topic. They must produce a composition that effectively communicates a whole message to the specified audience for the stated purpose. Candidates will be assessed on their ability to express, organize, and support opinions and ideas. The final version of the composition should be legible and conform to standard English conventions.

## READING

*0001 Determine the meaning of words and phrases in the context in which they occur.*

For example: identify the meaning of commonly used words; determine the meaning of a word with multiple meanings; determine the meaning of an uncommon word or phrase; identify synonyms or antonyms for words used in a given passage; and determine the meaning of figurative language.

*0002 Understand the main idea and supporting details in written material.*

For example: identify the explicit main idea of a paragraph or passage; identify the implied main idea of a paragraph or passage; and identify ideas, information, data, and details that support, illustrate, or elaborate the main idea of a paragraph or passage.

*0003 Identify a writer's purpose, point of view, and intended meaning.*

For example: identify a writer's stated or implied purpose for writing; identify the audience for a given piece of writing; identify why a writer has included specific information or examples; identify the likely response of an audience to a writer's choice of words or phrases; and interpret content, word choice, and phrasing to determine a writer's opinion or point of view.

*0004 Analyze the relationship among ideas in written material.*

For example: identify cause-and-effect relationships; identify the order of events or steps described in written material; analyze relationships between similar ideas or ideas in opposition; and draw conclusions from information stated or implied within a passage.

*0005 Use critical reasoning skills to evaluate written material.*

For example: identify the assumptions underlying a writer's argument; assess the relevance of facts, examples, or data to a writer's argument; distinguish between statements of fact and expressions of opinion; and assess a writer's objectivity or bias.

*0006 Apply skills for outlining and summarizing written materials and interpreting information presented in graphic form.*

For example: identify an effective outline or graphic representation of information presented in a paragraph or passage; identify an effective summary of information presented in a paragraph or passage; interpret information presented in graphs, tables, charts, or diagrams; draw conclusions based on information presented in graphs, tables, charts, or diagrams; and select the graphic form best suited to the presentation of information contained in a paragraph or passage.

## WRITING

*0007 Understand methods for establishing and maintaining a central theme or main idea.*

For example: identify effective thesis statements and topic sentences; identify information, statements, or details that detract from the development of a main idea; identify ineffective repetition and redundancy; reorganize sentences or paragraphs to achieve a logical sequence of ideas; and identify effective transitions from one paragraph to another.

*0008 Recognize common errors of sentence construction, grammar, and usage.*

For example: identify sentence fragments and run-on sentences (comma splices, fused sentences); identify verbs in the wrong tense or form, incorrect shifts in tense or person, lack of subject-verb agreement, and wrong or missing verb endings; identify vague pronoun references, lack of agreement between pronouns and antecedents, and incorrect shifts in pronoun person and number; identify misplaced or dangling modifiers; identify wrong or missing prepositions; identify incorrect use of relative pronouns (that, which, who); identify imprecise or inappropriate words and phrases; and identify common errors in the use of homonyms (accept/except, affect/effect, its/it's, their/there/they're, to/too/two, weather/whether, who's/whose, your/you're).

*0009 Recognize common errors of spelling, capitalization, and punctuation.*

For example: identify common spelling errors; identify common errors in standard capitalization; identify missing commas after an introductory phrase and missing commas in a compound sentence; and identify missing or misplaced apostrophes.

*0010 Demonstrate the ability to analyze and revise sentences containing common errors of sentence construction, grammar, usage, spelling, capitalization, and punctuation.*

For example: revise sentences to correct errors related to sentence construction; revise sentences to correct common errors related to grammar and usage; and revise sentences to correct common errors related to spelling, capitalization, and punctuation.

*0011 Demonstrate the ability to prepare an effective summary.*

For example: summarize the main ideas, key arguments, and significant supporting details presented in an extended passage; demonstrate effective paragraph and sentence construction; demonstrate command of standard English conventions of grammar and usage, without making common errors; and demonstrate command of standard English conventions of spelling, capitalization, and punctuation, without making common errors.

*0012 Demonstrate the ability to prepare a well-organized and focused piece of writing for a given purpose and audience, using standard English conventions.*

For example: take a position on an issue, proposition, or statement related to education and defend that position; maintain a central theme or main idea through the effective use of a thesis statement, topic sentences, and transitions; develop a well-organized argument using sound reasoning and relevant supporting information and/or examples; demonstrate effective paragraph and sentence structure and employ vocabulary appropriate for the audience and the purpose of the writing task; use precise and appropriate words and phrases; demonstrate command of standard English conventions of grammar and usage, without making common errors; and demonstrate command of standard English conventions of spelling, capitalization, and punctuation, without making common errors.

**NOTE: AN OVERVIEW OF EACH OF THE SUBJECTS TESTS IS AVAILABLE ONLINE ([www.mtel.nesinc.com](http://www.mtel.nesinc.com)), ON RESERVE AT BABSON LIBRARY, AND AT THE EDUCATOR PREPARATION OFFICE.**

## FREQUENTLY ASKED QUESTIONS

**When and where do I take the MTEL exams?** This academic year (2011-2012), the MTEL is offered five times in September, November, March, May and July. The four-hour tests are scheduled on Saturdays. The Com/Lit test and the Foundations of Reading test (required for ELEM, ECED & SPED) take place in the morning. All other subject tests are administered in the afternoon. The tests are administered at different locations throughout the state.

[NOTE: For the Com/Lit and the Foundations of Reading tests only there are seven additional computer-based testing windows in August, October, January, February, April, June and August for an additional fee of \$25.]

**I heard there are multiple tests, how many will I have to take?** All candidates for initial educator licensure in Massachusetts must pass a test of Communication & Literacy skills. Individuals seeking a teaching license must also pass a subject test. In addition to this, candidates for early childhood, elementary and special education are required to pass a second subject test, the Foundations of Reading test.

### How much will it cost to take each test?

Registration fee (per paper-based test administration or CBT registration)	\$30
Com/ Lit <b>reading</b>	\$30
Com/ Lit <b>writing</b>	\$40
General Curriculum <b>multi-subject</b>	\$50
General Curriculum <b>mathematics</b>	\$50
Subject matter test	\$100
Late registration fee (paper-based testing)	\$30
Emergency registration fee (paper-based testing)	\$50
Computer-Based Test fee	\$25

**Can I take all tests on the same day?** The Communication & Literacy Skills test and the Foundations of Reading test are both administered only in the four-hour morning session. All other subject tests are administered only in the four-hour afternoon session. You may register to take one or two tests on any administration date. However, it is recommended that you do not take two four-hour tests on the same day. In fact, when a four-hour test is divided into 2 subtests (i.e., Com/Lit & General Curriculum) it is recommended that you consider taking these subtests on different dates; depending upon how strong a test-taker you are.

### Should I take the SC test prep course (SPCO 201) or attend an MTEL orientation session?

At the very least you should attend the 3-hour MTEL orientation session prior to taking the Communication & Literacy Skills test for the first time. If you want substantial help preparing for the Com/Lit test you should register for the test prep course SPCO 201: Building Communication & Literacy Skills. For more information contact your advisor or the Educator Preparation Office.

**Are there any subject test review sessions offered?** Subject test review sessions are offered from time to time. Contact individual departments for more information.

**What is the passing score?** The passing score for all tests is 240.

**What does it mean if I get a Conditional-Pass on the General Curriculum-Mathematics subtest?** A result of Conditional-Pass indicates that a score of at least 227-239 between March 7, 2009 and June 30, 2012 meets the qualifying score requirement, however, conditions apply as approved by the Board of Elementary and Secondary Education. Test-takers who scored in the 227-239 range will be required to retake the General Curriculum mathematics subtest and earn a score of 240 or higher in order to advance the license to the next stage or to renew an Initial License. For more information, please refer to the MA DESE web site at [www.doe.mass.edu/educators](http://www.doe.mass.edu/educators)

If you received a conditional-pass on this subtest, we **STRONGLY RECOMMEND** you take this portion of the test again while you are still at Springfield College and can take advantage of the support we are offering our students. Please contact the Educator Preparation Office with any questions or concerns you may have regarding a conditional-pass.

**How long does it take to get the test results?** It takes approximately five weeks to get the results. The date the results will be mailed is published on the back of the MTEL registration booklet and at [www.mtel.nesinc.com](http://www.mtel.nesinc.com).

**Can I retake a test if I do not pass?** Yes, you can repeat each test an unlimited number of times.

**I am not planning to teach in the state of Massachusetts, do I have to take the MTEL?**

All Springfield College students in educator preparation programs must pass the MTEL in order to successfully complete an approved program.

**Will I have to take other tests if I want to get licensed and teach in another state?**

Yes, almost every state department of education has their own testing requirement. In most cases the Massachusetts Tests for Educator Licensure are not accepted by other states to meet their testing requirement.

## SECTION IV

### PRACTICUM POLICIES AND PROCESS AND SAMPLE FORMS USED IN CONJUNCTION WITH THE PRACTICUM

## Practicum Policies

Note: These practicum policies are in effect for all teaching and counseling practica.

1. All practicum placements for students in educator preparation programs must be arranged by (or arranged in conjunction with) the Office of Educator Preparation and Licensure.
2. Students make application or submit a practicum information form to the Educator Preparation Office to be placed in a practicum. They must also follow all other practicum placement procedures detailed in this section of the handbook for their specific program.
3. Students must be admitted to an educator preparation program (which makes them an official candidate for licensure) and meet all of the standards for practicum placement in order to be eligible to apply. This includes, among other things, maintaining minimum grade point averages, passing all required Massachusetts Tests for Educator Licensure (MTEL), and satisfactorily completing prerequisite courses. See Section II of this handbook for detailed information about admission to educator preparation programs and standards for practicum placement.
4. In order to guarantee placement for a particular semester, students must satisfy all requirements (see practicum procedures for details) and meet all deadlines specified by the Educator Preparation Office.
5. Students in all Educator Preparation Programs fill out a practicum application listing their preferences related to placement sites (e.g., travel time/distance, type of school & grade level). In addition to this, there is a place to detail any other information that is important in the determination of the site. If at all possible, students will not be placed where they have previously held a position (voluntary or paid) or have any “connections” (e.g., mother is the principal, aunt teaches in the school, neighbor is secretary to the superintendent). In most cases, students will not be placed at a school they attended or their pre-practicum site and should indicate preferences that give them a diversity of experience (e.g., urban, suburban).
6. Students are typically placed at a Massachusetts public school within a 15-mile radius of Springfield College. For physical education only, students may be placed within a 30-mile radius of the college. Students are responsible for their own transportation to and from their practicum site.

**IMPORTANT NOTE: Students wishing to request a site that does not conform to the policies stated above must submit the “Practicum Placement Waiver Form” and an email with the rationale to the Director of Educator Preparation and Licensure (Ldelano@spfldcol.edu). [For example, if you are requesting any of the following: a site at a distance beyond the acceptable range, a private school, a school district outside of Massachusetts, a school where you have “connections” or a school where you presently work.] The decision whether or not to make an exception to the policy**

**is made by the Director of Educator Preparation & Licensure in consultation with the appropriate department chair or program director.**

7. All practicum placements are made so the candidate has a field-based experience in the role and at the level of the license sought. Students must fulfill the minimum clock hour requirements specified in the Massachusetts Department of Elementary and Secondary Education (DESE) Regulations for Educator Licensure. Additional hours may be required by Springfield College, see program specific requirements. The starting and ending dates are determined in advance by the Director of Educator Preparation and Licensure. The daily schedule and calendar of the practicum school must be followed.
8. All practicum experiences are jointly supervised by a college supervisor and supervising practitioner. For some programs, two college supervisors may be assigned.
9. Students are placed with supervising practitioners who meet the minimum qualifications specified in the Massachusetts DESE Regulations for Educator Licensure. Generally speaking, supervising practitioners must hold a professional license in the field and at the grade level of the license sought. Supervising practitioners are eligible for a tuition grant or a stipend.
10. All college supervisors hold/held a license in the field and at the grade level of the license sought or the equivalent and/or have professional experience or expertise in the field and at the grade level of the license sought. For example, some college supervisors have conducted research, taught courses or hold a degree in the licensure field.
11. Practicum students may **NOT** be financially compensated for work performed during time for which the student expects to receive course credit. This prohibition includes substitute teaching. Students seeking an exception to this policy must make a written request, with rationale, to the Director of Educator Preparation & Licensure. A determination will be made whether or not the employment in the school will enable the practicum student to fulfill all practicum requirements and whether or not proper supervision is possible. For example, it is most likely NOT possible for an individual employed as a teacher's aide to fulfill the practicum requirements while still working as an aide in the classroom. Another example is that it may not be possible to arrange for the supervision required per MA DESE regulations when someone is employed as the teacher of record in a school.
12. All sites and supervisors must be approved by the Director of Educator Preparation and Licensure.
13. Students are discouraged from holding a full-time or part-time position during the practicum, or from participating on an athletic team. These outside activities/responsibilities are not prohibited, but the student must be aware that conflicts between practicum and employment/participation on an athletic team often arise, and that practicum responsibilities must take precedence. At the start of the practicum, students

should inform their college supervisors of any outside responsibilities that could impact their practicum.

14. Practicum students will be required to fill out a Criminal Offender Record Information (CORI) form for each placement site. Students who have a concern about the CORI check should contact the Director of Educator Preparation.
15. Students must be registered for a practicum experience (and in some cases a seminar course) during the semester they are placed out in the schools. See individual course of study to register for the appropriate practicum course and the correct number of credits.
16. Students typically report full-time (all day) to their practicum site. The number of days/weeks of the practicum experience will vary depending on the field and levels of licensure a student is seeking. Many students have two experiences at two different sites, for half a semester each (e.g., early childhood, health and physical education). Others will be at the same placement site for the full semester. The total minimum number of practicum clock hours required by Springfield College ranges from 300 (e.g., most teaching licenses) to 450 (e.g., school guidance counseling), depending on your program.
17. Practicum students are expected to call the school, their supervising practitioner, their college supervisor and the Educator Preparation Office if they have to miss a day. Practicum students are expected to report to their practicum site everyday. Students most often will have to make up days missed. (Note: In some cases up to two days missed may be allowed without a makeup.)
18. All candidates must submit an evidence binder of their work. The candidates are responsible for collecting data and providing evidence of their own work and that of their students, to demonstrate that they have knowledge of content and that they have met each professional standard for the license they are seeking. In most cases, specific information regarding the evidence binder is included in the individual *Fieldwork Handbooks* for each program.
19. All practicum experiences provide multiple measures of student progress in an ongoing assessment of the candidate's performance during the practicum experience. College supervisors must make a minimum of three observations/visits to the candidate at various stages in the practicum experience, and complete one of the college's observation forms for each visit, (a sample of this form is included at the end of this section). Supervising practitioners make daily observations of the candidates, and they are required to complete one formal observation per week using the Springfield College observation form, and to provide an ongoing/formative evaluation on a weekly basis.

The supervising practitioner and the college supervisor at both the middle and the end of the practicum complete an evaluation. These midterm and final assessments are required, and are discussed with the candidate at a three-way conference.

As part of the final assessment, supervisors fill out and sign-off on the official practicum report that includes the preservice performance assessment for each candidate. A sample of this form is included at the end of this section. This form requires each supervisor to indicate whether or not the candidate has demonstrated his/her competence in the professional standards for the license. The practicum report also contains other pertinent information needed for accurate and complete record keeping.

20. Students will receive a letter grade (A-F) for their practicum. Students who receive a letter grade of **"B-"** or above will be recommended for licensure. Students who receive a **"C+"** or lower may or may not be recommended for licensure. Students who receive a **"D+"** or below will not be recommended for licensure. Students not recommended for licensure will NOT receive credit for an official practicum, instead they will receive credit for SPCO 499/699: Fieldwork in an Educational Setting. (Institutional licensure recommendations/endorsements are noted on the College transcripts.)
21. Sample copies of many of the forms described above are at the end of this section. Copies of all program specific forms and additional program specific policies and procedures related to the practicum may be found in the individual program *Fieldwork Handbooks*.

### **Minimum Requirements for Practicum Placement for Non-Springfield College Students**

It is the policy of the Educator Preparation Programs at Springfield College to place students in a practicum (when they took the majority of their education coursework at a different institution) once they have met the following minimum requirements:

1. Successful completion (achieved a C+ or better) of a Springfield College discipline-specific methods course that includes a pre-practicum experience.
2. Personal statement detailing coursework and experience that is related to the license being sought and answering the question, "Why do you want to become an educator?"
3. Transcript Review to ensure that all content knowledge has been demonstrated through coursework or experiences and that all waivers and other documentation are on file.
4. Passing scores on all required MA Tests for Educator Licensure (MTEL). This typically includes the MTEL Communication and Literacy Skills test and one or two subject tests.
5. Statement of good standing from previous higher education institution.

**Springfield College**  
 Office of Educator Preparation & Licensure  
 263 Alden Street, Springfield, MA 01109  
 (413) 748-3155 - Ldelano@spfldcol.edu

## INSTITUTIONAL VERIFICATION OF GOOD STANDING

### SECTION A

TO BE COMPLETED BY APPLICANT				
1. NAME	LAST	FIRST	M.I.	MAIDEN/FORMER NAME
2. ADDRESS			3. DATE OF BIRTH	
CITY/STATE/ZIP			4. SOCIAL SECURITY NO.	
5. TELEPHONE:				
Home (     )		Cell/Other (     )		

### SECTION B

TO BE COMPLETED BY COLLEGE/UNIVERSITY	
<p>The applicant has requested to complete an educator preparation program at Springfield College. Please complete information in this section regarding the applicant. To be valid, this form must be signed by the dean of the college or school of education or the department chair where the applicant completed his/her coursework. RETURN THIS FORM TO THE SPRINGFIELD COLLEGE OFFICE OF EDUCATOR PREPARATION &amp; LICENSURE.</p>	
<p>A. The applicant is known and regarded as a person of good moral character and possesses those personal qualities and professional knowledge and skill necessary to enter an educator preparation program</p>	<p>Yes _____ No _____</p>
<p>If the answer is no, please explain: _____</p> <p>_____</p>	
<p>B. Do you know of any reason why this person should not be allowed to enter an educator preparation program?</p>	<p>Yes _____ No _____</p>
<p>If the answer is yes, please explain: _____</p> <p>_____</p> <p>_____</p>	

Name of College/University \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_ email address \_\_\_\_\_

Name (printed) and title \_\_\_\_\_

Signature of dean or department chair \_\_\_\_\_ Date \_\_\_\_\_

## **Practicum Application Process**

Students must follow the steps below and meet all deadlines in order to ensure that they get placed to do their practicum in the semester they desire.

### **1. Making Application**

Once students have met all requirements for practicum eligibility they must officially apply for placement by attending a Practicum Application Meeting held by the Office of Educator Preparation and Licensure. Practicum Application meetings are scheduled twice a year, once in early fall and once in early spring semesters. Students are required to bring this *Educator Preparation Handbook* as a reference to this meeting. The process for practicum application will be reviewed in detail and students will be notified of all deadlines for submission of documents.

Students are required to fill out a practicum application form specific to their program. On the application students provide the following information: preferences related to placement sites (e.g., travel time/distance, type of school & grade level), grades for all prerequisite coursework, MTEL scores (if available), and a record of their pre-practicum experience(s).

Application forms can be found on the Springfield College website under the “current students” section. Click on the “Educator Preparation and Teacher Licensure Practica Applications” link under Academic Resources. Click on undergraduate or graduate applications. Type your information directly onto the screen, rename and save as a “Word” document, then print. Sample applications are provided in this section of the handbook.

When the student has completed the application, he/she must obtain the appropriate departments signatures. Applications are to be submitted by the student to the Office of Educator Preparation & Licensure by the due date. Applications will not be accepted without the appropriate signatures.

### **2. Resumes**

Students must submit three copies of an approved, current resume. The Career Center will conduct resume construction workshops specific to educator preparation students. It is recommended that students attend one of these workshops. After students have drafted a resume, they must schedule an appointment to have one of the counselors in the Career Center review their resume. The person you meet with will sign off on an approval form indicating that your resume is complete and error free. You must submit this signed form with the final version of your resume to the Office of Educator Preparation & Licensure by the due date. Resumes will not be accepted without this approval form. See sample resumes later in this section.

### **3. Transcripts**

Students fill out an unofficial transcript request form so that we may obtain a copy of an unofficial transcript to use as part of the practicum placement process.

**4. Approval of Tentative Sites**

Once tentative site requests have been determined, an email will be sent to students with their tentative sites. Students have an opportunity to approve the tentative site by responding to their email. If a student does not give email approval, it is assumed that the student has no preference. If a student is not satisfied with a particular site, the student must immediately notify the Educator Preparation Office.

**5. Placement Request**

The Educator Preparation Office sends a request letter to the desired school to see if they have a practitioner who is qualified and willing to accommodate a practicum placement. A copy of the student's resume and transcript is sent with this request letter.

**6. The Interview and Interview Record**

Students should not call the schools until asked to set up interviews(s). Students will be notified when the principal and/or supervising practitioner at the school requested expresses an interest in interviewing the student. It then becomes the responsibility of the student to set up an interview following the established protocol and submitting a record of the interview(s) to the Office of Educator Preparation and Licensure immediately after the interview. All students who will have TWO placements will be requested to go for TWO INTERVIEWS.

See the sample Interview Record in this section of the handbook for a detailing of the interview protocol.

**7. TB Test**

Practicum students may be required to present the results of a tuberculosis skin test to the Office of Educator Preparation and Licensure if required by the school district where they are being placed. The TB test is available at the Health Center for a **\$10.00** fee.

**8. Confirmation of Placement**

A confirmation letter is sent to each school for each practicum placement. Included with the confirmation letter is information that gets verified and returned to the Educator Preparation Office with a signature from an authorized individual indicating their willingness to accommodate a practicum student for the specified dates. The information in the confirmation letter includes the name of the SC student, the dates for the practicum, the name of the school, the field and grade level of the placement, the name of the supervising practitioner, his/her field of licensure, license number, years of experience, and whether or not the person has professional status.

**INCLUDED ON THE FOLLOWING PAGES ARE THE PRACTICUM WAIVER POLICY & FORM,  
SAMPLE PRACTICUM APPLICATION FORMS AND THE INTERVIEW RECORD FORM.**

SPRINGFIELD COLLEGE  
Educator Preparation & Licensure Office  
Practicum Placement Waiver Policy\*

Students who wish to do their practicum at a distance, at a private school or at a school district outside of Massachusetts must submit the “Practicum Placement Waiver Form” and send an email with the rationale to the Director of Educator Preparation and Licensure, Dr. Davis-Delano (Ldelano@spfldcol.edu).

The email should state all compelling reasons for making an exception to the policy. If requesting a site at a distance, the student must list, in order of priority, at least three schools/districts where s/he is interested in completing the practicum.

Students must follow all practicum placement procedures and requirements for their specific program as detailed in the Educator Preparation Handbook (e.g., meet all course requirements, maintain minimum GPA) before the request will be considered.

Some of the factors taken into consideration prior to approving such a request are:

- Ability to secure a suitable quality practicum site  
Note: Student must be able to meet Massachusetts standards through the PPA while out-of-state. This includes citing the MA curriculum frameworks on all lesson plans.
- Ability to secure a college supervisor affiliated with Springfield College
- Student is in good academic standing and has the support of the department

If the request is approved, students are expected to attend all required meetings/seminars scheduled during the practicum. It is the student’s responsibility to ensure that if a Criminal Offender Record Information (CORI) is required by the district, that it be completed on time.

**NOTE:** Some states require fingerprinting (fees may apply).

The decision whether or not to make an exception to the policy is made by the Director of Educator Preparation & Licensure in consultation with the appropriate department chair and/or program director.

The Director will contact the student once a decision has been made.

\*The Massachusetts Department of Elementary & Secondary Education has mandated that all requests for completion of the practicum in a setting other than a Massachusetts public school be institutionally approved.

**SPRINGFIELD COLLEGE  
Educator Preparation & Licensure Office  
Practicum Placement Waiver Form**

Springfield College requires that all out-of-state/at-a-distance/private school practicum placement requests be pre-approved. *Student must be able to meet Massachusetts standards through the PPA while out-of-state.*

Name: \_\_\_\_\_ Program: \_\_\_\_\_ SC ID: \_\_\_\_\_

Address/Box: \_\_\_\_\_

Phone: \_\_\_\_\_ Social Security #: \_\_\_\_\_

Semester/Year of practicum: \_\_\_\_\_

Site/area you are requesting: \_\_\_\_\_

Waiver for (please check one): Out-of-state \_\_\_\_\_ At-a-distance \_\_\_\_\_ Other \_\_\_\_\_

Rationale (please check all that apply): \_\_\_\_\_ Personal \_\_\_\_\_ Financial \_\_\_\_\_ Medical  
 \_\_\_\_\_ Transportation \_\_\_\_\_ Institutional Decision

➔ **This form is to be submitted with a copy of your email request addressed to:  
 Dr. Linda C. Davis-Delano, Director of Educator Preparation and Licensure**

**This section to be completed by the Educator Preparation Office**

Criteria met:

- ▼ \_\_\_\_\_ Ability to secure a suitable quality practicum site
- ▼ \_\_\_\_\_ Ability to secure a college supervisor affiliated with Springfield College
- ▼ \_\_\_\_\_ Student is in good academic standing

Individuals involved in review of waiver: \_\_\_\_\_

Waiver is:                      Acceptable                      Not Acceptable

\_\_\_\_\_  
 Director of Educator Preparation & Licensure                      Date

EDUCATOR PREPARATION & LICENSURE OFFICE  
Physical Education  
Undergraduate Practicum Application

1. TYPE ALL ENTRIES. Be sure to complete **all three pages** of the application.
2. Get approval from the **Physical Education Department**.
3. Return approved application to the **Office of Educator Preparation & Licensure** (Room 209 in the Administration Building, 748-3155).

Name \_\_\_\_\_ SS# \_\_\_\_\_ DOB \_\_\_\_\_

Box # \_\_\_\_\_ Cell/Local Phone # \_\_\_\_\_ Email \_\_\_\_\_

Permanent Address: Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Elementary School Attended \_\_\_\_\_

High School Attended \_\_\_\_\_  
school city state

Schools are assigned by the Educator Prep Office in collaboration with the program departments. To assist us in determining an appropriate match, please provide the following information.

Semester Preferred \_\_\_\_\_ Where will you live?  Springfield Area  Other

If other, where? \_\_\_\_\_

Will you have a car?  Yes  No Time/Distance willing to drive? \_\_\_\_\_  
Minutes/Miles

Placement site:  No Preference  
 Urban (within 20 mins./3-15 miles)  
 Suburban (20-45 mins./10-30 miles)

Grade Level:

You will be placed at two grade levels, **Elementary** and either a middle school **or** a high school. Do you have a preference at the secondary level?  No Preference  Middle School  High School

Give any information/preferences you consider to be important in the determination of the site and semester of your practicum assignment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Prerequisites To Practicum – Physical Education**

<b>Courses (Give semester and year)</b>	<b>Grade Received</b>	<b>Enrolled Now</b>	<b>Will Enroll</b>
EDUC 237: Found of Multi Ed	_____	_____	_____
HLTH 100: Wellness, A Way of Life	_____	_____	_____
MOST 105: Motor Devel	_____	_____	_____
MOST 224: Motor Learning	_____	_____	_____
MOST 328: Psych of Sport	_____	_____	_____
MOST 410: Assessment	_____	_____	_____
MOST 428: Soc of Sport	_____	_____	_____
MOST 429: Heritage & Values	_____	_____	_____
MSCI/AEXS 313: Phys of Exercise	_____	_____	_____
MSCI/AEXS 319: Kinesiology	_____	_____	_____
PHED 102: Instruct Strategies	_____	_____	_____
PHED 212: Princ & Prob of Coaching	_____	_____	_____
PHED 226/236: PE Design I	_____	_____	_____
PHED 227/237: PE Design II	_____	_____	_____
PHED 238: PE Design III	_____	_____	_____
PHED 239: PE Design IV	_____	_____	_____
PHED 308: Adapted ('C' or better)	_____	_____	_____
*PHED 346: Pre-prac	_____	_____	_____
<i>or</i> *PHED 347: Pre-prac('B' or better)	_____	_____	_____
PHED 357: Pre-prac Sem	_____	_____	_____
PHYS 205: Physics of Movement Science	_____	_____	_____
MOSK 101: Outdoor Pursuits	_____	_____	_____
MOSK 140: Move Concepts/Skill Themes	_____	_____	_____
MOSK 230: Appr to Dance	_____	_____	_____
<i>or</i> DANC 102: Intro to Dance	_____	_____	_____
PEPC 100: Fit for Life	_____	_____	_____
PEPC 180: Educational Gymnastics	_____	_____	_____
PEAC 205/206: WSI/Lifeguard	_____	_____	_____
PEPC 211: Aerobic Activities	_____	_____	_____
PEPC 280: Outdoor Adventure	_____	_____	_____

LIST THE SKILLS COURSES YOU HAVE COMPLETED OR ARE ENROLLED IN THIS SEMESTER (You must have at least six skills courses completed in addition to those listed above.)

PEPC/PEAC _____	PEPC/PEAC _____
PEPC/PEAC _____	PEPC/PEAC _____
PEPC/PEAC _____	PEPC/PEAC _____

*Must submit copy of **CURRENT CPR & FIRST AID** Certification with this application.*

- Students are reminded that they **must have** a minimum cumulative academic index of **2.50** in all subjects and a minimum cumulative subject matter knowledge index of **2.75** prior to the beginning of the practicum semester. All prerequisite courses (listed above) must also have been successfully completed.

Pre-Practica Information:

*Example: PHED 347: 10/16 – 12/22/00 Chicopee High School Chicopee, MA 9-12 60 Hrs.*

PHED 346: \_\_\_\_\_  
mm/dd/yr school city grade clock hours

OR

PHED 347: \_\_\_\_\_  
mm/dd/yr school city grade clock hours

Date admitted to Educator Preparation Program \_\_\_\_\_

MTEL Passed: Reading \_\_\_\_\_ Writing \_\_\_\_\_

Application approval: \_\_\_\_\_  
Department Chair/Program Director's Signature Date

MTEL Subject Test Passed \_\_\_\_\_

**Educator Preparation & Licensure Office**  
**ECED/ELEM/SPED Education**  
***Undergraduate Practicum Application***

1. TYPE ALL ENTRIES. Be sure to complete **all three pages** of the application.
2. Get approval from the **Education Department**.
3. Return approved application to the **Office of Educator Preparation & Licensure** (Room 209 in the Administration Building, 748-3155).

Name \_\_\_\_\_ SS# \_\_\_\_\_ DOB \_\_\_\_\_

Box # \_\_\_\_\_ Cell/local Phone # \_\_\_\_\_ Email \_\_\_\_\_

Permanent Address: Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Elementary School Attended \_\_\_\_\_

High School Attended \_\_\_\_\_  
school city state

Schools are assigned by the Educator Prep Office in collaboration with the program departments. To assist us in determining an appropriate match, please provide the following information.

**MAJOR** \_\_\_\_\_ **PROGRAM** \_\_\_\_\_

Semester Preferred? \_\_\_\_\_ Where will you live? Springfield Area Other

If other, where? \_\_\_\_\_

Will you have a car? Yes No Time/Distance willing to drive? \_\_\_\_\_  
Minutes/Miles

Placement site:  No Preference  
 Urban (within 20 mins./3-15 miles)  
 Suburban (20-45 mins./10-30 miles)

**Early Childhood Students:**

You will be placed in two grades, please choose: Gr. PK or Gr. K and Gr. 1 or Gr. 2. No Preference

**Elementary Education Students:**

You will be placed in one grade all semester, please type in the grade(s) you prefer \_\_\_\_\_

Give any information/preferences you consider to be important in the determination of the site and semester of your practicum assignment: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Prerequisites To Practicum – ECED/ELEM/SPED Education

Courses (Give semester and year)	<u>Grade Received</u>	<u>Enrolled Now</u>	<u>Will Enroll</u>
<b><u>Early Childhood/Elementary</u></b>			
EDUC 100 Intro to Education	_____	_____	_____
EDUC 162 Exceptional Child	_____	_____	_____
EDUC 210/ENGL 309 Children’s Lit	_____	_____	_____
EDUC 237 Found Mult Ed	_____	_____	_____
EDUC 238 Pre-practicum	_____	_____	_____
EDUC 305 Teach Soc.Stu	_____	_____	_____
EDUC 327 Teach Read /LA	_____	_____	_____
EDUC 442 Educ Assess & IEP	_____	_____	_____
ENGL 113 College Writ I	_____	_____	_____
ENGL 114 College Writ II	_____	_____	_____
ENGL 209 World Lit	_____	_____	_____
ENGL 220 Grammar & Usage	_____	_____	_____
HIST 103 World History	_____	_____	_____
HIST 105 Colonial-Civil War	_____	_____	_____
HIST 106 Civil War-Modern	_____	_____	_____
MATH 101 Foundations of Math	_____	_____	_____
MATH 105 Survey of Algebra & Geometry	_____	_____	_____
<b>OR</b> MATH 205 Geometry (MACT only)	_____	_____	_____
PHSC 105 Phys Sci or 110 Earth Sci	_____	_____	_____
PSYC 250 Child/Adol Dev	_____	_____	_____
SCIE 144 Learn/Teach Sci	_____	_____	_____
<b>Elementary</b>			
EDUC 232 Teach Math	_____	_____	_____
EDUC 262 Spec Ed in Reg Class	_____	_____	_____
ENGL 241 or 242 Am Lit I/II	_____	_____	_____
MATH 201 Applications of Math	_____	_____	_____
<b>Early Childhood</b>			
EDUC 225 Math Concepts	_____	_____	_____

4. Students are reminded that they **must have** a minimum cumulative academic index of **2.50** in all subjects and a minimum cumulative professional and subject matter knowledge index of **2.75** prior to the beginning of the practicum semester. All prerequisite courses (listed above) must also have been successfully completed.

Pre-Practica Information:

*Example: 10/16 – 12/22/00 Dorman Elementary School Springfield, MA 1<sup>st</sup> 80 Hrs.*

EDUC 327: \_\_\_\_\_  
mm/dd/yr school city grade clock hours

Date admitted to Educator Preparation Program \_\_\_\_\_

MTEL Passed: Reading \_\_\_\_\_ Writing \_\_\_\_\_

Application approval: \_\_\_\_\_  
Education Advisor’s signature Date

\_\_\_\_\_ Date  
Education Department Chair’s Signature

MTEL ECED Subject Test Passed \_\_\_\_\_

MTEL ELEM-Gen Curr Subject Test Passed \_\_\_\_\_

MTEL ECED-Math Subject Test Passed \_\_\_\_\_

MTEL Foundations of Reading Test Passed \_\_\_\_\_

**Educator Preparation & Licensure Office**  
**Secondary Education**  
**Graduate Practicum Application**

1. TYPE ALL ENTRIES. Be sure to complete **all three pages** of the application.
2. Get approval from the **Education Department**.
3. Return approved application to the **Office of Educator Preparation & Licensure** (Room 209 in the Administration Building, 748-3155).

Name \_\_\_\_\_ SS# \_\_\_\_\_ DOB \_\_\_\_\_

Box # \_\_\_\_\_ Cell/Local Phone # \_\_\_\_\_ Email \_\_\_\_\_

Permanent Address: Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Elementary School Attended \_\_\_\_\_

High School Attended \_\_\_\_\_  
school city state

Schools are assigned by the Educator Prep Office in collaboration with the program departments. To assist us in determining an appropriate match, please provide the following information.

**SUBJECT:** \_\_\_\_\_

Semester Preferred? \_\_\_\_\_ Where will you live?  Springfield Area  Other

If other, where? \_\_\_\_\_

Will you have a car?  Yes  No Time/Distance willing to drive? \_\_\_\_\_  
Minutes/Miles

You will be placed at the high school level. Please choose the type of school setting you prefer:

- No Preference
- Urban (within 20 mins./3-15 miles)
- Suburban (20-45 mins./10-30 miles)

Give any information/preferences you consider to be important in the determination of the site and semester of your practicum assignment: \_\_\_\_\_

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### Prerequisites To Practicum – Secondary Education

Courses (Give semester and year)	<u>Grade Received</u>	<u>Enrolled Now</u>	<u>Will Enroll</u>
EDUC 658: Introduction to Special Education	_____	_____	_____
EDUC 685: Secondary Methods, Assessment, And Pre-Practicum	_____	_____	_____
EDUC 628: Teaching Reading/Writing in the Content Area	_____	_____	_____
EDUC 640: Behavior Management for School Aged Children	_____	_____	_____
*EDUC 671: Learning, Teaching & Technology	_____	_____	_____
*EDUC 675: Culturally Responsive Curriculum Design/Implementation for Secondary Education	_____	_____	_____

\*May take concurrently with the Practicum

All undergraduate prerequisites have been met  Yes  No

If no, explain:

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**Attach copy of transcript review form.**

I am aware that as part of the practicum requirement I must attend the evening seminar during the semester I do my practicum. The practicum seminar is typically held once a week. Registration for this seminar is not required for graduate students. *Please indicate that you have read this by initialing*\_\_\_\_\_

- Students are reminded that they **must have** a minimum cumulative academic index of **3.00** in all subjects. All prerequisite courses must also have been successfully completed.

Pre-Practica Information:

*Example: EDUC 685: 9/7-12/21/00 Chicopee High School Chicopee, MA 11th 80 Hrs.*

EDUC 585: \_\_\_\_\_  
mm/dd/yr school city grade clock hours

MTEL Passed: Reading \_\_\_\_\_ Writing \_\_\_\_\_

Application approval: \_\_\_\_\_  
Education Advisor's Signature Date

\_\_\_\_\_  
Education Department Chair's Signature Date

MTEL Subject Test Passed \_\_\_\_\_

List specific subject test taken: \_\_\_\_\_

**Educator Preparation & Licensure Office**  
**School Counseling**  
**Graduate Practicum Application**

1. TYPE ALL ENTRIES. Be sure to complete **both pages** of the application.
2. Get approval from the **School Counseling Program Director**.
3. Return approved application to the **Office of Educator Preparation & Licensure** (Room 209 in the Administration Building, 748-3155).

Name \_\_\_\_\_ SS# \_\_\_\_\_ DOB \_\_\_\_\_

Box # \_\_\_\_\_ Cell/Local Phone # \_\_\_\_\_ Email \_\_\_\_\_

Permanent Address: Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Elementary School Attended \_\_\_\_\_

High School Attended \_\_\_\_\_  
school city state

Schools are assigned by the Educator Prep Office in collaboration with the program department. To assist us in determining an appropriate match, please provide the following information.

Semester Preferred: Guidance \_\_\_\_\_ Adjustment Counselor \_\_\_\_\_

**School Guidance** (Level) PK-8  5-12  **Adjustment Counselor**

Suggested site as agreed upon with program director: \_\_\_\_\_

If we cannot place you at your suggested site, please choose the level and type of school setting you prefer:

High School  Middle School  Elementary School

Placement site:  No Preference  
 Urban (within 20 mins./3-15 miles)  
 Suburban (20-45 mins./10-30 miles)

Give any information/preferences you consider to be important in the determination of the site and semester of your practicum assignment: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## SAMPLE EDUCATOR RESUMES

	<b>NAME</b>		
	<b>Email</b>		
<b>Temporary Address</b>			<b>Permanent Address</b>
<b>OBJECTIVE</b>	A <b>physical education practicum</b> at an elementary or secondary level. Also interested in coaching a variety of sports, particularly volleyball and basketball.		
<b>EDUCATION</b>	<b>Springfield College, Springfield, MA</b> Bachelor of Science in Movement and Sport Studies, May 2003 <b>License: Physical Education: PreK-12</b> <b>Passed all MA Tests for Educator Licensure</b> Professional GPA: 3.85/4.0		
<b>AWARDS</b>	Eastern District Association Outstanding Student Major, 2003 Massachusetts Association of Health, Physical Education, Recreation, and Dance (MAHPERD) Outstanding Student Major, 2003 Kappa Delta Pi Honor Society, 2000-2003 American Alliance of for Health, Physical Education, Recreation, and Dance (AAHPERD) Past President's Scholarship Award, 2000 National Association for Sport and Physical Education (NASP) Eric Palmer Memorial Award 1995 Nominated for Springfield College Parent's Association Award, 2001		
<b>TEACHING EXPERIENCE</b>	Southampton Road Elementary School, Westfield, MA	Spring 2002	
<b>ELEMENTARY</b>	Springfield College Child Development Center,	August-October 2000	
	DeBerry Elementary School Springfield, MA	September-December 2000	
	Bowles Elementary School, Springfield, MA	September-December 2000	
	<ul style="list-style-type: none"> <li>▪ Designed unit and lesson plans, prepared and taught daily educational games, dance, fitness, volleyball, movement concepts, and gymnastic lessons for students in grades pre K-6<sup>th</sup></li> <li>▪ Independent teaching experience at kindergarten and pre-kindergarten levels</li> <li>▪ Daily objectively evaluated student performance</li> <li>▪ Assisted in planning two field days at the elementary level</li> <li>▪ Planned and organized a large scale Super Saturday of activities for kindergarten through eight grade as President of the Physical Education Majors Club</li> </ul>		
<b>SECONDARY</b>	Rebecca Johnson School, Springfield, MA	January-May 2003	
	Westfield High School, Westfield, MA	Spring 2002	
	Westfield High School, Westfield, MA	January-May 2000	
	<ul style="list-style-type: none"> <li>▪ Taught lessons in gymnastics, aquatics, and rope climbing, aerobics (water and step), volleyball, archery, tennis, ping-pong, badminton, and new and field games</li> <li>▪ Developed written and skill evaluations</li> </ul>		

**RELATED PROFESSIONAL**

Freshmen Girls Basketball Coach, Westfield High School, Westfield, MA Winter 2001-2002

Assistant Girls Volleyball Coach, Westfield High School, Westfield, MA Fall 2001

Lieutenant in Lifeguard Corp., Nassau County Parks and Recreation, East Meadow, NY

- Head Swimming Instructor and Lifeguard
- Supervised Lifeguards and organized daily schedule
- Enforced Board of Health and NY State Sanitary coded
- Coordinated three two week swimming sessions, implemented American Red Cross criteria and guideline, from level I through VI

Lifeguard Training Instructor and CPR for the Professional Rescue Instructor and Community Safety and First Aid Instructor

Nassau County Parks and Recreation, East Meadow, NY Summers 2000-2001

Pioneer Valley American Red Cross, Springfield, MA 2000-2002

- Taught classes for lifeguards and other Park personnel
- Taught contract classes for local high school and businesses in the Pioneer Valley area

Volleyball Assistant Court Coach and Counselor

- NCAA Volleyball YES Clinic Student Mentor, 2001
- Dearing Volleyball School, Summer 2000
- Western Massachusetts High School Volleyball Clinics

**COMMUNITY SERVICE**

Note-taker for hearing impaired student, 2001

Springfield College Ambassador Program, 2001

Easter Seals Gymnasium Program Spring 2001

Pioneer Valley Boy Scout Jamboree, Spring 2000

Junior and Senior High Youth Group Leader, Summers 1999-2000

**MEMBERSHIPS & CERTIFICATIONS**

American Alliance of Health, Physical Education, Recreation, and Dance

Massachusetts Alliance of Health, Physical Education, Recreation, and Dance

American Red Cross Lifeguard; Water Safety Instructor; Lifeguard Training

Instructor; Waterfront Instructor; Head Lifeguard instructor; Community CPR

and First Aid Instructor; CPR for the Professional rescuer Instructor

American Sport Education Program

**ATHLETICS**

Division II Varsity Volleyball

- Three Year letter winner
- North East (NE) 10 champions 1993 and 1994
- NCAA Regional Championship, 1993 and 1994
- Physical Education Majors Club 1993-1996  
President, 1994-present

**ACTIVITIES**

Fellowship of Christian Athletes

Intramural Volleyball Basketball, and Softball, President 1994-present

Teacher Preparation Committee Student Representative, 2000-2001

Student Advisory Committee 2001-2003

**NAME**  
**EMAIL**

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**Present Address**

Springfield College, Box 200  
Springfield, MA 01109  
413-000-000

**Permanent Address**

Street  
City, State, Zip  
Telephone

**OBJECTIVE** A Fall 2003 elementary education practicum

**EDUCATION** Springfield College, Springfield, MA  
Bachelor of Science in American Studies, May 2003  
Concentration: American Literature  
**License: Elementary Education, Grades 1 - 6**  
**Passed MA Tests for Educator Licensure**  
Overall GPA: 3.3      Dean's List

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**TEACHING EXPERIENCE****Center Elementary School, Longmeadow, MA****Fall 2003**

- Implemented daily routines and classroom management program
- Created an integrated, hands-on, and cooperative thematic unit on "The Thirteen Colonies"
- Effectively managed and instructed 21 students of diverse learning abilities
- Actively engaged in parent/teacher interactions for the support of student's growth as learners
- Devised sample questions to prepare students for the MCAS exams

**Blueberry Hill Elementary School, Longmeadow, MA****Fall 2002**

- Team taught homogeneous suburban first grade classroom
- Developed weekly lesson plans involving cooperative learning
- Assisted teacher with daily activities of the class

**Brunton Elementary School, Springfield, MA****Fall 2002**

- Observed and taught lessons to fourth grade class in urban setting
  - Worked with both groups and individuals in the lower reading level
  - Learned and applied many behavior modification techniques
- 

**RELATED EXPERIENCE****America Reads Program, Springfield, MA****2002 - 2003****After School Program Tutor**

- Assisted students ages 5-7 with homework assignments
- Increased reading opportunities for inner city children

**Partners Program, Springfield, MA****2001***Tutor and Mentor for inner city children*

- Worked with students from DeBerry Elementary School
- Guided students with homework assignments in all subjects

**NAME**  
 18 Solo Drive  
 Agawam, MA 01095  
 (413) 000-0000  
xxxx@yyy.com

**OBJECTIVE**

A practicum placement in a high school guidance department program for 450 on-site hours

**EDUCATION**

**SPRINGFIELD COLLEGE: Springfield, MA** **May 2003**  
 Master of Education in Psychology  
**License: School Guidance Counselor**  
**Passed MA Literacy and Communications Test for Educator Licensure**

Bachelor of Science in Rehabilitation Services **1993-1997**  
 • Concentration: Counseling and Casework: Minor in Psychology  
 • G.P.A. – 3.67/4.0; Dean’s List: Cum Laude  
 • Rehabilitation Services Academic Excellence and Commitment Award

**GUIDANCE EXPERIENCE**

**Agawam Junior High School, Guidance Department, Feeding Hills, MA** **Spring 2001**  
 • Observed various professionals including guidance counselors, adjustment counselors, school psychiatrists, speech and language pathologists, and teachers  
 • Interacted amongst the students and families  
 • Observed Individualized Education Plan meetings, various individual and group counseling sessions  
 • Experienced in monitoring MCAS examinations

**RELATED EXPERIENCE**

**Community Care Mental Health Center** **1998-2001**  
**Day Treatment Counselor / Case Manager** **Springfield, MA**  
 • Responsible for coordinating, planning and executing groups for clients focusing on life, social, emotional themes such as life skills, expressive therapy, stress reduction, current events/feedback, social skills interaction, self-acceptance and self-awareness, recreation, group/individual advocacy  
 • Supervised caseload of 7-9 clients and was responsible for monthly treatment plans, weekly progress notes, Individual Service Planning, and implementing necessary services needed in medication monitoring/administration, vocational planning, and activities programming  
 • Developed and implemented behavioral plans for clients in need

**Clearbrook** **1997-1998**  
**Program Manager / QMRP** **Rolling Meadows, IL**  
 • Supervised a developmental day training program with mentally disabled population ages 21-92  
 • Responsible for coordinating, planning, and executing programming for assigned caseload

**Mediplex Skilled Nursing and Rehabilitation Center** **1996-1997**  
**Student Intern / Per Diem employee** **Holyoke, MA**  
 • Worked in areas of social services, mental health counseling, case management, and cognitive therapy with mental health and traumatic brain injury clientele  
 • Organized and facilitated cognitive therapy and recreation groups  
 • Completed social history and psychosocial assessments

**SPRINGFIELD COLLEGE  
OFFICE OF EDUCATOR PREPARATION & LICENSURE  
INTERVIEW RECORD**

**INTERVIEW PROTOCOL: Steps to follow when setting up an interview.**

1. Call the school, introduce yourself as a student from Springfield College who has requested to do your practicum at their school. Tell them you are calling to set up an interview to meet with your potential supervising teacher and the school principal. Remind the secretary that the SC Office of Educator Preparation & Licensure already sent an official request letter to the principal and he/she responded that they were interested in possibly having you in his/her school for your practicum placement.
2. SET UP AN INTERVIEW with your supervising teacher or other individuals(s) listed below. (MAKE SURE YOU ASK FOR DIRECTIONS TO THE SCHOOL)
3. Dress appropriately for the interview. Arrive a little early.
4. Bring a copy of your transcript and resume.
5. After the interview, fill out the bottom portion of this interview record and return the **entire** form to the Educator Preparation Office ASAP.

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*Top portion of this form to be filled out by the Educator Preparation Office.*

NAME \_\_\_\_\_ LICENSURE \_\_\_\_\_  
(PE/ECED/ELEM/SEC/HLTH/GUID)

SITE/SCHOOL PLACED \_\_\_\_\_ PHONE \_\_\_\_\_

DATES FOR PRACTICUM \_\_\_\_\_  
(First Half or Second Half of Semester)

SUPERVISING PRACTITIONER \_\_\_\_\_  
OR OTHER INDIVIDUALS (e.g., department chair) \_\_\_\_\_

*Bottom portion of this form to be filled out by the STUDENT*

DATE OF INTERVIEW \_\_\_\_\_

INDIVIDUAL(S) YOU MET - (PUT NAMES ON LINE)

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(e.g. - supervising teacher, principal, other teachers, etc.)

DID THE INTERVIEW GO OKAY? \_\_\_\_\_

IS EVERYTHING ALL SET? \_\_\_\_\_

OTHER COMMENTS \_\_\_\_\_

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**RETURN THIS FORM TO THE OFFICE OF EDUCATOR PREPARATION & LICENSURE  
209 Administration Building - QUESTIONS?? CALL 748-3155**

## FREQUENTLY ASKED QUESTIONS

### **How do I apply for my practicum placement?**

Once a student has met the requirements for practicum placement, a student will apply to be placed by attending a “Practicum Application Meeting.” These are scheduled early in the fall and in early February. The student will fill out an application listing their placement site preferences (e.g., travel time/distance, type of school & grade level) and fulfill all the other requirements.

### **How long is the practicum experience?**

Students typically report full-time (all day) to their practicum site. The number of days/weeks of the practicum experience will vary depending on the field and levels of licensure a student is seeking. Many students choose to have two experiences, at two different sites, for half a semester each. Others will be at the same placement site for the full semester. The total minimum number of practicum clock hours required by Springfield College ranges from 300 (e.g., most teaching licenses) to 450 (e.g., school guidance counseling) depending on your program.

### **Can I do my practicum anywhere?**

Most students are placed within a 15-mile radius of Springfield College. See #6 under practicum policies at the beginning of this section (IV) for more details.

### **What if I do not like the school or the teacher for a potential placement?**

Students will be emailed their tentative site(s) prior to making the placement requests. Students should respond to the email or stop by the Educator Preparation Office to give their approval. If a student is not happy with a potential placement s/he must inform the Office of Educator Preparation & Licensure immediately.

### **Who will be my college supervisor?**

College supervisors are assigned by directors/coordinators of the various programs. Students will be notified of their supervisor at the first “Practicum Seminar” meeting prior to the start of their practicum.

SECTION V  
PRACTICUM RESOURCES/FORMS

## DESCRIPTION OF PRACTICUM FORMS

### **Pre-Practicum/Practicum Observation**

The supervising practitioner and college supervisor will use the Pre-Practicum/Practicum Observation Form and/or a running script of the supervision session to formally document progress and guide student development. The college supervisor and the supervising practitioner will complete this form a minimum of two times during the pre-practicum and three times during the practicum. It is important to separate the forms and leave a copy for the student so he/she can reflect on the feedback between observations. One copy should be retained by the college supervisor to be placed in the student's file at the end of each semester.

### **Preservice Performance Assessment Guidelines & SC PPA Rubric**

The rubric and guidelines should be used to determine whether or not there is evidence that the candidate has met each of the standards and indicators detailed on the preservice performance assessment form. They can be found in program specific *Fieldwork Handbooks*.

### **Practicum Midterm Evaluation**

The student, supervising practitioner and college supervisor must complete a midterm evaluation. The purpose of the midterm evaluation is to indicate whether or not the candidate is on track to meet the license specific professional standards and to identify the candidate's strengths and areas needing improvement for each standard.

### **Midterm Assessment of Subject Matter Knowledge**

The supervising practitioner completes this form at the middle of the practicum. The results of this assessment should be discussed in a three-way meeting (student, supervising teacher and college supervisor) at the midterm. There is a separate subject matter knowledge form for each teaching program.

### **Intervention Warning Form**

This form should be filled out at the midterm if there is any chance the practicum student may not be able to meet all state professional standards and is at risk of not being recommended for licensure.

### **Practicum Final Evaluation – Preservice Performance Assessment Form**

The college supervisor is responsible for submitting the final preservice performance assessment (PPA) form to the Educator Preparation Office.

Students are responsible for providing evidence of how each professional standard has been met. Students must submit a draft copy of the preservice performance assessment form, with the evidence column filled in, to their college supervisor and supervising practitioner prior to the midterm. A revised copy of the PPA, with only the evidence column filled in, must be submitted to the college supervisor and supervising practitioner 3-5 days prior to the final evaluation meeting. The college supervisor and supervising practitioner must verify, add and/or subtract evidence from the form, fill out all other sections, sign each page and sign the last page of the

form indicating whether or not the candidate has met all of the standards. This form must be submitted to the Office of Educator Preparation & Licensure together with the practicum report.

### **Things to Remember – Practicum Report**

This is a list of things to remember regarding the official Practicum Report and the PPA.

### **Practicum Reports**

The practicum report serves as page one of the Preservice Performance Assessment form. It should be completed on an ongoing basis, using **black ink only** to sign this form after each observation. It is to be delivered by the college supervisor to the Office of Educator Preparation and Licensure together with the Preservice Performance Assessment form (final evaluation) upon completion of the practicum. It is used as evidence to the MA Department of Elementary and Secondary Education as verification that the requirements have been met for licensure.

### **Time Record and Activity Report**

This form is to be completed at the end of the practicum. All students are responsible for keeping track of their hours throughout the experience and entering them onto this form and getting the signature of their supervisor. It will be submitted to the Office of Educator Preparation and Licensure, who will calculate the total number of hours and enter them onto the Practicum Report. This form will be kept on file for state review.

### **Evaluation of College Supervision**

Students complete this form at the end of the practicum. The form is submitted to the Office of Educator Preparation.

### **Student Evaluation of the Practicum**

Students complete this form at the end of the practicum. The form is submitted to the Office of Educator Preparation. It provides evaluation information so that Springfield College can monitor all Educator Preparation Programs and make appropriate adjustments and improvements when needed.

### **Supervising Practitioner Evaluation of the Practicum**

The Office of Educator Preparation mails this form to the supervising practitioner. It provides evaluation information so that Springfield College can monitor all Educator Preparation Programs and make appropriate adjustments and improvements when needed.

### **College Supervisor Evaluation of the Supervising Practitioner**

The Office of Educator Preparation mails this form to the college supervisor. It provides evaluation information on the supervising practitioner and the site.

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**WHAT FOLLOWS ARE SAMPLES OF SOME OF THE FORMS LISTED ABOVE.  
SOME OF THESE FORMS ARE PROGRAM SPECIFIC. PROGRAM SPECIFIC  
FORMS CAN BE FOUND IN THE INDIVIDUAL FIELDWORK HANDBOOKS.**

**Springfield College Pre-Practicum/Practicum Observation Form**

Student	Grade	Focus	Observer	Date / /
Code: <input type="checkbox"/> <input type="checkbox"/> X = Not Observed      1 = Unsatisfactory      2 = Basic <input type="checkbox"/> <input type="checkbox"/> 3 = Proficient				
<b>I. Plans Curriculum &amp; Instruction</b>				
	Detailed lesson plan and activities			
	Learning objectives are clear, measurable and communicated to students			
	Engages in creative ways to begin unit of study or lesson			
<b>II. Delivers Effective Instruction</b>				
	Pre-instructional activity sets the tone of class			
	Knowledge of content is evident			
	Guided questions that stimulate thinking and encourage all students to respond are utilized			
	Instructor activates and builds on student's prior knowledge and experiences			
	Effective explanation of skills/activities			
	Presentation is developmentally appropriate			
	Instructor uses appropriate teaching strategies and techniques			
	Appropriate materials, technology, and resources are utilized			
	Oral and written communication is clear			
<b>III. Manages Classroom Climate &amp; Operation</b>				
	Manages class time efficiently			
	Smooth transitions are evident and the flow of the lesson is maintained			
<b>IV. Student Engagement</b>				
	Students are encouraged to achieve and excel			
	A positive learning environment and varied opportunities for students to learn and achieve are provided			
	Student engagement is matched to objectives			
<b>V. Supervision, Class Control, and Equity</b>				
	Instructor actively monitors instruction			
	Emotional and physical safety issues are addressed			
	Instructor reacts to misbehavior appropriately			
<b>VI. Evaluation</b>				
	Ongoing assessment and feedback on student progress is evident through assigned and checked homework and practice that furthers learning			
	Student progress is measured using formal and informal assessments			
	Attention is paid to significant behavior(s) and learning differences of students			
	Assessment occurs during & after lessons and the lesson is adjusted accordingly			
<b>VII. Closure</b>				
	Efficient collection of equipment and supplies			
	Review of learning outcomes, performance, and social behavior			

**Springfield College Pre-Practicum/Practicum Observation Form – Page Two**

<b>VIII.</b>	<b>Summary</b>
<b>Areas of Strength:</b>	
<b>Areas in need of Improvement:</b>	

The following questions and statements can be used to guide the conversations about the observed lesson and progress toward achieving the Professional Standards for Teachers.

1. How do you find out what students know at the beginning and throughout instruction? How do you use this information?
2. Other than what has been observed, what ways are students engaged in activities (i.e., reading, listening to peers and teacher, etc.) and opportunities to reflect on the activities? Please provide examples.
3. What opportunities do you provide for the students to express, clarify, justify, and/or represent his/her ideas?
4. How do your lessons allow students to reflect on the lesson activities?
5. What other teaching techniques do you utilize (both direct and less teacher-directed)? Do you find that you use one technique more than another? If so, why? If not, why?
6. What teaching techniques have you found to be ineffective? Explain why.

<b>Summary:</b>

Student Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

# SPRINGFIELD COLLEGE

## Optional Observation and Feedback Form

Student's Name	School	Grade Level	Date
Supervising Practitioner	College Supervisor		

<b>STUDENT &amp; TEACHER BEHAVIORS</b>	<b>QUESTIONS, COMMENTS, IDEAS, SUGGESTIONS</b>
Sample Only	

**Observer:** \_\_\_\_\_

White: Supervisor

Yellow: Student

Pink: Supervising Practitioner

**SPRINGFIELD COLLEGE  
MIDTERM EVALUATION FOR TEACHING PRACTICUM**

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
School

\_\_\_\_\_  
Grade Level

\_\_\_\_\_  
Date

This evaluation form is to be completed independently at the middle of the practicum by the student, college supervisor and supervising practitioner. The Preservice Performance Assessment (PPA) Guidelines and the student's draft PPA should be used to fill out this form. The results of these evaluations should be discussed in a three-way meeting at the midterm.

.....

**A: PLANS CURRICULUM AND INSTRUCTION THAT MATCH STATE FRAMEWORKS**

**Strengths (Evidence is clear)**

**Areas in need of improvement (Lack of evidence)**

**Overall Rating of this Standard:** \_\_\_\_\_ 1 = Does not meet Standard 2 = Meets standard 3 = Exceeds Standard

**B: DELIVERS EFFECTIVE INSTRUCTION.**

**Strengths (Evidence is clear)**

**Areas in need of improvement (Lack of evidence)**

**Overall Rating of this Standard:** \_\_\_\_\_ 1 = Does not meet Standard 2 = Meets Standard 3 = Exceeds Standard

White: Supervisor

Yellow: Student

Pink: Supervising Practitioner

Springfield College Midterm Evaluation Form - Page 2

Student: \_\_\_\_\_

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

**STANDARD C: MANAGES CLASSROOM CLIMATE AND OPERATION.**  
Strengths (Evidence is clear)

Areas in need of improvement (Lack of evidence)

Overall Rating of this Standard: \_\_\_\_\_ 1 = Does not meet Standard 2 = Meets Standard 3 = Exceeds Standard

**STANDARD D: PROMOTES EQUITY**  
Strengths (Evidence is clear)

Areas in need of improvement (Lack of evidence)

Overall Rating of this Standard: \_\_\_\_\_ 1 = Does not meet Standard 2 = Meets Standard 3 = Exceeds Standard

**STANDARD E: MEETS PROFESSIONAL RESPONSIBILITIES.**  
Strengths (Evidence is clear)

Areas in need of improvement (Lack of evidence)

Overall Rating of this Standard: \_\_\_\_\_ 1 = Does not meet Standard 2 = Meets Standard 3 = Exceeds Standard

Recommended Midterm Grade : \_\_\_\_\_

Signature of Individual Completing Form: \_\_\_\_\_

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

White: Supervisor

Yellow: Student

Pink: Supervising Practitioner

**Springfield College  
Educator Preparation & Licensure Office  
Practicum/Practicum Equivalent  
Intervention Warning**

You are currently not making satisfactory progress in meeting your practicum requirements and standards. Students who fail to meet practicum requirements are at risk of failing and will not be recommended for licensure.

Date \_\_\_\_\_

Student \_\_\_\_\_ Program/Grade Level \_\_\_\_\_

Supervising Practitioner \_\_\_\_\_ College Supervisor \_\_\_\_\_

School \_\_\_\_\_ City/State \_\_\_\_\_

Area Needing Improvement (cite specific standards) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Steps to be taken to make satisfactory progress \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

College Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervising Practitioner Signature \_\_\_\_\_ Date \_\_\_\_\_

Date met with Director of Educator Preparation & Licensure \_\_\_\_\_

Director's Signature \_\_\_\_\_

I understand that if the above stated requirements are not met to the satisfaction of the college supervisor and the supervising practitioner upon the completion of the practicum, I will not be recommended for licensure.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**SPRINGFIELD COLLEGE  
SUPERVISING PRACTITIONER'S  
MIDTERM ASSESSMENT OF SUBJECT MATTER KNOWLEDGE  
PHYSICAL EDUCATION**

Student's Name \_\_\_\_\_ School \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_

This evaluation form is to be completed at the middle of the practicum by the supervising practitioner only. The results of this assessment should be discussed in a three-way meeting at the midterm.

.....  
**The student has demonstrated adequate knowledge of and approach to the academic content listed below:**

Indicators	Yes	No	Not Observed
1. Does the candidate demonstrate an adequate knowledge of the principles of health-related fitness and nutrition?			
2. Does the candidate use knowledge of motor development (growth and development) when developing and modifying lessons?			
3. Does the candidate demonstrate an adequate knowledge of the history and foundations of physical education/kinesiology (e.g., exercise physiology, biomechanics, psych-social aspects of play and sport, history of physical education)?			
4. Does the candidate demonstrate an adequate knowledge of movement concepts, skill themes and sports concepts?			
5. Does the candidate demonstrate an adequate knowledge of a range of appropriate play and sports for PreK-12 and the relevant motor skills?			
6. Does the candidate demonstrate knowledge of appropriate physical and safety limitations, legal standards, tort liability, first aid and Cardiac Pulmonary Resuscitation (CPR) when conducting a lesson?			
7. Does the candidate demonstrate an adequate knowledge of adaptations for students with disabilities?			
8. Does the candidate refer to appropriate learning standards in the Comprehensive Health Curriculum Framework in developing a lesson?			

Supervising Practitioner Signature: \_\_\_\_\_ Date: \_\_\_\_\_

White: Supervisor

Yellow: Student

Pink: Supervising Practitioner

### Preservice Performance Assessment for Teacher Candidates Only

Please use this assessment in conjunction with the Preservice Performance Assessment Guidelines: the rating scale is described; evaluation questions relating to the standards A-E and license-specific questions per standard B2c below are listed in the guidelines.

<b>Standard A - Plans Curriculum and Instruction</b>	
<b>Indicators</b>	<b>Evidence</b>
<p>1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge. <i>(Specify Curriculum Framework title, learning standards, and concept and skills used [attach list if necessary]).</i></p> <p>2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.</p> <p>3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.</p> <p>4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills.</p> <p>5. Plans lessons with clear objectives and relevant measurable outcomes.</p> <p>6. Draws on resources from colleagues, families, and the community to enhance learning.</p> <p>7. Incorporates appropriate technology and media in lesson planning.</p> <p>8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.</p>	Sample Only

<b>Rating:</b>	<b>Explanation of Rating for Standard A - Plans Curriculum and Instruction</b>

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name: \_\_\_\_\_ License: \_\_\_\_\_

Program Supervisor (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Practitioner (sign): \_\_\_\_\_ Date: \_\_\_\_\_

### Preservice Performance Assessment for Teacher Candidates Only

<b>Standard B – Delivers Effective Instruction</b>	
<b>Indicators</b>	<b>Evidence</b>
<p>1. Communicates high standards and expectations when <u>beginning the lesson</u>.</p> <ol style="list-style-type: none"> <li>a) Makes learning objectives clear to students.</li> <li>b) Communicates clearly in writing and speaking.</li> <li>c) Uses engaging ways to begin a new unit of study or lesson.</li> <li>d) Builds on students' prior knowledge and experience.</li> </ol> <p>2. Communicates high standards and expectations when <u>carrying out the lesson</u>.</p> <ol style="list-style-type: none"> <li>a) Uses a balanced approach to teaching skills and concepts of elementary reading and writing.</li> <li>b) Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).</li> <li>c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. <b>[Note: This indicator contains license specific subject matter knowledge. What follows is specifically for history teachers. It is just an example.]</b> <ol style="list-style-type: none"> <li>1) Demonstrates proficiency in developing learning units drawing on the content and grade level standards contained in the Massachusetts Curriculum Frameworks in English/Language Arts, History/Social Science, Science and Technology, Health, Mathematics, and the Arts.</li> <li>2) Demonstrates knowledge of child development (early childhood through preadolescence) to plan appropriate learning experiences.</li> <li>3) Demonstrates knowledge of the five dimensions of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.</li> <li>4) Demonstrates awareness of first and second language acquisition.</li> <li>5) Uses information contained in IEPs to effectively plan and assess learning experiences for students with special needs integrated into the general education classroom.</li> <li>6) Is able to help students see connections across the curricula by integrating subject matter in lesson planning and instruction.</li> <li>7) Demonstrates knowledge of the basic principles and concepts related to elementary mathematics.</li> <li>8) Demonstrates knowledge of history and social science including major developments and figures in US, Massachusetts and world history, basic</li> </ol> </li> </ol>	

<p>economic and geographic principles and concepts and US political principles.</p> <p>9) Demonstrates knowledge of science and technology/engineering including the life sciences, physical sciences and major scientific and technological discoveries and principles and procedures of scientific inquiry.</p> <p>d) Employs a variety of reading and writing strategies for addressing learning objectives.</p> <p>e) Uses questioning to stimulate thinking and encourages all students to respond.</p> <p>f) Uses instructional technology appropriately.</p> <p>g) Employs appropriate sheltered English or subject matter strategies for English language learners</p> <p>3. Communicates high standards and expectations when <u>extending and completing the lesson</u>.</p> <p>a) Assigns homework or practice that furthers student learning and checks it.</p> <p>b) Provides regular and frequent feedback to students on their progress.</p> <p>c) Provides many and varied opportunities for students to achieve competence.</p> <p>4. Communicates high standards and expectations when <u>evaluating student learning</u>.</p> <p>a) Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.</p> <p>b) Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.</p>	
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<b>Rating:</b>	<b>Explanation of Rating for Standard B – Delivers Effective Instruction</b>

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name: \_\_\_\_\_ License: \_\_\_\_\_

Program Supervisor (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Practitioner (sign): \_\_\_\_\_ Date: \_\_\_\_\_

**Preservice Performance Assessment for Teacher Candidates Only**

<b>Standard C – Manages Classroom Climate and Operation</b>	
<b>Indicators</b>	<b>Evidence</b>
1. Creates an environment that is conducive to learning.  2. Creates a physical environment appropriate to a range of learning activities.  3. Maintains appropriate standards of behavior, mutual respect, and safety.  4. Manages classroom routines and procedures without loss of significant instructional time.	

<b>Rating:</b>	<b>Explanation of Rating for Standard C – Manages Classroom Climate and Operation</b>
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Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

<b>Standard D – Promotes Equity</b>	
<b>Indicators</b>	<b>Evidence</b>
1. Encourages all students to believe that effort is a key to achievement.  2. Works to promote achievement by all students without exception.  3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.  4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.	

<b>Rating:</b>	<b>Explanation of Rating for Standard D – Promotes Equity</b>
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Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

**Candidate’s Name:** \_\_\_\_\_ **License:** \_\_\_\_\_

**Program Supervisor (sign):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervising Practitioner (sign):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Preservice Performance Assessment for Teacher Candidates Only**

<b>Standard E – Meets Professional Responsibilities</b>	
<b>Indicators</b>	<b>Evidence</b>
<ol style="list-style-type: none"> <li>1. Understands his or her legal and moral responsibilities.</li> <li>2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.</li> <li>3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.</li> <li>4. Collaborates with colleagues to improve instruction, assessment, and student achievement.</li> <li>5. Works actively to involve parents in their child’s academic activities and performance, and communicates clearly with them.</li> <li>6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.</li> <li>7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.</li> </ol>	<div style="text-align: center; font-size: 48px; opacity: 0.3; font-family: cursive;">             Sample Only           </div>

<b>Rating:</b>	<b>Explanation of Rating for Standard E – Meets Professional Responsibilities</b>

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

**Candidate’s Name:** \_\_\_\_\_ **License:** \_\_\_\_\_

**Program Supervisor (sign):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervising Practitioner (sign):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Summary Decision for Preservice Performance Assessment**

Teacher candidate's *Preservice Performance Assessment* in the practicum or practicum equivalent meets the Professional Standards for Teachers: Yes \_\_\_\_\_ or No \_\_\_\_\_.

Candidate (sign): \_\_\_\_\_ License: \_\_\_\_\_

Program Supervisor (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Practitioner (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Standard	Rating (from pp. 2-5)
(a) Plans Curriculum	
(b) Delivers Effective Instruction	
(c) Manages Classroom Climate	
(d) Promotes Equity	
(e) Meets Professional Responsibilities	

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Final Practicum Grade \_\_\_\_\_

Summary Comments (include phrases that could be used in a letter of recommendation):

Areas of strength:

Areas in need of improvement:

The sponsoring organization should maintain this assessment record as part of its candidate's permanent file. Copies do not have to be sent to the Department of Elementary and Secondary Education.

## THINGS TO REMEMBER

### Practicum Reports/Preservice Performance Assessment

The Educator Preparation Office will provide practicum reports to all college supervisors. The top half will already be completed. Please review all information to ensure that it is correct. Make any corrections (i.e., supervising practitioner's license number, professional status, placements, etc.) directly on the form and return it to the Educator Prep Office ASAP. We will make the corrections and return the forms to you **before you get them signed.**

If corrections need to be made after the forms are signed, do not write directly onto the form. Please put the corrections on "Post-It" notes and attach to the Practicum Report.

#### **PLEASE NOTE:**

The license number and whether or not the supervising practitioner has an initial (with years of experience) or professional license should be on the practicum report. If this is missing, please obtain this information from the supervising practitioner and submit it to the Educator Preparation Office. **DO NOT FILL IN THE HOURS.** Students must submit a time record to the Educator Prep Office.

The practicum report should be initialed by the student, and signed and dated by the supervising practitioner and college supervisor [**please remember to use black ink**] on a minimum of three dates as evidence of three distinct meetings:

1. An initial meeting at which the standards and procedures for evaluation are explained to the student,
2. A meeting held midway through the practicum at which the student's progress toward the standards are discussed, and
3. A final meeting at which the evaluation of the student is completed.

At the end of the practicum experience the supervisors indicate whether or not the student has successfully completed the preservice performance assessment (PPA), that is whether or not student has met all standards, and sign the bottom of the form. The practicum report and the PPA must be filled out completely. The following is a checklist for ensuring the PPA is completed properly.

1. Fill in a rating **and** write comments for each standard.
2. On each page, fill in name of license with grade level (e.g., physical education 5-12).
3. Both supervisors sign the bottom of each page.
4. On the last page, indicate whether or not ("Yes" or "No") student met all standards, everyone sign, fill in box with summary of all ratings, fill in a grade, and write the summary comments.

**Submit the completed practicum report and preservice performance assessment form to the Educator Preparation Office immediately following the completion of each experience whether or not the student is recommended for licensure.**

**\*\* It is not necessary to copy the practicum report or the PPA. Students will receive official copies from the Educator Preparation Office.**

If you have any questions, please call the Educator Prep Office at 748-3155.



**The Commonwealth of Massachusetts**  
**Department of Elementary and Secondary Education**

350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000

**Preservice Performance Assessment for Practicum (Practicum Report)**

**Part I –Applicant**

1. Legal Name: \_\_\_\_\_ 2. SSN: \_\_\_\_\_

3. Address: \_\_\_\_\_

4. Sponsoring Organization: \_\_\_\_\_ Program & Level: \_\_\_\_\_

5. Pre-Practicum: \_\_\_\_\_

6. Practicum Course Number: \_\_\_\_\_ Credit Hours: \_\_\_\_\_

Course Title: \_\_\_\_\_ Dates: \_\_\_\_\_

7. Practicum Site: \_\_\_\_\_ 8: Levels of Students: \_\_\_\_\_

9. Total number of practicum hours: \_\_\_\_\_ Number of hours assumed full responsibility in the role: \_\_\_\_\_

10. Other Massachusetts licenses held if any: \_\_\_\_\_

11. Have any components of the approved program been waived (see Regulations 7.03(1)(b)): Yes \_\_\_\_\_ No \_\_\_\_\_

**Part II –College Supervisor**

Name: \_\_\_\_\_ Position/Title: \_\_\_\_\_

The Applicant completed a practicum designed by Springfield College as partial preparation for the following license:

Applicant's License Field-Grade Level: \_\_\_\_\_

**Part III – Supervising Practitioner**

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

School System: \_\_\_\_\_ License: Initial (# yrs. experience): \_\_\_\_\_ or Professional: \_\_\_\_\_

Massachusetts License #: \_\_\_\_\_ Field(s): \_\_\_\_\_

**Part IV – Initial 1, 2, and 3.**

1. Initial meeting held at which the Professional Standards and the procedures for evaluation were explained to the Applicant.

Date: \_\_\_\_\_ Applicant: \_\_\_\_\_ College Supervisor: \_\_\_\_\_ Supervising Practitioner: \_\_\_\_\_

2. Meeting held midway through the practicum at which the Applicant's progress toward the Professional Standards was discussed.

Date: \_\_\_\_\_ Applicant: \_\_\_\_\_ College Supervisor: \_\_\_\_\_ Supervising Practitioner: \_\_\_\_\_

3. Final meeting held to complete evaluation and to allow Applicant an opportunity to raise questions and make comments.

Date: \_\_\_\_\_ Applicant: \_\_\_\_\_ College Supervisor: \_\_\_\_\_ Supervising Practitioner: \_\_\_\_\_

**Part V**

Candidate has successfully completed the Preservice Performance Assessment (Sections: 7.03(2)(a)(4) & 7.04(2)(b)(4)(b)) Yes: \_\_\_\_\_ No: \_\_\_\_\_

College Supervisor (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Practitioner (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Mediator (if necessary: see 7.04(4))(sign): \_\_\_\_\_ Date: \_\_\_\_\_



## The Commonwealth of Massachusetts Department of Elementary and Secondary Education

350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000

### Preservice Performance Assessment for Support Personnel Practicum (Practicum Report) Professional Support Personnel Licenses: See 603 CMR 7.11.

#### Part I – Applicant.

Practicum: \_\_\_\_\_ Practicum Equivalent: \_\_\_\_\_

1. Legal Name: \_\_\_\_\_ 2. SSN: \_\_\_\_\_
3. Address: \_\_\_\_\_
4. Sponsoring Organization: \_\_\_\_\_ Program & Level: \_\_\_\_\_
5. Pre-Practicum: \_\_\_\_\_
6. Practicum Course Number: \_\_\_\_\_ Credit Hours: \_\_\_\_\_  
Course Title: \_\_\_\_\_ Dates: \_\_\_\_\_
7. Practicum Site: \_\_\_\_\_ 8: Grade Levels of Students: \_\_\_\_\_
9. Total number of practicum hours: \_\_\_\_\_ Number of hours assumed full responsibility in the role: \_\_\_\_\_
10. Other Massachusetts licenses held if any: \_\_\_\_\_
11. Have any components of the approved program been waived (see Regulations 7.03(1)(b)): Yes \_\_\_\_\_ No \_\_\_\_\_

#### Part II – College Supervisor

Name: \_\_\_\_\_ Position/Title: \_\_\_\_\_

The Applicant completed a practicum designed by Springfield College as partial preparation for the following license:

Applicant's License Field-Grade Level: \_\_\_\_\_

#### Part III – Supervising Practitioner

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

School System: \_\_\_\_\_ License: Initial (# yrs. experience): \_\_\_\_\_ or Professional: \_\_\_\_\_

Massachusetts License #: \_\_\_\_\_ Field(s): \_\_\_\_\_

#### Part IV – Initial 1, 2, and 3.

1. Initial meeting held at which the Professional Standards and the procedures for evaluation were explained to the Applicant.

Date: \_\_\_\_\_ Applicant: \_\_\_\_\_ College Supervisor: \_\_\_\_\_ Supervising Practitioner: \_\_\_\_\_

2. Meeting held midway through the practicum at which the Applicant's progress toward the Professional Standards was discussed.

Date: \_\_\_\_\_ Applicant: \_\_\_\_\_ College Supervisor: \_\_\_\_\_ Supervising Practitioner: \_\_\_\_\_

3. Final meeting held to complete evaluation and to allow Applicant an opportunity to raise questions and make comments.

Date: \_\_\_\_\_ Applicant: \_\_\_\_\_ College Supervisor: \_\_\_\_\_ Supervising Practitioner: \_\_\_\_\_

#### Part V

*Candidate has successfully completed the Preservice Performance Assessment Requirements (Sections: 7.03(2)(a)(4) & 7.11):* Yes: \_\_\_\_\_ No: \_\_\_\_\_

College Supervisor (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Practitioner (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Mediator (if necessary: see Regulations 7.04(4))(sign): \_\_\_\_\_ Date: \_\_\_\_\_

**SPRINGFIELD COLLEGE**  
**PRACTICUM TIME RECORD AND ACTIVITY REPORT**

Record the hours expended in the practicum according to the categories described below. Please note that, for teacher licensure, Massachusetts requires at least 150-300 clock hours at **each** practicum site; 135-200 clock hours of this time should consist of teaching (this means having “clear instructional responsibilities”). See the Springfield College Educator Preparation Handbook for the specific clock hour requirement for each program. (Note: ECED & HLTH clinical have unique clock hour requirements.)

**Observing** - The supervising practitioner is in charge and the practicum student is watching/listening. (Typically, first few days only)

**Assisting** - The supervising practitioner is in charge and the practicum student is helping by providing individual attention, working with a small group, and performing other functions of an aide. (Begin immediately, if possible)

**Teaching** - The practicum student, under the supervision of the supervising practitioner, is responsible for planning, implementing, and evaluating all or part of a lesson. (A minimum of 135 hours of teaching is required)

**Other** - The practicum student discharges other “non instructional duties” associated with the role and/or attends faculty meetings, professional development and certain after school programs (e.g., tutoring).

Student \_\_\_\_\_ Circle one: ECED ELEM SEC SPED PE HLTH

Site \_\_\_\_\_ Date \_\_\_\_\_

Supervising Practitioner \_\_\_\_\_  
 signature

TIME RECORD (IN HOURS)				
Observing Hours	Assisting Hours	Teaching Hours	Other	Total

**OTHER DUTIES INCLUDE:**

<u>Activity</u>	<u>Hours</u>
Parent Conferences	_____
Cafeteria Duty	_____
Homeroom	_____
Bus Duty	_____
Faculty Meeting	_____
Prep during school	_____
Other: _____	_____
Total	_____

**To help calculate practicum hours**

Half semester = 35 days (approx)

If you work a 6 hr school day, you should have **no more than** 160 teaching hrs and 210 total hrs

If you work a 7 hr school day, you should have **no more than** 175 teaching hrs and 245 total hrs

Full semester = 70 days (approx)

If you work a 6 hr school day, you should have **no more than** 315 teaching hours and 420 total hours

If you work a 7 hr school day, you should have **no more than** 350 teaching hours and 490 total hours

**Coaching hours and prep time outside of school are NOT to be included**

Semester \_\_\_\_\_ Year \_\_\_\_\_

**SPRINGFIELD COLLEGE  
EVALUATION OF COLLEGE SUPERVISION**

**College Supervisor** \_\_\_\_\_ **Program** \_\_\_\_\_

The following items deal with characteristics of college supervisors which students feel to be important. Please complete each item by circling the response you feel is appropriate and making comments/suggestions.

	<b>X</b> N/A	<b>0</b> poor	<b>1</b> fair	<b>2</b> good	<b>3</b> very good	<b>4</b> excellent				
1.					X	0	1	2	3	4
	<i>Comments:</i>									
2.					X	0	1	2	3	4
	<i>Comments:</i>									
3.					X	0	1	2	3	4
	<i>Comments:</i>									
4.					X	0	1	2	3	4
	<i>Comments:</i>									
5.					X	0	1	2	3	4
	<i>Comments:</i>									
6.					X	0	1	2	3	4
	<i>Comments:</i>									
7.					X	0	1	2	3	4
	<i>Comments:</i>									
8.					X	0	1	2	3	4
	<i>Comments:</i>									

Program \_\_\_\_\_

Semester \_\_\_\_\_

**SPRINGFIELD COLLEGE  
STUDENT EVALUATION OF THE PRACTICUM**

Name of Student \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Supervising Practitioner \_\_\_\_\_

The following items deal with your practicum experience. Please complete each item by circling the response you feel is appropriate and making comments.

1	2	3	4	5	N/A
Poor	Fair	Good	Very Good	Excellent	Not Applicable

**PRACTICUM EXPERIENCE IN GENERAL**

**1. Three Educator Prep meetings (not EDUC/PE specific seminars)**

A. Topics and information	1	2	3	4	5	N/A
B. Scheduling of meetings (length-2 hr., number-3)	1	2	3	4	5	N/A

*Comments:*

**2. Placement Procedures**

1	2	3	4	5	N/A
---	---	---	---	---	-----

*Comments:*

**3. Handbook/Other Materials**

A. Expectations and requirements clearly stated	1	2	3	4	5	N/A
B. Informative	1	2	3	4	5	N/A

*Comments:*

**4. Written Work**

A. Overall requirements	1	2	3	4	5	N/A
B. Types of assignments	1	2	3	4	5	N/A

*Comments:*

**5. Length of Practicum**

1	2	3	4	5	N/A
---	---	---	---	---	-----

*Comments:*

**SCHOOL/SITE**

**1. Curriculum and Instruction**

A. Meets the interests and needs of students	1	2	3	4	5	N/A
B. Developmentally appropriate	1	2	3	4	5	N/A
C. Teaching style and methods	1	2	3	4	5	N/A

*Comments:*

**OVER**

**2. Facilities and Equipment**

A. Facilities	1	2	3	4	5	N/A
B. Supplies and/or equipment	1	2	3	4	5	N/A
C. Adequate support services and staff	1	2	3	4	5	N/A

*Comments:***3. Supervising Practitioner**

A. Feedback on written work	1	2	3	4	5	N/A
B. Suggestions for evaluating and improving your teaching	1	2	3	4	5	N/A
C. Quality of observations	1	2	3	4	5	N/A
D. Overall rating of supervising practitioner	1	2	3	4	5	N/A

*Comments:***PREPARATION**

How would you rate your preparation at Springfield College in each of these?

<b>1. Subject Matter Knowledge</b>	1	2	3	4	5
------------------------------------	---	---	---	---	---

*Comments:*

<b>2. Standard (a) Plans Curriculum and Instruction</b>	1	2	3	4	5
---	---	---	---	---	---

*Comments:*

<b>3. Standard (b) Delivers Effective Instruction</b>	1	2	3	4	5
---	---	---	---	---	---

*Comments:*

<b>4. Standard (c) Manages Classroom Climate and Operation</b>	1	2	3	4	5
--	---	---	---	---	---

*Comments:*

<b>5. Standard (d) Equity</b>	1	2	3	4	5
-------------------------------	---	---	---	---	---

*Comments:*

<b>6. Standard (e) Professional Responsibilities</b>	1	2	3	4	5
--	---	---	---	---	---

*Comments:*

**SPRINGFIELD COLLEGE  
SUPERVISING PRACTITIONER EVALUATION  
OF THE PRACTICUM**

Licensure Program/Subject \_\_\_\_\_ Grades \_\_\_\_\_ Dates of Experience \_\_\_\_\_ to \_\_\_\_\_

Student Teacher \_\_\_\_\_ Supervising Practitioner \_\_\_\_\_

How would you rate the adequacy of the Springfield College teacher preparation program?  
Identification of specific strengths and weaknesses and positive suggestions for program improvement  
would be most helpful. Your comments are greatly appreciated!

	X did not observe	1 needs improvement	2 adequate	3 very good	4 excellent
--	----------------------	------------------------	---------------	----------------	----------------

1.	Placement procedures <i>Comments:</i>	X	1	2	3	4
----	--	---	---	---	---	---

2.	Information and materials received from SC <i>Comments:</i>	X	1	2	3	4
----	--	---	---	---	---	---

3.	Length of student teaching experience <i>Comments:</i>	X	1	2	3	4
----	---	---	---	---	---	---

4.	College supervision of student teacher <i>Comments:</i>	X	1	2	3	4
----	--	---	---	---	---	---

5.	Forms for evaluation of student teacher <i>Comments:</i>	X	1	2	3	4
----	---	---	---	---	---	---

6.	Overall preparation of student teachers <i>Comments:</i>	X	1	2	3	4
----	---	---	---	---	---	---



7. Preparation of student teacher in the following standards:

1.	<b>Subject Matter Knowledge</b>	X	1	2	3	4
2.	<b>Standard (a): Plans Curriculum and Instruction</b> (Frameworks, organization, human development, and methodology)	X	1	2	3	4
3.	<b>Standard (b): Delivers Effective Instruction</b> (Communicates standards and expectations)	X	1	2	3	4
4.	<b>Standard (c): Manages Classroom Climate And Operation</b> (Environment, standards of behavior and procedures)	X	1	2	3	4
5.	<b>Standard (d): Promotes Equity</b> (Diversity and inclusion)	X	1	2	3	4
6.	<b>Standard (e): Meets Professional Responsibilities</b> (Legal and moral responsibilities)	X	1	2	3	4

**ADDITIONAL COMMENTS:**

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THANK YOU FOR YOUR ASSISTANCE

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

**SPRINGFIELD COLLEGE  
COLLEGE SUPERVISOR EVALUATION OF THE SUPERVISING PRACTITIONER**

**Supervising Practitioner** \_\_\_\_\_ **School** \_\_\_\_\_

**Student Teacher** \_\_\_\_\_

The following items deal with characteristics of supervising practitioners and placement sites.

	<b>X</b> N/A	<b>0</b> poor	<b>1</b> fair	<b>2</b> good	<b>3</b> very good	<b>4</b> excellent
1. Supervising practitioner developed an effective mentoring relationship with practicum student <i>Comments:</i>					X 0	1 2 3 4
2. Expectations communicated clearly to practicum student <i>Comments:</i>					X 0	1 2 3 4
3. Feedback provided to practicum student on a timely basis <i>Comments:</i>					X 0	1 2 3 4
4. Encouraged practicum student to assume teaching responsibilities in a timely fashion <i>Comments:</i>					X 0	1 2 3 4
5. Overall evaluation of supervising practitioner <i>Comments:</i>					X 0	1 2 3 4
6. Overall evaluation of practicum site <i>Comments:</i>					X 0	1 2 3 4
7. Recommendation for future use <i>Comments:</i>					X 0	1 2 3 4
8. Describe the type of student who would be most successful with this supervising practitioner at this site:  _____  _____  _____						

Completed by \_\_\_\_\_

## FREQUENTLY ASKED QUESTIONS

**What happens if I have to miss a day?** Practicum students are expected to call the school, their supervising practitioner, the Educator Prep Office, and college supervisor if they have to miss a day. Practicum students are expected to report to their practicum site everyday. Students most often will have to make up days missed

**What does my supervising practitioner get?**

Students are placed with supervising practitioners who meet the minimum qualifications specified in the Massachusetts DESE Regulations for Educator Licensure. Generally speaking, supervising practitioners must hold a professional license in the field and at the grade level of the license sought. Supervising practitioners receive Professional Development Points (PDPs), a choice of a \$200 stipend or tuition grants, plus access to Springfield College parking and some facilities. See supervising practitioner's 'perks' packet for more details.

**What do I do if I have problems with my placement after the practicum has begun?**

If you have problems/issues with your placement after your practicum experience begins, you should contact your college supervisor immediately. Then you should contact the Director of Educator Preparation and Licensure. Every effort will be made to resolve any problems/issues. If this is not possible then you may be moved to a different site.

## SECTION VI

### EDUCATOR LICENSURE APPLICATION PROCESS

## Massachusetts Educator Licensure Application Process

There are two methods for applying for Licensure in Massachusetts.

1. Apply online through the MA Department of Elementary and Secondary Education home page known as ELAR (Electronic Licensure and Recruitment). **This is the preferred method.**
2. Apply through regular surface mail by filling out an application and sending it with other required documents through the mail.

### **STEPS FOR APPLYING ONLINE** *Deadline – Anytime BEFORE graduation*

1. Go to [www.mass.gov/doe/educators](http://www.mass.gov/doe/educators). This brings you to “Educator Services.” Click on “Licensure” then click on “Online Tools – ELAR.” At the “DESE Security Portal” page, click on “Create ELAR Profile” beneath the login box and follow the instructions.
  - After you’ve created a username & password, choose ELAR welcome page, then choose “Apply for a new license, or advance to the next level license”
  - License applying for – select field (Academic: Teacher, Academic: Professional Support Personnel or Academic: Administrator)
  - License applying for – select field (e.g., elementary, physical education, school guidance counselor)
  - Select level (e.g., PreK-8, 5-12, 8-12, all)
  - Select type (**select initial**)
  - You will need a credit card number for payment (\$100 for first initial, \$25 for each additional license)
2. While you are online, print the “Step 4 – Confirm Application” page that shows which license(s) you are requesting. (You can also print the “Inquiry-Activity Summary” page.)
3. Proof of name change if necessary (e.g., marriage certificate).
4. **Candidates for administration licenses only** – Submit a letter from your Superintendent or Principal validating the field, grade level and dates of your experience teaching (you must have at least 3 years of teaching experience).
5.
  - a. Fill out a Springfield College transcript request. Be sure to sign the request form and specify the “mail to address” as “Educator Prep.” Take it to the Business Office where you will pay \$5.00 per transcript requested. **After your transcript request form is marked PAID, submit it to the Educator Preparation Office.**
  - b. If you earned your bachelor’s degree at another college or took courses required for your licensure program at another college, request official transcript(s) to be sent directly to:
 

**Dr. Linda C. Davis-Delano**  
**Office of Educator Preparation**  
**Springfield College**  
**263 Alden Street**  
**Springfield, MA 01109**
6. Complete the Springfield College Licensure Application checklist and submit to the Educator Preparation & Licensure Office so your official transcript can be sent to the state. (A copy of your practicum report(s)/preservice performance assessment(s) will be mailed home at the end of the semester.)

**STEPS FOR SENDING APPLICATION THROUGH THE MAIL**

Deadline: Submit all materials listed below to the Springfield College Educator Preparation and Licensure office prior to graduation.

1. Fill out the application form completely (front and back). Remember to sign the form on the back at the bottom.
2. Enclose a **money order** for **\$100.00 (\$25.00 each for any additional licenses)**.

**MAKE MONEY ORDER PAYABLE TO:**

**Massachusetts Department of Elementary and Secondary Education  
Office of Educator Licensure  
75 Pleasant Street  
Malden, MA 02148**

OR if paying by **credit card**, complete additional form and enclose with application.

3. Proof of name change if necessary (e.g., marriage certificate).
4. **Candidates for administration licenses only** – Submit a letter from your Superintendent or Principal validating the field, grade level and dates of your experience teaching (you must have at least 3 years of teaching experience).
5.
  - a. Fill out a Springfield College transcript request. Be sure to sign the request form and specify the “mail to address” as “Educator Prep.” Take it to the Business Office where you will pay \$5.00 per transcript requested. **After your transcript request form is marked PAID, submit it to the Educator Preparation Office.**
  - b. If you earned your bachelor’s degree at another college or took courses required for your licensure program at another college, request official transcript(s) to be sent directly to:  
**Dr. Linda C. Davis-Delano  
Office of Educator Preparation  
Springfield College  
263 Alden Street  
Springfield, MA 01109**
6. Complete the Springfield College Licensure Application checklist and submit to the Educator Preparation & Licensure Office so your official transcript can be sent to the state. (A copy of your practicum report(s)/preservice performance assessment(s) will be mailed home at the end of the semester.)

**SPRINGFIELD COLLEGE**  
**Office of Educator Preparation & Licensure**  
 263 Alden Street  
 Springfield, MA 01109

Licensure Application Checklist

(Please fill this out & hand deliver to the Educator Prep Office with other items needed)

Name: \_\_\_\_\_ SS#: \_\_\_\_\_

Birthdate: \_\_\_\_\_ Expected Grad Date: \_\_\_\_\_

Complete the following steps:

1. \_\_\_ Apply online (any time prior to graduation) Date Applied: \_\_\_\_\_

\*\*BE SURE TO CHOOSE THE CORRECT LICENSE TYPE: **INITIAL**

2. \_\_\_ Print "Step 4 – Confirm Application" page (Submit to Educator Preparation)

3. \_\_\_ Fill out a Springfield College Educator Preparation transcript request form. Take it to the Business Office where you will pay \$5.00 per transcript requested. **After your transcript request form is marked PAID, submit it to the Educator Preparation Office.**

If you plan on having our office submit your application to any other state besides Massachusetts, please request an additional transcript and include that application with this form. Transcripts may also be requested for personal use.

If more than one copy, where should others be sent \_\_\_\_\_

4. \_\_\_ Proof of name change if necessary (e.g., marriage certificate).

5. \_\_\_ If you earned a bachelor's degree or took courses required for licensure at another institution, an official transcript (one for each state you are applying to) must be sent to Dr. Linda Davis-Delano, Educator Preparation Office.

6. \_\_\_ **Ed Admin Only:** Request letter validating three years teaching experience  
*Students applying for **Supervisor/Director** or **Principal/Assistant Principal** licensure must submit a letter from a superintendent or principal validating field, grade level, and dates of your teaching experience.*

7. \_\_\_ Hand Deliver items 2, 3 & this checklist (and 4-6 if needed) to the Educator Preparation Office  
**DEADLINE: No later than the week prior to graduation**

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*Office Use Only*

\_\_\_ All forms submitted (see above)

\_\_\_ # of transcripts \_\_\_\_\_ amt paid \_\_\_\_\_ other states \_\_\_\_\_

\_\_\_ License Area \_\_\_\_\_ Level(s) \_\_\_\_\_ Stage Initial



**Official Transcript Request Form  
Springfield College  
Educator Preparation**

*Office of the Registrar  
263 Alden Street  
Springfield, MA 01109-3797  
Phone (413) 748-3530*

STUDENT MUST BRING YELLOW COPY TO EDUCATOR PREPARATION

Name \_\_\_\_\_

Current Address \_\_\_\_\_

City, State, Zip Code \_\_\_\_\_

Social Security Number \_\_\_\_\_ ID# \_\_\_\_\_

Telephone Number \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Total number of transcripts requested \_\_\_\_\_ Number of copies to be sent to Educator Preparation \_\_\_\_\_

Anticipated graduation date \_\_\_\_\_ Current status: UG \_\_\_\_\_ GR \_\_\_\_\_

If you are requesting more than one transcript would you like the other copies sent to the address above?  
YES \_\_\_\_\_ NO \_\_\_\_\_ If no please provide additional addresses.

Name _____ Address _____ City _____ State _____ Zip _____	Name _____ Address _____ City _____ State _____ Zip _____
Name _____ Address _____ City _____ State _____ Zip _____	Name _____ Address _____ City _____ State _____ Zip _____

SPECIAL INSTRUCTIONS \_\_\_\_\_

- \*These transcripts will not be sent until completion of your degree and/or licensure.
- \*All financial obligations to the College must be reconciled before transcripts will be processed.
- \*Transcripts are \$5.00 each.

Date received from Education Prep \_\_\_/\_\_\_/\_\_\_ Date processed \_\_\_/\_\_\_/\_\_\_ Processed by \_\_\_\_\_

## MA DESE AFFIDAVIT

State law requires applicants for licensure to affirm certain information. If you have previously entered affidavit information, it should be listed below. If not, you will be asked to create an affidavit at this time.

I certify that:

- I have not been convicted of nor am I currently charged with any crime (misdemeanor or felony). [Do not include minor traffic violations.]
- I have not been identified by any child protection agency as a perpetrator of child abuse or neglect.
- I have not been dismissed for cause from a position in a school or child care facility.
- I have not had a professional license or certificate denied, revoked, suspended, surrendered or annulled, and no action is pending to revoke or suspend my professional license or certificate.
- I have filed all state tax returns and paid all state taxes required by law.  
**Check this box even if you were not required to file a Massachusetts tax return.**
- I have read General Laws Chapter 119, Section 51A, <http://www.doe.mass.edu/educators/51A.html> which requires educators and others who are paid to care for or work with children, to make a report immediately to the Department of Social Services or to the person in charge of the school or institution if there is reasonable cause to believe a child under 18 is suffering physical or emotional injury as a result of abuse, including sexual abuse, or neglect. I understand my obligations under Section 51A and the penalties for failure to comply.
- This application contains no misrepresentations or falsehoods. [Misrepresentations or falsehoods shall be sufficient cause for denial or revocation of my certificate.]
- I understand that I must notify the DESE in writing within thirty days if in the future the answers to any of these questions change.

### Explanations for any unchecked boxes:

If any of the information shown above is incorrect or incomplete, press EDIT button to make corrections.

By SIGNING you are confirming that all the information in your affidavit is true and contains no misrepresentations or falsehoods.

*Signed under the penalties of perjury.*

**Massachusetts educators must understand their responsibilities  
as “mandated reporters” as stipulated by law. Please read this completely.**

### G.L.C.119,S.51A

Any physician, medical intern, hospital personnel engaged in the examination, care or treatment of persons, medical examiner, psychologist, emergency medical technician, dentist, nurse, chiropractor, podiatrist, osteopath, public or private school teacher, educational administrator, guidance or family counselor, day care worker or any person paid to care for or work with a child in any public or private facility, or home or program funded by the commonwealth or licensed pursuant to the provisions of chapter twenty-eight A, which provides day care or residential services to children or which provides the services of child care resource and referral agencies, voucher management agencies, family day care systems and child care food programs, probation officer, clerk/magistrate of the district courts, parole officer, social worker, foster parent, fire-fighter or policeman, office for children licenser, school attendance officer, allied mental health and human services professional as licensed pursuant to the provisions of section one hundred and sixty-five of chapter one hundred and twelve, drug and alcoholism counselor, psychiatrist, and clinical social worker, who in his professional capacity shall have reasonable cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from abuse inflicted upon him which causes harm or substantial risk of harm to the child’s health or welfare including sexual abuse, or from neglect, including malnutrition, or who is determined to be physically dependent upon an addictive drug at birth, shall immediately report such condition to the department by oral communication and by making a written report within forty-eight hours after such oral communication; provided, however, that whenever such person so required to report is a member of the staff of a medical or other public or private institution, school or facility, he shall immediately either notify the department or notify the person in charge of such institution, school or facility, or that person’s designated agent, whereupon such person in charge or his said agent shall then become responsible to make the report in the manner required by this section. Any such hospital personnel preparing such report may take, or cause to be taken, photographs of the areas of trauma visible on a child who is the subject of such report without the consent of the child’s parents or guardians. All such photographs or copies thereof shall be sent to the department together with such report. Any such person so required to make such oral and written reports who fails to do so shall be punished by a fine of not more than one thousand dollars. Any person who knowingly files a report of child abuse that is frivolous shall be punished by a fine of not more than one thousand dollars.

Said reports shall contain the names and addresses of the child and his parents or other person responsible for his care, if known; the child’s age; the child’s sex; the nature and extent of the child’s injuries, abuse, maltreatment, or neglect, including any evidence of prior injuries, abuse, maltreatment, or neglect; the circumstances under which the person required to report first became aware of the child’s injuries,

abuse, maltreatment or neglect; whatever action, if any, was taken to treat, shelter, or otherwise assist the child; the name of the person or persons making such report; and any other information which the person reporting believes might be helpful in establishing the cause of the injuries; the identity of the person or persons responsible thereof, and such other information as shall be required by the department.

Any person required to report under this section who has reasonable cause to believe that a child has died as a result of any of the conditions listed in said paragraph shall report said death to the department and to the district attorney for the county in which such death occurred and to the medical examiners as required by section six of chapter thirty-eight. Any such person who fails to make such a report shall be punished by a fine of not more than one thousand dollars.

In addition to those persons required to report pursuant to this section, any other person may make such a report if any such person has reasonable cause to believe that a child is suffering from or has died as a result of such abuse or neglect. No person so required to report shall be liable in any civil or criminal action by reason of such report. No other person making such report shall be liable in any civil or criminal action by reason of such report if it was made in good faith; provided, however, that such person did not perpetrate or inflict said abuse or cause said neglect. Any person making such report who, in the determination of the department or the district attorney may have perpetrated or inflicted said abuse or cause said neglect, may be liable in a civil or criminal action.

No employer of those persons required to report pursuant to this section shall discharge, or in any manner discriminate or retaliate against, any person who in good faith makes such a report, testifies or is about to testify in any proceeding involving child abuse or neglect. Any such employer who discharges, discriminates or retaliates against such a person shall be liable to such person for treble damages, costs and attorney’s fees.

Within sixty days of the receipt of a report by the department from any person required to report, the department shall notify such person, in writing, of its determination of the nature, extent and cause or causes of the injuries to the child, and the social services that the department intends to provide to the child or his family.

Any privilege established by sections one hundred and thirty-five A and one hundred and thirty-five B of chapter one hundred and twelve or by section twenty B of chapter two hundred and thirty-three, relating to confidential communications shall not prohibit the filing of a report pursuant to the provisions of this section or the provisions of section twenty-four.

## MA Department of Elementary and Secondary Education General Questions & Answers

### FEES

**1. Q: What is the cost to apply for a license?**

A: First time applicants must pay a \$100 fee for the first license area/level applied for. Any additional license areas/levels will cost \$25 each.

Example 1: Applying for first time license in Mathematics (8-12) and English (8-12) = \$100 + \$25 = \$125.

Example 2: Applying to add an additional license in History (5-8), General Science (5-8) and History (8-12) = \$25 + \$25 + \$25 = \$75.

**2. Q: Will my fee be refunded if I do not yet qualify for the license?**

A: No. The fee is non-refundable and non-transferable once the evaluation service has been provided. If you do not qualify, you will receive a detailed evaluation letter from the Department that outlines any remaining requirements, and how they can be satisfied. Upon completion of these requirements, simply mail in the necessary documentation, labeled with your social security number and the application will be re-evaluated. You will not need to pay another application fee to have an existing application re-evaluated. The application will remain on file until all requirements have been satisfied.

**3. Q: May I pay the fee with cash or personal check?**

A: No. A bank check, money order or credit card payment are the options available. We accept MasterCard and Visa.

**4. Q: How should I make out my bank check/money order?**

A: You should make your bank check/money order payable to the Commonwealth of Massachusetts. Also, please write your Social Security Number on the check.

### TESTS

**5. Q: How can I get more information about the Massachusetts Tests for Educator Licensure (MTEL)?**

A: You can find current information on test registration, objectives for each test, and test preparation, including examples of types of items to expect, as well as other test-related information at [www.doe.mass.edu/mtel](http://www.doe.mass.edu/mtel)

### GENERAL INFORMATION

**6. Q: Can I apply for a license if I haven't completed all of the requirements yet?**

A: Yes. Candidates are encouraged to submit licensure applications as soon as they know that they would like to obtain a particular license. Since applications are reviewed in the order they are received, applying earlier means your application gets evaluated earlier. If you have not completely satisfied all requirements at the time of the evaluation, you will receive a detailed correspondence from the Department that outlines any remaining requirements, and how they can be satisfied.

**7. Q: How long will it take for the Department to process my application?**

A: It is not possible to say exactly how long it will take. The answer depends on several factors, such as the type of license, the volume of applications being processed at the time, and whether the application was filled out correctly and completely. Applicants can call the Licensure Call Center at 781-338-6600 to hear a general progress report of which applications are currently being reviewed by the Department.

**8. Q: How can I ensure my application will be processed as quickly as possible?**

A: Visit [www.doe.mass.edu/educators](http://www.doe.mass.edu/educators) and click on ELAR to apply online. Applying and paying online does expedite processing. Make sure you have mailed all college transcripts and other required documentation to the Licensure Office to be added to your file, and be sure to write your Social Security Number or Massachusetts Educators License Number on each document you submit. Based on the large volume of documents received by the Licensure Office daily, it is usually a good idea to submit all supporting documentation (official transcripts, letters, other licenses, etc.) all together in one packet, rather than separately.

**9. Q: Is there a number I can call if I have any questions about the application process?**

A: Yes. You can call (781) 338-6600 to speak to a Licensure representative, Monday through Friday, 9:00 am to 4:45 pm.

**10. Q: Can I use this application to renew my Professional level license?**

A: No, the application used to renew a Professional level license is different from this application. To learn more about License Renewal, Renewing Online or downloading a mail-in application form, please visit [www.doe.mass.edu/recert](http://www.doe.mass.edu/recert).

**11. Q: How can I check on the status of my application once I have submitted it?**

A: The most convenient way to check on your licensure status is online. Visit [www.doe.mass.edu/educators](http://www.doe.mass.edu/educators) and click on the ELAR icon to log in to your account. This information is accessible 24 hours a day.

## OUT-OF-STATE LICENSURE

Many Springfield College graduates choose to get their educator license (certificate) in a state outside of Massachusetts. **Since you are completing a Massachusetts approved licensure program you are strongly advised to get your license in Massachusetts FIRST.** Then you can apply for licensure (certification) in other states.

Massachusetts participates in an interstate agreement with most other states. What this means is that other state departments of education will honor the approved program (course of study) that you completed in Massachusetts. This means that they will not require you to take any additional coursework. When you apply for licensure in other states you will still have to meet a number of state specific requirements. For example, you will have to fill out their application, pay their fee and take and pass their required educator tests. In most cases, the MTEL exams that you took will not be accepted in lieu of other state required tests.

Many states require educator tests out of the Praxis Series. Information about the Praxis Series is available at the Educator Preparation Office and Career Services, located in the Campus Union. Study guide booklets for the Praxis Series may be ordered by calling 1-800-537-3161 or visit [www.ets.org/store.html](http://www.ets.org/store.html). You can download *Tests at a Glance* information, including sample questions, from The Praxis Series Web site ([www.ets.org/praxis](http://www.ets.org/praxis)).

One of the requirements of other state departments of education is proof that you completed an approved program. In many cases, they have a special form on which they want this information together with the signature of the licensure (certification) officer at the college where you completed your program. The Director of Educator Preparation and Licensure is the licensure officer at Springfield College. So, submit all state department of education forms requiring an official signature verifying that you completed an approved program to the Office of Educator Preparation and Licensure.

Because licensure regulations in the various states are changing rapidly and are state specific, students are advised that the **best** source of up-to-date teacher licensure information for a particular state is that state's bureau of teacher licensure. Addresses, telephone numbers and websites of these bureaus together with their testing requirements are listed on the following pages.

For answers to general questions related to out-of-state licensure call or email the Office of Educator Preparation and Licensure.

## STATES WHICH PARTICIPATE IN THE INTERSTATE AGREEMENT

Massachusetts has signed contracts under the Interstate Agreement with several states for Teachers (T), Administrators (A), and Support Personnel (S). The following states have signed the National Association of State Directors of Teacher Education and Certification (NASDTEC), contract with Massachusetts for interstate licensure reciprocity.

Alabama (T, A, S)	Montana (T)
Alaska (T, A, S)	Nebraska (T, A)
Arizona (T, A)	Nevada (T, A)
Arkansas (T)	New Hampshire (T, S)
California (T)	New Jersey (T)
Colorado (T, A)	New Mexico (T, A)
Connecticut (T, S)	New York (T, A, S)
Delaware (T, A)	North Carolina (T, A, S)
District of Columbia (T, A, S)	North Dakota (T)
Florida (T, S)	Ohio (T)
Georgia (T, A)	Oklahoma (T, A, S)
Guam (T, S)	Oregon (T, A, S)
Hawaii (T)	Pennsylvania (T)
Idaho (T, A)	Rhode Island (T, A, S)
Illinois (T)	South Carolina (T, A, S)
Indiana (T, A, S)	Tennessee (T, A, S)
Kansas (T)	Texas (T, A)
Kentucky (T)	Utah (T, A, S)
Louisiana (T)	Vermont (T)
Maine (T, S)	Virginia (T, A, S)
Maryland (T, A, S)	Washington (T, A, S)
Michigan (T)	West Virginia (T, A, S)
Mississippi (T, A, S)	Wyoming (T, A, S)

If you are applying for licensure through the Interstate Agreement, be sure to submit the proper documentation. For any of the above states you should submit a statement (either on the transcript or in official letter form) validating completion of a State Approved Program. In lieu of this, you may submit a copy of your out-of-state credential as well as a letter validating three years of recent (within the past seven years) employment under that credential.

If you completed an NCATE approved program in ANY state, please submit an official statement of verification.

You must take and pass all required Massachusetts Tests for Educator Licensure (MTEL).

**NORTHEAST STATES**  
**CERTIFICATION/LICENSURE BUREAUS**  
**(Departments of Education)**

**Connecticut** (Praxis I Computer-Based Tests & Praxis II Subject Assessments tests)

Connecticut State Department of Education

Bureau of Certification & Professional Development

P.O. Box 150471 - Room 243

Hartford, CT 06115-0471

Telephone: (860) 713-6969

[www.sde.ct.gov/sde](http://www.sde.ct.gov/sde)

**Maine** (Praxis I Pre-Professional Skills Tests or Computer-Based Tests)

Maine Department of Education

Certification Office

23 State House Station

Augusta, ME 04333-0023

Telephone: (207) 624-6603

[www.maine.gov/portal/howdoi/education.html](http://www.maine.gov/portal/howdoi/education.html)

**Massachusetts** (Massachusetts Tests for Educator Licensure)

**\*\*LICENSURE APPLICATIONS AVAILABLE FROM OFFICE OF EDUCATOR PREPARATION AND LICENSURE 2ND FLOOR, ADMINISTRATION BUILDING\*\***

Massachusetts Department of Elementary and Secondary Education

Office of Educator Licensure

75 Pleasant Street

Malden, MA 02148

Telephone: (781) 338-3000

[www.doe.mass.edu/educators/e\\_license.html](http://www.doe.mass.edu/educators/e_license.html)

**New Hampshire** (Praxis I Pre-Professional Skills Tests or Computer-Based Tests & Praxis II Specialty Area tests)

New Hampshire Department of Education

Bureau of Credentialing

101 Pleasant Street

Concord, NH 03301-3860

Telephone: (603) 271-3494

[www.ed.state.nh.us/education/beEd.htm](http://www.ed.state.nh.us/education/beEd.htm)

**New Jersey** (Praxis II Subject Assessment or Specialty Area test plus anyone getting certified in elementary must take the Elementary Education Content Knowledge test)

New Jersey Department of Education

Office of Licensing & Academic Credentials

P.O. Box 500

Trenton, NJ 08625-0500

Telephone: (609) 292-2070

[www.state.nj.us/education/educators/license](http://www.state.nj.us/education/educators/license)

**New York (New York State Teacher Certification Examinations)**

New York State Education Department  
 Office of Teaching Initiative  
 Albany, NY 12234  
 Telephone: (518) 474-3901                      [www.highered.nysed.gov/tcert/certificate](http://www.highered.nysed.gov/tcert/certificate)

**Pennsylvania (Praxis I Pre-Professional Skills Tests, Principles of Learning & Teaching Tests, Subject Assessment test, plus anyone getting certified in grade K-6 or K-12 must take the Elementary Education Content Knowledge test)**

Pennsylvania Department of Education  
 Bureau of Teacher Certification & Preparation  
 333 Market Street  
 Harrisburg, PA 17126-0333  
 Telephone: (717) 787-3356                      [www.portal.state.pa.us/portal/server.pt](http://www.portal.state.pa.us/portal/server.pt)

**Rhode Island (Praxis II: Principles of Learning and Teaching)**

Rhode Island Department of Elementary & Secondary Education  
 Office of Educator Quality & Certification  
 Shepard Building  
 255 Westminster Street  
 Providence, RI 02903  
 Telephone: (401) 222-4600                      [www.ride.ri.gov/EducatorQuality](http://www.ride.ri.gov/EducatorQuality)

**Vermont (Praxis I Pre-Professional Skills Tests & Praxis II Specialty Area tests)**

Vermont Department of Education  
 Licensing Office  
 1311 US Route 302  
 Berlin, Vermont 05602  
 Telephone: (802) 828-2445                      [www.education.vermont.gov/new/html/maincert.html](http://www.education.vermont.gov/new/html/maincert.html)

**TESTING SERVICES**

\* Study guide booklets for the Praxis Series may be ordered by calling 1-800-537-3161 or visit [www.ets.org/store.html](http://www.ets.org/store.html)\*

**Praxis Series**

Teaching and Learning Division	Web site: <a href="http://www.ets.org/praxis">www.ets.org/praxis</a>
Educational Testing Service	Telephone: 1-877-387-8322
P.O. Box 6051	(609) 771-7395
Princeton, NJ 08541-6051	Fax: (609) 530-0581, (609) 771-7906

**Massachusetts Tests for Educator Licensure**

National Evaluation Systems, Inc.	Web site: <a href="http://www.mtel.nesinc.com">www.mtel.nesinc.com</a>
30 Gatehouse Road	Telephone: (413) 256-2892
P.O. Box 660	Fax: (413) 256-8221
Amherst, MA 01004-9013	

\*Information is available in Career Services and the Educator Preparation Office

## FREQUENTLY ASKED QUESTIONS

**What constitutes an official transcript?**

An official transcript has the college seal and is obtained directly from the Registrar's Office in a sealed envelope. So if you need to provide a district an official transcript, do not open the sealed envelope. Once the seal is broken, it is no longer an official transcript.

**Do I need to apply for educator licensure?** Yes, you must apply for licensure. See information at the beginning of this section of the handbook.

**What is the best way (easiest and fastest) to apply for licensure in Massachusetts?**

On-line via ELAR (<http://mass.gov/doe/educators>).

**When should I apply?** If you are applying on-line, you should apply sometime during your final semester.

**How do I get proof that I hold a valid MA educator license (e.g., teacher, counselor)?**

DESE no longer mails hard copy licenses. You can use ELAR (check license status) to verify licensure and print out the profile page to verify the license number as well as the fields and grade levels. You are also able to print out an unofficial copy of a license (license information – view/print at bottom of profile page). If you wish to receive an official hard copy of your license, you can use ELAR, apply for a duplicate license, and pay \$25.

**I am planning to go right on to graduate school. Should I wait to apply for my Massachusetts license until I am ready to look for a job?** No, you should apply immediately when you complete your program. Regulations, requirements and fees often change, it is best to get licensed now.

**I don't plan to teach in Massachusetts, should I still apply in Massachusetts?** Yes, it is in your best interests to get licensed in Massachusetts first and then apply in other states.

**Will I have any difficulty getting licensed in other states?** No, you should not have any trouble getting licensed in other states because of the interstate agreement.

**Once I pass the Massachusetts Tests for Educator Licensure (MTEL), will I have to take any additional tests for any other states?** Yes, the majority of states have testing requirements that are unique to their state. In most cases, you will not be able to use the MTEL exams in lieu of other state tests.

**I am planning to seek a teaching/counseling position in NY, CT, MA, or RI. Should I apply for licensure in several states at one time?** No, apply for your Massachusetts license first. If you are planning to look for jobs in two or more states, wait until you have been offered a job or have a solid job prospect before applying in another state.

**I am planning to look for a job in NJ and no other state. Should I apply for NJ licensure at the same time I apply for MA licensure?** Yes, it makes sense to apply simultaneously to MA and NJ since you are only seeking a job in one state - NJ.

**After I have been teaching for a few years, how do I get my professional licensure?** See Massachusetts Regulations for Educator Licensure (Section VII of this handbook), 603 CMR 7.04 (2) (c)

**After I have been in a counseling position for a few years how do I get my professional license?** See Massachusetts Regulations for Educator Licensure (Section VII of this handbook), 603 CMR 7.11 (1) (b)

**How do I get licensed in a new field or new level?** See Massachusetts Regulations for Educator Licensure (Section VII of this handbook), 603 CMR 7.14 (2)

## SECTION VII

### MASSACHUSETTS REGULATIONS FOR EDUCATOR LICENSURE

**603 CMR 7.00: Massachusetts Department of Elementary and Secondary Education**  
(effective June 2003, amended April 2005)

**603 CMR 7.00: Educator Licensure and Preparation Program Approval**

**7.02: Definitions**

As used in 603 CMR 7.00, the following terms shall have the following meanings:

**Academic Discipline Appropriate to the Instructional Field of the License:** The subject knowledge specified in appropriate provisions of 603 CMR 7.06 for teacher licenses and in 603 CMR 7.07 for specialist teacher licenses.

**Administrative Apprenticeship/Internship:** A comprehensive field-based learning experience of at least 300 hours in the role and at the level of the license sought, guided by a trained mentor who holds a Professional license in the same role. It shall provide seminars, workshops, and other opportunities for candidates to address the Professional Standards for Administrators set forth in 603 CMR 7.10 and prepare candidates for a Performance Assessment for Initial License. Such experience should be regularly spaced over the course of an academic year and may be completed as a paid or unpaid apprenticeship or as an internship while the candidate is employed as an acting administrator.

**Aggregate Pass Rate:** The number of educator preparation program completers who passed all the Massachusetts Tests for Educator Licensure they took in a category of tests divided by the number of completers who took one or more of the tests in that category, expressed as a percent.

**Apprenticeship:** A paid or unpaid field-based experience of at least one semester in the role and at the level of the license sought, in a classroom with a supervising classroom teacher who holds a Professional license.

**Approved Program:** A program approved by the Commissioner to prepare individuals for educator licensure.

**Assistive Technology:** Assistive technology devices and services as defined under the Individual with Disabilities Education Act, 20 USC §§1401(1),1401(2); 34 CFR §§300.5, 300.6.

**Augmentative and alternative communication:** Methods of communication other than oral speech that enhance or replace conventional forms of expressive and receptive communication to facilitate interaction by and with persons with disabilities who are nonverbal or have limited speech, including, but not limited to: specialized gestures and signs; communication aids such as charts, symbol systems, visual supports, and language boards; mouth sticks; and electronic communication devices such as switches, head pointers, eye tracking, dynamic displays, auditory scanning, and voice output devices.

**Bachelor's Degree:** For an undergraduate student seeking a first teaching license, a Bachelor of Science or Bachelor of Arts degree from an accredited college or university resulting from the completion of an undergraduate program in which the student has satisfactorily met the requirements for a major in one or more academic subjects in the arts or sciences or for a major appropriate to the instructional field. For a post-baccalaureate student, a Bachelor of Science or Bachelor of Arts degree resulting from the completion of an undergraduate program in which the student has satisfactorily met its requirements.

**Board:** The Massachusetts Board of Education.

**Cohort:** For Title II of the Higher Education Act and state reporting purposes, any group of candidates who complete an educator preparation program from September 1 through August 31 of any year.

**Commissioner:** The Commissioner of Education or his or her designee.

**Communication and Literacy Skills Test:** The test of communication and literacy skills included in the Massachusetts Tests for Educator Licensure.

**Competency Review:** The process for determining whether the subject matter knowledge requirements for a license have been met in a field for which there is no subject matter knowledge test, using Department guidelines.

**Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

**Department:** The Massachusetts Department of Elementary and Secondary Education.

**Educator:** Any person employed by a school or school district in a position requiring a license.

**Field:** The subject, population, or professional role specified in the title of a license issued by the Department.

**Field-Based Experience:** Experiences such as observation of a variety of classrooms, pre-practicum, practicum/practicum equivalent, internship, apprenticeship, or administrative internship that are integral components of any program for the preparation of educators.

**Inclusive General Education Classroom Experience:** A practicum that takes place in a classroom that serves both students with and without disabilities. The students with disabilities must be receiving some of their Individualized Education Program services in the classroom setting. The teacher candidate must address the individual and group needs of all of the students (with and without disabilities) who are assigned to the classroom and receive supervision from both a special educator and a general educator during the practicum.

**Induction Program:** A planned program of professional support for new teachers and administrators provided by the school district, including orientation, opportunities for classroom observation and conferencing, and peer group meetings. An induction program should be an integral part of a school district's professional development plan.

**Initial License:** An educator license issued to a person who has completed a bachelor's degree, passed the Massachusetts Tests for Educator Licensure, completed an educator preparation program approved by the Commissioner, and met other eligibility requirements established by the Board. The Initial license is valid for five years of employment and may be renewed at the discretion of the Commissioner for an additional five years. This license is equivalent to a provisional educator certificate with advanced standing as defined in M. G. L. c. 71, § 38G.

**Internship:** A paid or unpaid, supervised, and mentored field-based experience, outside of an approved program, in the role and at the level of the license sought. Interns must be evaluated through a Performance Assessment for Initial License, using Department guidelines.

**Level:** The range of grades within which a given license is valid.

**License:** Any credential issued to an educator under 603 CMR 7.00. The terms "license" and "licensure" as used in 603 CMR 7.00 are equivalent to the terms "certificate" and "certification" as used in M. G. L. c. 71, § 38G.

**Massachusetts Tests for Educator Licensure (MTEL):** Examinations required of all candidates for Preliminary or Initial license. The MTEL examines communication and literacy skills, and subject matter knowledge appropriate to the license sought.

**Mentor:** An educator who has at least three full years of experience under an Initial or Professional license and who has been trained to assist a beginning educator in the same professional role with his or her professional responsibilities and general school/district procedures. In addition, a mentor may assist an experienced educator who is new to a school, subject area, or grade level. A mentor may also assist an educator who is participating in a performance assessment or a district-based program for licensure.

**NASDTEC Interstate Contract:** The contract sponsored by the National Association of State Directors of Teacher Education and Certification (NASDTEC) concerning reciprocal licensing of educational personnel among participating jurisdictions.

**Panel Review:** The process used by the Department for reviewing and recommending candidates for Initial licensure who have substantial experience and formal education relevant to the license sought but have not met the specific license requirements.

**Performance Assessment for Initial License:** Assessment of educator performance for Initial licensure using Department guidelines.

**Performance Assessment Program:** A Department-sponsored Performance Assessment Program for the Professional license that includes a series of seminars and a performance assessment.

**Performance Review Program for Initial Licensure (PRPIL):** A performance review that satisfies the requirements for a practicum/practicum equivalent based on eligibility requirements, portfolio review, supervision and mentoring during an internship, and the completion of a Performance Assessment for Initial License.

**Practicum/Practicum Equivalent:** A field-based experience within an approved program in the role and at the level of the license sought, during which a candidate's performance is supervised jointly by the sponsoring organization and the supervising practitioner and evaluated in a Performance Assessment for Initial License. See 603 CMR 7.04 (4) for practicum hours. The duration of any equivalent to a practicum shall be no fewer hours than provided for the practicum in 603 CMR 7.04 (4). An equivalent to a practicum may include an apprenticeship, the initial five-month period of service as teacher or administrator of record under a Preliminary license, or others approved by the Department.

**Preliminary License:** A license issued to a person who holds a bachelor's degree and has passed the Massachusetts Tests for Educator Licensure (MTEL) and met other eligibility requirements established by the Board in 603 CMR 7.04 (2) and 7.09 (1). The Preliminary license is valid for five years of employment. This license is equivalent to a provisional educator certificate as defined in M.G.L. c. 71 § 38G.

**Pre-practicum:** Early field-based experiences in a variety of educational settings, integrated into courses or seminars that address either the Professional Standards for Teachers as set forth in 603 CMR 7.08 or the Professional Standards for Administrators as set forth in 603 CMR 7.10. For candidates serving an apprenticeship or employed as educator of record, these experiences may occur simultaneously with the practicum or practicum equivalent.

**Professional License:** An educator's license issued to a person who has met the requirements for an Initial license in that field and met requirements established by the Board set forth in 603 CMR 7.04 (c), 7.09, or 7.11. The Professional license is valid for five years and renewable for additional five-year terms as set forth in 603 CMR 44.00. This license is equivalent to a standard educator certificate as defined in M. G. L. c. 71, § 38G.

**Program Approval:** State authorization of an educator preparation program or its sponsoring organization to endorse and recommend program completers for educator licensure. Also, the process through which a program or sponsoring organization may receive state approval.

**Program Completer:** An individual who has completed all the requirements of a state-approved preparation program (i.e., instruction/course work and practicum), regardless of whether that person has taken and passed state tests or assessments for licensure or has been endorsed or recommended for licensure by the program or its sponsoring organization.

**Program Supervisor:** The supervisor from the sponsoring organization, under whose immediate supervision the candidate for licensure practices during a practicum.

**Regional Credential:** A regional license or certificate from another state or jurisdiction, issued under the terms of a contract entered into pursuant to the NASDTEC Interstate Contract, including but not limited to the Northeast Regional Credential. Such a license shall be comparable to the Initial license and is valid for two years from the date of issue.

**Regionally Licensed Educator:** An educator who holds a regional credential and is eligible to teach for two years while completing the requirements for Initial licensure.

**Single Assessment Pass Rate:** The number of educator preparation program completers who passed a MTEL test divided by the number of all completers who took that test, expressed as a percent.

**Sponsoring Organization:** College, university, school district, professional association, or other organization that provides, or seeks to provide, approved preparation programs.

**Subject Matter Knowledge Requirements:** Topics from the content of a discipline or field. These topics do not necessarily coincide with academic courses or imply a specific number of credit hours.

**Summary Pass Rate:** The number of a sponsoring organization's teacher preparation program completers who passed all the Massachusetts Tests for Educator Licensure they took divided by the number of the sponsoring organization's completers who took one or more tests, expressed as a percent.

**Supervising Practitioner:** The educator who has at least three full years of experience under an appropriate Initial or Professional license, under whose immediate supervision the candidate for licensure practices during a practicum. For the educator of record, a comparably qualified educator will function as the supervising practitioner during the practicum equivalent.

**Teacher:** Any person employed in a school or school district under a license listed in 603 CMR 7.04(3)(a).

**Temporary License:** An educator license issued to a person who holds a valid license or certificate of a type comparable to at least an Initial license in Massachusetts from another state or jurisdiction, and who has been employed under such license for a minimum of three years and has met the requirements set forth in 603 CMR 7.04 (2) (d). It is valid for one year and is nonrenewable. Service under a Temporary license shall be counted as service in acquiring professional teacher status, contingent upon the educator passing the applicable licensure tests.

### **7.03: Educator Preparation Program Approval**

#### *(1) Program Approval.*

- (a) Candidates may qualify for licensure through successful completion of an approved preparation program leading to the license sought, providing they meet all other requirements. Individuals who complete approved programs are eligible for licensure reciprocity with other states that are parties to the NASDTEC Interstate Contract.
- (b) Sponsoring organizations with approved preparation programs have the authority to review prior course work and work experience of their candidates and waive otherwise required course work, including the first half of the practicum or practicum equivalent, when designing programs of study for them. Granting such waivers is the official responsibility of the sponsoring organization. Records of candidates for whom coursework or other program requirements have been waived must be available during onsite review.
- (c) A sponsoring organization that has received approval of one or more of its preparation programs is authorized to do the following:
  1. Endorse a candidate who has completed an approved program.
  2. Recommend a candidate for licensure, providing such candidate has both completed an approved program and passed all MTEL tests required for the Massachusetts license.
- (d) A sponsoring organization seeking approval of its preparation program(s) shall invite the Department to review them. The sponsoring organization shall provide written evidence that it satisfies the requirements set forth in 603 CMR 7.03 (2) and (3) for each program for which approval is sought. The Department of Elementary and Secondary Education shall review the written information for each proposed program and verify it through an onsite review at the sponsoring organization. The Department shall use the same standards in reviewing all programs and sponsoring organizations for approval.
- (e) Program approval will be for a period of five years, unless the program ceases to meet the requirements set forth in 603 CMR 7.03 (2) and (3).
- (f) During the five-year approval period a sponsoring organization that seeks approval of a new program may ask the Department for an informal review of that program. Sponsoring organizations seeking approval for the first time may also request an informal review. If the review is favorable, individual candidates who complete the program will be deemed to have met the requirements for licensure in Massachusetts, providing they meet all other requirements. Approval of the program will be considered at the time of the next five-year program review.

#### *(2) Required Program Components*

- (a) Initial License. All sponsoring organizations and approved programs leading to the Initial license shall provide the following components:
  1. Preparation that addresses the following:
    - a. Subject matter knowledge requirements for the license. See 603 CMR 7.06, 7.07, 7.09, and 7.11. The following additional requirements apply to baccalaureate teacher preparation programs:
      - i. For elementary, teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard of hearing, and teacher of the visually impaired licenses: at least 36 semester hours in upper and lower level arts and sciences coursework addressing the relevant subject knowledge topics for those

licenses set forth in 603 CMR 7.06. Some of this coursework might also count toward the required arts and sciences major or general education requirements.

- ii. For middle school licenses: 36 semester hours in a mathematics/science or English/history program of studies. This does not exclude the possibility of obtaining a single subject license in any of these subjects for grades 5-8.
  - iii. For the general science license: at least 36 semester hours addressing the topics for the general science license.
- b. Knowledge of appropriate student learning standards in Massachusetts Curriculum Frameworks.
  - c. Professional Standards for Teachers or Administrators (603 CMR 7.08 and 7.10), including the use of Massachusetts Curriculum Frameworks in instruction.
  - d. Application of knowledge in practice.
2. Pre-practicum.
  3. Practicum or practicum equivalent.
  4. License-specific assessment of candidate performance during the practicum or practicum equivalent, using guidelines developed by the Department.
  5. Appropriate services for advising candidates.
  6. Official transcripts of all candidates enrolled in each program.
  7. Preparation and expertise that is appropriate for the respective roles and responsibilities of all professional educational faculty, faculty in the academic discipline most appropriate to the instructional field, and school district personnel involved in approved programs to prepare educators for licensure.
  8. An annual report to the Department that includes the following information:
    - a. Substantial changes in program components previously approved.
    - b. Responses to any recommendations for improvement stated in previous program approval reports.
    - c. Standards and requirements for program admission, admission to the practicum or practicum equivalent, and exit from each program.
    - d. Number of candidates newly enrolled in each program.
    - e. Number of candidates newly enrolled in the practicum or practicum equivalent for each program.
    - f. Number and total list of program completers for each program.
    - g. Number and total list of program completers taking Massachusetts educator licensure tests and the explanation for any difference between 603 CMR 7.03 (2) (a) 7. f. and g.
    - h. Number and total list of program completers who sought and of those, who obtained a teaching position within the first year after program completion.
    - i. Single assessment and aggregate pass rates of program completers of all programs leading to Initial educator licensure on licensing tests or assessments required by the Board.
    - j. The sponsoring organization's summary pass rate, for completers of all programs leading to Initial licensure as a teacher, on licensing tests or assessments required by the Board.
- (b) Professional License. Approved programs leading to the Professional license shall demonstrate the following components:
1. Preparation that satisfies the requirements in 603 CMR 7.04 (2) (c) 5. a., b. i., or c. i. Coursework and experiences used by candidates to satisfy the requirements for an Initial license may not be used to satisfy the requirements for the Professional license in the same field. The academic disciplines appropriate to the instructional field of the Professional license sought are specified in appropriate provisions of 603 CMR 7.06 for teachers and in 603 CMR 7.07 for specialist teachers.

- a. Approved teacher or specialist teacher license programs sponsored by a school district, collaborative, professional association, or other non-higher education institution of at least 50 contact hours of content-based seminars beyond the induction year.
- b. Approved programs sponsored by accredited higher education institutions.
  - i. For early childhood, elementary, physical education, teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard of hearing, teacher of the visually impaired, and other teacher licenses at levels PreK-8: at least half the credits are in any combination of (1) upper-level undergraduate or graduate courses in arts or sciences or in professional schools other than education, in the academic disciplines appropriate to the instructional field of the license sought and (2) pedagogical courses advanced beyond those for the Initial license and based on the academic discipline appropriate to the instructional field of the Professional license sought.
  - ii. For specialist teacher licenses and teacher licenses at levels 5-12 and All: at least half the credits are in upper level undergraduate or graduate level courses in arts or sciences or in professional schools other than education and are in the academic disciplines appropriate to the instructional field of the Professional license sought.
  - iii. For teacher licenses at levels 8-12: at least half the credits are in graduate level courses in arts or sciences or in professional schools other than education, in the academic disciplines appropriate to the instructional field of the Professional license sought.
2. Appropriate services for advising candidates.
3. Official transcripts of all candidates enrolled in the program.
4. Preparation and expertise that is appropriate for the respective roles and responsibilities of all professional educational faculty, faculty in the academic discipline most appropriate to the field of the license, and school district personnel involved in approved programs to prepare educators for licensure. Contributions of faculty in the academic discipline most appropriate to the field of the license are evident in all pedagogical courses for the academic discipline.
5. An annual report to the Department that includes the following information:
  - a. Substantial changes in program components previously approved.
  - b. Responses to any recommendations for improvement stated in the previous program approval report.
  - c. Standards for admission to and exit from each program.
  - d. Number of candidates newly enrolled in each program.
  - e. Number and total list of program completers for each program.

(3) *Required minimum pass rate.*

- (a) All sponsoring organizations with approved programs and each approved program shall demonstrate an 80% pass rate of program completers who take state licensing tests and assessments required for Initial licensure in the field of preparation.
  1. For sponsoring organizations, this shall be the summary pass rate.
  2. For each approved program, this shall be the single assessment pass rate for subject matter tests or the aggregate pass rate for the Communication and Literacy Skills Test where there is no subject matter test.
- (b) Sponsoring organizations and each of their approved programs shall report pass rates only when there are ten or more in a cohort of completers who take a test.
- (c) The sponsoring organization shall publish, in official organizational publications, the initial and cumulative pass rates, for each cohort of program completers who take required state licensure tests:
  1. Reading subtest (single assessment pass rate).
  2. Writing subtest (single assessment pass rate).

3. Communication and Literacy Skills Test (aggregate pass rate).
  4. Each Subject Matter Knowledge Test (single assessment pass rate).
  5. All Subject Matter Knowledge Tests (aggregate pass rate).
  6. All tests of subject matter knowledge and communication and literacy skills (summary pass rate).
- (d) Organizations with fewer than ten program completers in any cohort shall aggregate the pass/fail status of test-takers over multiple years until the number of completers who take tests reaches ten. At that point, an organization shall be subject to the requirements set forth in 603 CMR 7.03 (3) (a) 2. and (c) 5., providing that approval shall not be revoked until the organization has a second total of at least ten new program completers who take required state licensure tests.
- (e) Programs with fewer than ten program completers in any cohort are not obligated to report pass rates for such programs, and those with at least ten program completers in any cohort shall be subject to the requirements set forth in 603 CMR 7.03 (3) (a) 2. and (c) 4.

(4) *Revoking Approval of Individual Preparation Programs.*

- (a) Any program that fails to demonstrate that it satisfies all of the requirements set forth in 603 CMR 7.03 (2) and (3) shall be subject to review and possible revocation of approval.
- (b) The Department may initiate a review of such a program and request an improvement plan. The Department shall offer technical assistance where appropriate.
- (c) The sponsoring organization shall submit an improvement plan to the Department for programs that are under review. The Department will monitor progress in meeting the goals of the improvement plan. If, after two years under review, a program has not made satisfactory progress, its approval may be revoked. The Commissioner may extend the review for a third year if additional data must be collected, e.g., for small programs.
- (d) The Commissioner will make the final determination regarding revocation of state approval of an individual program.

(5) *Revoking Approval of Sponsoring Organizations.*

- (a) Any sponsoring organization that fails to meet an 80% pass rate on all required state licensure tests taken by its program completers in any year (summary pass rate) or to demonstrate that it satisfies any other Program Components set forth in 603 CMR 7.03 (2) shall be subject to revocation of approval of all its programs and shall be referred to the Commissioner for review.
- (b) The Commissioner shall initiate a review of all the programs offered by a sponsoring organization that has been referred for review and issue a report. Such report shall identify potential areas for improvement of those programs and offer technical assistance where appropriate.
- (c) A sponsoring organization that has been referred for review shall have 60 days to submit an improvement plan to the Department. The Department will monitor progress in meeting the goals of the improvement plan for two years. At the end of two years the Commissioner shall make a determination as to whether the organization has made satisfactory progress.
  1. Sponsoring organizations whose programs have achieved an 80% pass rate on all required state licensure tests taken by program completers (summary pass rate) and satisfy all other Program Components set forth in 603 CMR 7.03 (2) shall be taken off review.
  2. Sponsoring organizations whose programs have not achieved an 80% pass rate on all required state licensure tests taken by program completers (summary pass rate) but have made satisfactory progress shall be monitored for one more year.
  3. Sponsoring organizations whose programs have not achieved an 80% pass rate on all required state licensure tests taken by program completers (summary pass rate) and who have not made satisfactory progress shall be designated as "at risk of becoming low performing" in the state's annual report to the U.S. Department of Education.
- (d) If, after three years under review, a sponsoring organization fails to achieve an 80% pass rate on all required state licensure tests taken by program completers (summary pass rate), the

Commissioner shall designate the organization as "low performing" and recommend that the Board of Education revoke approval of all of the sponsoring organization's educator preparation programs. The Board will make the final determination.

(6) *Restoring Approval of Individual Programs and Sponsoring Organizations.*

- (a) A sponsoring organization must wait two years after revocation before it can apply to the Department to restore approval. The sponsoring organization shall submit written documentation of how it will address the requirements set forth in 603 CMR 7.03 (2) and (3).
- (b) The Department will review the written documentation to determine whether the organization and its program(s) satisfy all of the requirements set forth in 603 CMR 7.03 (2) and (3). Programs that demonstrate that they satisfy the requirements set forth in 603 CMR 7.03 (2) will be allowed to recruit students.
- (c) Upon demonstration of an 80% pass rate on all required state licensure tests taken by the first cohort of program completers (summary pass rate), the Commissioner will restore approval to the program or sponsoring organization, providing it continues to satisfy the requirements set forth in 603 CMR 7.03 (2) and (3).

(7) *Implementation*

- (a) All programs approved prior to October 1, 2001 must comply with 603 CMR 7.03 by October 1, 2003.
- (b) Sponsoring organizations seeking approval of new programs after October 1, 2001 must comply with 603 CMR 7.03.
- (c) Individuals who complete an approved preparation program after October 1, 2003 will have to meet the requirements in 603 CMR 7.00 to qualify for licensure.
- (d) Approved Programs leading to the following licenses must address the requirements set forth in 7.06(25)(d)(4) and 7.06(26)(b)12 by August 31, 2011: Teachers of Students with Moderate and Teachers of Students with Severe Disabilities.

**7.04: Types of Educator Licenses, Requirements for Licensure, Licenses Issued, and Requirements for Field-Based Experience**

(1) *Types of Licenses.*

- (a) Preliminary
- (b) Initial
- (c) Professional
- (d) Temporary

(2) *Requirements for Teacher Licensure.*

- (a) Preliminary. This is available only for licenses under 603 CMR 7.04 (3) (a)
  1. Possession of a bachelor's degree.
  2. Passing score on the Communication and Literacy Skills test.
  3. Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in 603 CMR 7.06, where available.
  4. Competency Review for candidates seeking the following licenses:
    - a. Teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard-of-hearing, and teacher of the visually impaired.
    - b. Fields for which there is no subject matter knowledge test available.
  5. Additional requirements for the early childhood, elementary, teacher of students with moderate disabilities, and teacher of the visually impaired licenses:
    - a. Seminars or courses that address teaching these populations
      - i. Reading
      - ii. English language arts

- iii. Mathematics.
    - b. Seminars or courses on ways to prepare and maintain students with disabilities for general classrooms; for example, use of strategies for learning and of behavioral management principles.
    - c. Passing score on the Foundations of Reading test.
  - 6. Additional requirements for the teacher of students with severe disabilities license:
    - a. Seminars or courses that address teaching this population:
      - i. Reading
      - ii. English language arts
      - iii. Mathematics.
    - b. Seminars or courses on ways to prepare and maintain students with disabilities for general classrooms; for example, use of strategies for learning and of behavioral management principles.
  - 7. Additional requirements for the teacher of the deaf and hard of hearing license:
    - a. Seminars or courses that address teaching this population:
      - i. Reading
      - ii. English language arts
      - iii. Mathematics.
    - b. Seminars or courses on ways to prepare and maintain students with disabilities for general classrooms; for example, use of strategies for learning and of behavioral management principles.
    - c. Passing score on either a test of the teaching of reading to deaf and hard-of-hearing students approved by the Department, when available, or the Foundations of Reading test.
  - 8. Evidence of sound moral character.
- (b) Initial
- 1. Possession of a bachelor's degree.
  - 2. Passing score on the Communication and Literacy Skills test.
  - 3. Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in 603 CMR 7.06 and 7.07. Where no test has been established, completion of an approved program will satisfy this requirement.
  - 4. Completion of an approved program for the Initial license sought as set forth in 603 CMR 7.03 (2) (a).
  - 5. Evidence of sound moral character.
- (c) Professional
- 1. Possession of an Initial license in the same field as the Professional license sought.
  - 2. Completion of a one-year induction program with a mentor.
  - 3. At least three full years of employment under the Initial license.
  - 4. At least 50 hours of a mentored experience beyond the induction year, which may be fulfilled as part of a program option in 603 CMR 7.04 (2) (c) 5.
  - 5. Completion of one of the following:
    - a. Approved district-based program for the Professional license sought as set forth in 603 CMR 7.03 (2) (b) 1. a.
    - b. A master's or higher graduate level program in an accredited college or university that is or includes one of the following:
      - i. Approved program for the Professional license sought as set forth in 603 CMR 7.03 (2) (b) 1. b.
      - ii. A master's degree program or other advanced graduate program in the academic discipline appropriate to the license sought in a graduate or professional school other than education.

- c. For those who have completed any master's or higher degree or other advanced graduate program not described in 603 CMR 7.04 (2) (c) 5. b., in an accredited college or university, one of the following:
    - i. Approved, non-degree, 12-credit program of which no fewer than 9 credits are in the academic discipline appropriate to the instructional field of the Professional license sought as set forth in 603 CMR 7.03 (2) (b) 1.
    - ii. 12 credits of graduate level courses in the academic discipline appropriate to the instructional field of the Professional license sought; these may include credits earned prior to application for the license.
  - d. Programs leading to eligibility for master teacher status, such as those sponsored by the National Board for Professional Teaching Standards and others accepted by the Commissioner.
  - e. A Department-sponsored Performance Assessment Program, when available.
- (d) Temporary
1. Possession of a valid educator license or certificate from another state or jurisdiction of a type comparable to at least an Initial license in Massachusetts.
  2. At least three years of employment under such valid license or certificate.
  3. Has not failed any part of the applicable licensure tests required by 603 CMR 7.04 (2) (a) 2 and 3.
  4. Evidence of sound moral character.

(3) *Licenses Issued.* The following licenses will be issued and will be valid for employment at the grade levels indicated:

(a) Teacher Licenses and Levels

1. Biology	5-8; 8-12
2. Business	5-12
3. Chemistry	5-8; 8-12
4. Dance	All
5. Early Childhood: Teacher of Students With and Without Disabilities	PreK-2
6. Earth Science	5-8; 8-12
7. Elementary	1-6
8. English	5-8; 8-12
9. English Language Learners (ELL)	PreK-6; 5-12
10. Foreign Language	PreK-6; 5-12
11. General Science	1-6; 5-8
12. Health/Family and Consumer Sciences	All
13. History	1-6; 5-8; 8-12
14. Instructional Technology	All
15. Latin and Classical Humanities	5-12
16. Library	All
17. Mathematics	1-6; 5-8; 8-12
18. Middle School: Humanities	5-8
19. Middle School: Mathematics/Science	5-8
20. Music: Vocal/Instrumental/General	All
21. Physical Education	PreK-8; 5-12
22. Physics	5-8; 8-12
23. Political Science/Political Philosophy	5-8; 8-12
24. Speech	All
25. Teacher of Students with Moderate Disabilities	PreK-8; 5-12
26. Teacher of Students with Severe Disabilities	All

27. Teacher of the Deaf and Hard-of-Hearing	All
28. Teacher of the Visually Impaired	All
29. Technology/Engineering	5-12
30. Theater	All
31. Visual Art	PreK-8; 5-12
(b) Specialist Teacher Licenses and Levels	
1. Academically Advanced	PreK-8
2. Reading	All
3. Speech, Language, and Hearing Disorders	All
(c) Administrator Licenses and Levels	
1. Superintendent/Assistant Superintendent	All
2. School Principal/Assistant School Principal	PreK-6; 5-8; 9-12
3. Supervisor/Director	Dependent on Prerequisite License
4. Special Education Administrator	All
5. School Business Administrator	All
(d) Professional Support Personnel Licenses and Levels	
1. School Guidance Counselor	PreK-8; 5-12
2. School Nurse	All
3. School Psychologist	All
4. School Social Worker/School Adjustment Counselor	All

(4) *Requirements for Field-Based Experience for the Initial License.* Field-based experiences are an integral component of any program for the preparation of educators. They must begin early in the preparation program (pre-practicum) and be integrated into the courses or seminars that address Professional Standards for Teachers or Professional Standards for Administrators.

A practicum or practicum equivalent must be supervised jointly by the supervisor from the preparation program in which the candidate is enrolled and the supervising practitioner. The supervising practitioner responsible for the larger portion of the practicum or practicum equivalent and the program supervisor will together evaluate the candidate on the basis of the appropriate standards. Disagreement between the supervising practitioner and the program supervisor will be resolved by the decision of a third person chosen jointly by them.

Practicum or Practicum Equivalent Requirements are as follows:

(a) Early Childhood: Teacher of Students With and Without Disabilities (100 hours in PreK-K, 200 hours in 1-2; at least one setting must include children with disabilities)	300 hours
(b) Teacher, Grades 1-6	300 hours
(c) Teacher, Grades 5-8	150 hours
(d) Teacher, Grades 8-12	150 hours
(e) Teacher, Grades PreK-8	150 hours
(f) Teacher, Grades 5-12	150 hours
(g) Teacher, All (150 hours at each of any two of the following levels: PreK-6, 5-8, 8-12)	300 hours
(h) Library	200 hours
(i) Teacher of Students with Moderate Disabilities (for PreK-8, 300 hours in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 hours in a separate or substantially separate setting for students with moderate disabilities; for 5-12, 150 hours in an inclusive general	*

education classroom or 75 hours in an inclusive general education classroom and 75 hours in a separate or substantially separate setting for students with moderate disabilities)*	
(j) Teacher of Students with Severe Disabilities (at least 75 hours in an inclusive general education classroom at any level, and at least 150 hours in a setting with students with severe disabilities; the remaining 75 hours may be in either setting)	300 hours
(k) Specialist (unless otherwise indicated)	150 hours
(l) Superintendent/Assistant Superintendent	300 hours
(m) Principal/Assistant Principal	300 hours
(n) Supervisor/Director	300 hours
(o) Special Education Administrator	300 hours
(p) School Business Administrator	300 hours
(q) Professional Support Personnel (See individual license requirements)**	**

### **7.05: Routes to Initial Teacher and Specialist Teacher Licenses**

(1) Route One is for teacher candidates who receive their preparation in approved undergraduate programs. Route One cannot be used to prepare for a license as a library teacher. Candidates seeking licensure under Route One shall meet the following requirements:

- Bachelor's degree.
- Completion of an approved program as set forth in 7.03 (2) (a) 1. - 4.
- Passing score on the Communication and Literacy Skills test.
- Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in 603 CMR 7.06 and 7.07.

(2) Route Two is for teacher candidates who receive their preparation in approved post-baccalaureate programs, including approved alternative programs. Teacher candidates seeking licensure under Route Two must meet the following requirements:

- Bachelor's degree.
- Completion of an approved program as set forth in 7.03 (2) (a) 1. - 4.
- Passing score on the Communication and Literacy Skills test.
- Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements in 603 CMR 7.06 and 7.07.

(3) Route Three is for teacher candidates who hold a Preliminary license, serve in a school and are either hired as teachers of record or are serving an apprenticeship in a classroom under the direct supervision of a teacher who holds an appropriate license. Candidates seeking licensure under Route Three shall meet the following requirements:

- Possession of a Preliminary license in the field of the license sought. See 603 CMR 7.04 (2) (a).
- An approved program for the license sought.

(4) Route Four is the Performance Review Program for Initial Licensure process for teacher candidates who hold a Preliminary license, are hired as teachers of record, and are working in a district that does not have an approved program for the Initial license. Route Four is not available for the following teacher and specialist teacher licenses: early childhood, elementary, library, teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard-of-hearing, teacher of the visually impaired, academically advanced, reading, and speech/language/hearing disorders. Candidates seeking licensure under Route Four shall meet the following eligibility requirements:

- Possession of a Preliminary license in the field and at the level of the license sought. See 603 CMR 7.04 (2) (a).
- At least three full years of employment in the role of the Preliminary license.

- (c) Documentation of seminars, courses, and experience relevant to the Professional Standards for Teachers in 603 7.08 (2).
- (d) A recommendation from the principal of each school where the candidate was employed under the Preliminary license or in the role of the license sought.
- (e) A competency review for those license fields that have no subject matter knowledge test, or for which not all the subject matter knowledge required for the license is measured by the test.

(5) Route Five is for candidates from outside Massachusetts. Candidates seeking licensure under Route Five shall meet the following requirements:

- (a) Evidence of one of the following:
  - 1. Completion of a state-approved educator preparation program in a state with which Massachusetts has signed the NASDTEC Interstate Contract.
  - 2. Completion of an educator preparation program sponsored by a college or university outside Massachusetts that has been accredited by the National Council for Accreditation of Teacher Education (NCATE).
  - 3. Possession of a Regional Credential.
  - 4. Possession of the equivalent of at least an Initial license/certificate issued by a state with which Massachusetts has signed the NASDTEC Interstate Contract and three years of employment under such license/certificate during the previous seven years.
- (b) Passing score on the Communication and Literacy Skills test.
- (c) Passing score on the subject matter knowledge test(s) appropriate to the license sought, where available, based on the subject matter knowledge requirements set forth in 603 CMR 7.06 and 7.07.

### **7.06: Subject Matter Knowledge Requirements for Teachers**

#### (1) Biology (Levels: 5-8; 8-12)

- (a) Biology of organisms, especially that of humans, including characteristics and classifications of organisms.
- (b) Cells and cell theory.
- (c) Ecology and evolutionary biology.
- (d) Matter and energy in ecosystems.
- (e) Genetics, including chromosome structure and function and inheritance.
- (f) Molecular biology.
- (g) Related aspects of chemistry, physics, earth science, and mathematics, such as statistics.
- (h) Engineering and technical applications of biology.
- (i) History and philosophy of science.
- (j) Methods of research in the sciences, including laboratory techniques and the use of computers.

#### (2) Business (Levels: 5-12)

- (a) Business communications.
- (b) Business management.
- (c) Human resource management.
- (d) State and federal business law.
- (e) Business marketing.
- (f) Accounting principles and procedures.
- (g) Business technology and information systems.
- (h) Macro- and microeconomics.
- (i) Business mathematics.
- (j) Principles and procedures related to entrepreneurship.

#### (3) Chemistry (Levels: 5-8; 8-12)

- (a) Inorganic chemistry.
  - (b) Organic chemistry.
  - (c) Analytical chemistry.
  - (d) Physical chemistry.
  - (e) Biochemistry.
  - (f) Related aspects of biology, physics, earth science, and mathematics, such as statistics and calculus.
  - (g) Engineering and technical applications of chemistry.
  - (h) History and philosophy of science.
  - (i) Methods of research in the sciences, including laboratory techniques and the use of computers.
- (5) Early Childhood: Teacher of Students With and Without Disabilities (Levels: PreK-2)
- (a) The following topics will be addressed on a Foundations of Reading test:
    - 1. Reading theory, research, and practice.
      - a. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension.
      - b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
      - c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
    - 2. Development of a listening, speaking and reading vocabulary.
    - 3. Theories on the relationships between beginning writing and reading.
    - 4. Theories of first and second language acquisition and development.
  - (b) The following topics will be addressed on a test of other subject matter knowledge:
    - 1. English language arts
      - a. Children's literature: genres, literary elements, literary techniques, vocabulary demands.
      - b. Approaches and practices for developing skill in using writing tools.
      - c. Writing process and formal elements of writing.
    - 2. Basic principles and concepts related to PreK-2 grade mathematics in number sense and numeration, patterns and functions, geometry and measurement, and data analysis.
    - 3. Basic principles and concepts of the physical and life sciences appropriate to the PreK-2 grades.
    - 4. Basic principles and concepts of history, geography, government, and economics appropriate to the PreK-2 grades.
    - 5. Basic theories of cognitive, social, physical, language, and emotional development in children and adolescents, including learning through play, as they apply to children with and without disabilities.
    - 6. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
  - (c) Topics in basic principles and concepts of the arts, health, and physical education appropriate to the PreK-2 grades shall be included in an approved program but will not be addressed on a written test of subject matter knowledge.
- (6) Earth Science (Levels: 5-8; 8-12)
- (a) Geology.
  - (b) Oceanography.
  - (c) Astronomy.
  - (d) Environmental biology, physics, and chemistry.
  - (e) Meteorology.
  - (f) Related aspects of chemistry, physics, biology, and mathematics.
  - (g) Engineering and technical applications of earth science.
  - (h) History and philosophy of science.
  - (i) Methods of research in the sciences, including laboratory techniques and the use of computers.

## (7) Elementary (Levels: 1-6)

(a) The following topics will be addressed on the Foundations of Reading test:

1. Reading theory, research, and practice.
  - a. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.
  - b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
  - c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
2. Development of a listening, speaking, and reading vocabulary.
3. Theories on the relationships between beginning writing and reading.
4. Theories of first and second language acquisition and development.

(b) The following topics will be addressed on the General Curriculum test:

1. English.
  - a. Children's and young adult literature.
  - b. Adult literature, classical and contemporary works.
  - c. Genres, literary elements, and literary techniques.
  - d. Nature, history, and structure of the English language: lexicon and grammar.
  - e. Approaches and practices for developing skill in using writing tools.
  - f. Writing process and formal elements of writing.
2. Mathematics.
  - a. Basic principles and concepts important for teaching elementary school mathematics in the following areas:
    - i. Number and operations (the foundation of topics in 603 CMR 7.06 (7) (b) 2.a.ii.-iv.).
    - ii. Functions and algebra.
    - iii. Geometry and measurement.
    - iv. Statistics and probability.
  - b. Candidates shall demonstrate that they possess both fundamental computation skills and comprehensive, in-depth understanding of K-8 mathematics. They must demonstrate not only that they know how to do elementary mathematics, but that they understand and can explain to students, in multiple ways, why it makes sense.
  - c. The Commissioner, in consultation with the Chancellor of Higher Education, shall issue guidelines for the scope and depth of knowledge expected in mathematics, described in 603 CMR 7.06 (7) (b) 2 a. and b.
3. History and Social Science.
  - a. Major developments and figures in Massachusetts and U.S. history from colonial times to the present.
  - b. Major developments and figures in world history, with stress on Western civilization.
  - c. Basic economic principles and concepts.
  - d. Basic geographical principles and concepts.
  - e. U.S. political principles, ideals, founding documents, institutions, and processes, their history and development.
4. Science and Technology/Engineering.
  - a. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.
  - b. Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.
  - c. Principles and procedures of scientific inquiry.
  - d. History of major scientific and technological discoveries or inventions.
  - e. Safety issues related to science investigations.

(c) The following topics shall be included in an approved program but will not be addressed on a written test of subject matter knowledge:

1. Science laboratory work.
2. Child development.
  - a. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
  - b. Characteristics and instructional implications of moderately and severely disabling conditions.
3. Basic principles and concepts in each of the visual and performing arts (art, music, drama/theater, dance).
4. Basic principles and practices in physical education.
5. Basic principles and practices related to personal and family health.

(8) English (Levels: 5-8; 8-12)

(a) Literature.

1. American literature including the Colonial Period; the Revolutionary Period; American Romanticism and the American Renaissance (to include Hawthorne, Emerson, Melville, Whitman, and Thoreau); the Civil War and the post-war period; and fiction, poetry, drama from the early 20th century to the present.
2. World literature including British literature (including the Anglo-Saxon period, the Middle Ages, the Renaissance, the Restoration and the 18th century, the Romantic Period, the Victorian Period, and the 20th century) and other European literature; literature of Africa, Latin America and Asia; Ancient Greek and Roman literature; the Bible as literature; world myths and folktales.
3. Characteristics of the different genres of literature.
4. Various schools of literary criticism.

(b) Language.

1. History and structure of the English language.
2. Knowledge of the rules and conventions of standard written and spoken English.

(c) Rhetoric and composition.

1. Principles of classical rhetoric.
2. Modern and contemporary theories of rhetoric.
3. Similarities and differences between oral and written communication.

(d) Reading theory, research, and practice at the middle and high school level.

(9) English Language Learners (Levels: PreK-6; 5-12)

(a) Requirements for the English Language Learners license

1. The following items will be assessed on a subject matter knowledge test:
  - a. Theory and research in second language acquisition at different age levels.
  - b. Linguistics (phonology, morphology, syntax, semantics, and pragmatics) of English as well as of other languages and language variations.
  - c. Regional, socioeconomic, and developmental factors influencing language variation and bilingualism or multilingualism.
  - d. Theories and sheltered strategies for developing English language skills in listening, speaking, reading, and writing for English language learners in bilingual or multilingual classrooms from the primary grades on.
  - e. Formal and informal English language assessment procedures and instruments: selection, administration, and interpretation; normal variation in performance as well as possible differentiation from learning disabilities.
  - f. Strategies for teaching sheltered subject matter and for assessing student learning.
  - g. Reading theory, research, and practice:
    - i. Knowledge of the significant theories and practices for developing reading skills and reading comprehension in English as a first language at different educational levels.

- ii. Relevance of linguistic differences between the first and the second language for reading instruction in English.
- iii. Differences in initial reading instruction in English (including phonemic awareness and phonics) for students who may or may not be literate in their first language: effects of first language literacy on second language learning and literacy.
- iv. Formal and informal measures for assessing development in reading skills and their use with second language learners.
- h. Development of a listening, speaking, and reading vocabulary.
- i. Writing theory and practice:
  - i. Approaches and practices for developing writing skills and the use of writing tools.
  - ii. Writing process and formal elements of writing.
- j. Oral/aural fluency in English at a level of proficiency set by the Board.
- 2. The following shall be included in an approved program but will not be addressed on the subject matter test: evidence of knowledge or study of a language other than English.
- 3. For PreK-6, a passing score on the General Curriculum test; for 5-12, a passing score on a subject matter knowledge test in a core academic subject for 5-8 or 5-12.
- (b) Requirements for an optional endorsement in Transitional Bilingual Learning for PreK-6 and 5-12: Passing score on a test, deemed acceptable by the Department, assessing, or including the assessment of, listening, speaking, reading, and writing skills in the relevant foreign language for either the PreK-6 or the 5-12 level.

(10) Foreign Language (Levels: PreK-6; 5-12)

- (a) The following topics will be addressed on a subject matter knowledge test for the PreK-6 level:
  - 1. Spoken and written command of a standard version of the target language (the version used by a formally educated speaker of the language).
  - 2. Knowledge of culturally and historically significant literary and non-literary texts and authors associated with the country of origin of the target language and of one other country with which the target language may now be associated.
  - 3. Introductory knowledge of contemporary political, social, and artistic features of the country of origin of the target language and of one other country with which the target language may now be associated.
  - 4. Children's literature, songs, and games in the target language.
  - 5. Characteristics of elementary reading and writing pedagogy in the target language.
  - 6. Similarities and differences between the target language and English.
  - 7. Theories of, and differences between, first and second language acquisition.
- (b) The topics set forth in 603 CMR 7.06 (10) (a) 1., 6., and 7. and the following topics will be addressed on a subject matter knowledge test for the 5-12 level:
  - 1. Knowledge of culturally and historically significant literary and non-literary texts and authors associated with the country of origin of the target language; literary traditions, periods, and genres.
  - 2. Introductory knowledge of the other arts (historical traditions, genres, and major artists) associated with the country of origin of the target language.
  - 3. Introductory knowledge of the political, social and intellectual history of the country or culture with which the target language is or was originally associated.
  - 4. Introductory knowledge of significant literary and non-literary texts, the arts, and history of at least one other country or people with which the target language may now be associated.

(12) Health/Family and Consumer Sciences (Levels: All)

- (a) Human growth and development: physical (anatomy and physiology), emotional/mental, social, intellectual, and moral.
- (b) Food science and nutrition.

- (c) Physical fitness.
- (d) Human sexuality.
- (e) Disease prevention and control.
- (f) First aid, safety, and injury prevention.
- (g) Tobacco, alcohol, and other substance abuse prevention.
- (h) Current topics in health education, including family violence, child abuse, suicide, sexually transmitted diseases (including AIDS), teen pregnancy, violence prevention, and eating disorders.
- (i) Parenting skills, early childhood education, and care.
- (j) Family and interpersonal relationships.
- (k) Public health functions and responsibilities.
- (l) Management skills for family/consumer health and finance.

(13) History (Levels: 1-6; 5-8; 8-12)

- (a) The following topics will be addressed on a subject matter knowledge test for the 1-6 level:
  - 1. United States history from the age of exploration to the Civil War.
  - 2. World history from human beginnings and ancient and classical civilizations of the Mediterranean area; and English and Western European history through the Enlightenment.
  - 3. Geography: major physical features of the world and key concepts of geography.
  - 4. Basic economic principles and concepts.
  - 5. United States political principles, institutions, and processes, their history and development.
  - 6. Major developments and figures in Massachusetts history.
- (b) The following topics will be addressed on a subject matter knowledge test for the 5-8 and 8-12 levels:
  - 1. United States History: indigenous people of North America; European settlements and colonies; the American Revolution; expansion, reform, and economic growth of the United States up to the Civil War; the Civil War and Reconstruction; European immigration, industrialization, and scientific and technological progress; the two World Wars; and the United States from 1945 to the present.
  - 2. World History: human beginnings and early civilizations (Africa, Mesopotamia, Phoenicia, Egypt, India, China); roots of Western civilization (Israel, Greece, Rome); English and Western European history; Renaissance and the age of exploration; development of Asia, Africa, and South America; age of revolutionary change in Europe; the world in the era of two World Wars; and the world from 1945 to the present.
  - 3. Geography.
    - a. Major physical features of the world.
    - b. Key concepts of geography and its effects on various peoples.
  - 4. Economics.
    - a. Fundamental economic concepts and economic reasoning.
    - b. American economic history.
  - 5. Government.
    - a. Principles of American government and the Founding Documents of the United States.
    - b. Comparative government.
  - 6. History and Philosophy of Science.
  - 7. Methods and Sources for Research in History.

(17) Mathematics (Levels: 1-6; 5-8; 8-12)

- (a) The following topics will be addressed on a subject matter knowledge test for the 1-6 level:
  - 1. Basic principles and concepts related to elementary school mathematics in the areas of number sense and numeration, patterns and functions, geometry and measurement, and data analysis.
  - 2. Algebra.

3. Euclidean geometry.
  - (b) The following topics will be addressed on a subject matter knowledge test for the 5-8 level:
    1. Algebra.
    2. Euclidean geometry.
    3. Trigonometry.
    4. Discrete/finite mathematics.
    5. Introductory calculus through integration.
    6. History of mathematics.
  - (c) The topics set forth in 603 CMR 7.06 (17) (b) and the following topics will be addressed on a subject matter knowledge test for the 8-12 level:
    1. Abstract algebra.
    2. Number theory.
    3. Calculus through differential equations.
    4. Probability and statistics.
    5. Non-Euclidean and transformational geometries.
    6. Applied mathematics or mathematics modeling.
- (21) Physical Education (Levels: PreK-8; 5-12)
- (a) Principles of developmentally sound physical health and fitness.
  - (b) Lifespan growth, development, and nutrition.
  - (c) History and foundations of kinesiology.
  - (d) Range of appropriate play and sports for PreK-12 and the relevant motor skills.
  - (e) Knowledge of appropriate physical and safety limitations, legal standards, tort liability, and first aid and Cardiac Pulmonary Resuscitation (CPR).
  - (f) Knowledge of adaptations for students with disabilities.
- (23) Political Science/Political Philosophy (Levels: 5-8; 8-12)
- (a) Civics and Government.
    1. The founding documents of the United States and Massachusetts.
    2. American government and politics.
    3. Comparative government.
    4. Theories of political science or philosophy.
    5. International relations.
  - (b) History.
    1. United States history.
    2. Western civilization.
    3. World history.
  - (c) Geography.
    1. Major physical features of the world.
    2. Key concepts of geography and its effects on various peoples.
  - (d) Economics.
    1. Fundamental economic concepts and economic reasoning.
    2. American economic history.
  - (e) Methods and sources for research in the social sciences.
- (25) Teacher of Students with Moderate Disabilities (Levels: PreK-8; 5-12)
- (a) Teachers seeking a license as a teacher of students with moderate disabilities for PreK-8 must meet the requirements set forth in 603 CMR 7.06 (25) (b) (c) and (d); those seeking this license for 5-12 must meet the requirements set forth in 603 CMR 7.06 (25) (b) and (d) and pass either the General Curriculum test or a subject matter test in one of the following academic subjects:

English, mathematics, science (biology, chemistry, earth science, general science, and physics), history, or political science/political philosophy at the 5-8 or 8-12 grade level.

(b) The following topics will be addressed on the Foundations of Reading test:

1. Reading theory, research, and practice.
  - a. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension.
  - b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
  - c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
2. Development of a listening, speaking, and reading vocabulary.
3. Theories of the relationships between beginning writing and reading.
4. Theories of first and second language acquisition and development.

(c) The following topics will be addressed on the General Curriculum test:

1. English.
  - a. Children's and young adult literature.
  - b. Adult literature, classical and contemporary works.
  - c. Genres, literary elements, and literary techniques.
  - d. Nature, history, and structure of the English language: lexicon and grammar.
  - e. Approaches and practices for developing skill in using writing tools.
  - f. Writing process and formal elements of writing.
2. Mathematics.
  - a. Basic principles and concepts important for teaching elementary school mathematics in the following areas:
    - i. Number and operations (the foundation of topics in 603 CMR 7.06 (7) (b) 2. a. ii.-iv.).
    - ii. Functions and algebra.
    - iii. Geometry and measurement.
    - iv. Statistics and probability.
  - b. Candidates shall demonstrate that they possess both fundamental computation skills and comprehensive, in-depth understanding of K-8 mathematics. They must demonstrate not only that they know how to do elementary mathematics, but that they understand can explain to students, in multiple ways, why it makes sense.
  - c. The Commissioner, in consultation with the Chancellor of Higher Education, shall issue guidelines for the scope and depth of knowledge expected in mathematics, describes in 603 CMR 7.06 (7) (b) 2 a. and b.
3. History and Social Science.
  - a. Major developments and figures in Massachusetts and U.S. history from colonial times to the present.
  - b. Major developments and figures in world history, with stress on Western civilization.
  - c. Basic economic principles and concepts.
  - d. Basic geographical principles and concepts.
  - e. U.S. political principles, ideals, founding documents, institutions, and processes, their history and development.
4. Science and Technology/Engineering.
  - a. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.
  - b. Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.
  - c. Principles and procedures of scientific inquiry.
  - d. History of major scientific and technological discoveries or inventions.
  - e. Safety issues related to science investigations.

5. Child Development.
  - a. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
  - b. Characteristics and instructional implications of moderately and severely disabling conditions.

(d) The following topics shall be included in an approved program but will not be addressed on a written test of subject matter knowledge:

1. Educational terminology for students with mild to moderate disabilities.
2. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
3. Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities.
4. Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.
5. Ways to prepare and maintain students with disabilities for general education classrooms; for example, use of behavioral management principles.
6. Knowledge of services provided by other agencies.
7. Federal and state laws and regulations pertaining to special education.
8. Science laboratory work.
9. Child development.
  - a. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
  - b. Characteristics and instructional implications of moderately and severely disabling conditions.

(31) Visual Art (Levels: PreK-8; 5-12)

- (a) Elements of art and the principles of design.
- (b) Methods, materials, and techniques unique to the visual arts in: drawing, painting, sculpture, printmaking, collage, crafts, photography, film, and electronic technologies.
- (c) Observation, abstraction, invention, and representation in visual art.
- (d) Theories of artistic creativity and aesthetics; philosophies of prominent artists and art educators.
- (e) Art criticism: concepts of style and stylistic change.
- (f) Artistic development in children and adolescents.
- (g) Major developments, periods, and artists in Western traditions in art and architecture.
- (h) Major developments, periods, and artists in American art and architecture from c. 1650 to the present.
- (i) Characteristics of art and architecture in two non-Western artistic traditions stylistically different from each other.
- (j) Influences of non-Western artistic traditions on Western art; influences of Western art on non-Western artistic traditions.

### **7.08: Professional Standards for Teachers**

(1) *Application.* The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required of all teachers. These Standards are used by teacher preparation providers in preparing their candidates, by the Department in reviewing programs seeking state approval, and by the Department as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards by passing a Performance Assessment for Initial License:

- a) In the practicum or practicum equivalent phase of preparation for the Initial License; or
- b) As part of the Performance Assessment Program.

The Department will issue guidelines for each type of performance assessment to reflect differences in growth in professional knowledge and skills.

(2) *Standards for All Teachers Except Library and Speech, Language, and Hearing Disorders Teachers*

(a) Plans Curriculum and Instruction.

1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.
2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, and range of cognitive levels being taught.
3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.
4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.
5. Plans lessons with clear objectives and relevant measurable outcomes.
6. Draws on resources from colleagues, families, and the community to enhance learning.
7. Incorporates appropriate technology and media in lesson planning.
8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.

(b) Delivers Effective Instruction.

1. Communicates high standards and expectations when beginning the lesson:
  - a. Makes learning objectives clear to students.
  - b. Communicates clearly in writing and speaking.
  - c. Uses engaging ways to begin a new unit of study or lesson.
  - d. Builds on students' prior knowledge and experience.
2. Communicates high standards and expectations when carrying out the lesson:
  - a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
  - b. Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).
  - c. Demonstrates an adequate knowledge of and approach to the academic content of lessons.
  - d. Employs a variety of reading and writing strategies for addressing learning objectives.
  - e. Uses questioning to stimulate thinking and encourages all students to respond.
  - f. Uses instructional technology appropriately.
  - g. Employs appropriate sheltered English or subject matter strategies for English learners.
3. Communicates high standards and expectations when extending and completing the lesson:
  - a. Assigns homework or practice that furthers student learning and checks it.
  - b. Provides regular and frequent feedback to students on their progress.
  - c. Provides many and varied opportunities for students to achieve competence.
4. Communicates high standards and expectations when evaluating student learning:
  - a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.
  - b. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.

(c) Manages Classroom Climate and Operation.

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

(d) Promotes Equity.

1. Encourages all students to believe that effort is a key to achievement.
  2. Works to promote achievement by all students without exception.
  3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.
  4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.
- (e) Meets Professional Responsibilities.
1. Understands his or her legal and moral responsibilities.
  2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.
  3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.
  4. Collaborates with colleagues to improve instruction, assessment, and student achievement.
  5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.
  6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.
  7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

### **7.09: Licenses and Routes for Administrators**

For candidates who were prepared outside Massachusetts, see 603 CMR 7.04 (2) (d) and 7.05 (5) (a) and (b). For candidates who hold a Massachusetts administrator license, see 603 CMR 7.14 (3).

#### (2) School Principal/Assistant School Principal (Levels: PreK-6; 5-8; 9-12)

##### (a) Initial License.

1. Prerequisite Experience:
  - a. Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Department.
2. Demonstration of successful application of the Professional Standards for Administrators set forth in 603 CMR 7.10 through completion of a Performance Assessment for Initial License and one of the following:
  - a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (300 hours) in the principal/assistant principal role and at the level of the license sought.
  - b. An administrative apprenticeship/internship (300 hours) in the principal/assistant principal role and at the level of the license sought with a trained mentor, using Department guidelines.
  - c. A Panel Review. Eligibility for a Panel Review is limited to candidates who have completed one of the following:
    - i. A post-baccalaureate program in management/administration at an accredited college or university.
    - ii. Three full years of employment in an executive, management, /leadership, supervisory, or administrative role.
3. Passing score on the Communication and Literacy Skills test.

- (b) Professional License.
  1. Possession of an Initial license as principal/assistant principal.
  2. Completion of a one-year induction program with a trained mentor.
  3. At least three full years of employment in the role of school principal/assistant principal under that license.
  
- (3) Supervisor/Director (Levels: Dependent on Prerequisite License)
  - (a) Validity. A Supervisor/Director license is required for individuals employed for one-half time or more as a director, department head, or curriculum specialist in the field of the prerequisite license(s).
  - (b) Initial License.
    1. Prerequisite Licenses. Possession of at least a Preliminary license as follows:
      - a. Pupil personnel directors:
        - i. School psychologist,
        - ii. School guidance counselor, or
        - iii. School social worker/school adjustment counselor
      - b. School guidance directors:
        - i. School guidance counselor or
        - ii. School social worker/school adjustment counselor
      - c. Directors, department heads, and curriculum specialists:
        - i. Teacher
        - ii. Specialist Teacher
    2. Prerequisite Experience:
      - a. Completion of three full years of employment in a leadership, supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Department.
    3. Demonstration of successful application of the Professional Standards for Administrators set forth in 603 CMR 7.10 through completion of a Performance Assessment and one of the following:
      - a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (300 hours) in the supervisor/director role.
      - b. An administrative apprenticeship/internship (300 hours) in a supervisor/director role for the license sought with a trained mentor, using Department guidelines.
      - c. A Panel Review. Eligibility for a Panel Review is limited to those candidates who have either completed a post-baccalaureate program in management/administration at an accredited institution or have three full years of employment in an executive, management, /leadership, supervisory, or administrative role.
    4. Passing score on the Communication and Literacy Skills test.
    5. Additional requirements for directors, department heads, and curriculum specialists in the core academic subjects at the secondary level (5-12):
      - a. A master's degree in the arts or sciences in one of the core academic subjects they will supervise, or
      - b. At least 18 credits of advanced graduate studies in one of the core academic subjects they will supervise.
  - (c) Professional License.
    1. Possession of an Initial license as supervisor/director.
    2. Completion of a one-year induction program with a trained mentor.
    3. At least three full years of employment in the role of supervisor/director under that license.

**7.10: Professional Standards for Administrators**

(1) *Application.* The Professional Standards for Administrators identify the knowledge and skills required for school administrators. These Standards are used by sponsoring organizations in designing their administrator preparation programs and by the Department in reviewing programs seeking state approval. They are also used by the Department as the basis of performance assessment of candidates for administrator licenses. Candidates shall demonstrate that they meet the Professional Standards by completing a Performance Assessment for Initial License.

(2) *Standards.*

(a) Leadership

1. Articulates the purposes of education and the place of public schools in the United States of America.
2. Articulates vision and mission.
3. Reviews, evaluates, and revises instructional programs on the basis of sound information and relevant data.
4. Knows and encourages appropriate uses of instructional technologies.
5. Promotes activities that honor academic excellence.
6. Involves staff in preparing and implementing professional development plans that are related to improved student learning.
7. Helps staff align their curriculum with the state's curriculum frameworks.
8. Understands principles of mentoring and provides new teachers with mentors.
9. Encourages experimentation and rigorous evaluation of new pedagogical approaches.
10. Plans effectively for the implementation of policy decisions, taking into account unanticipated consequences and costs.

(b) Administration

1. Demonstrates effective oral and written communication skills.
2. Uses effective methods of personnel selection, supervision, and evaluation.
3. Identifies, implements, and evaluates content-based instruction based on the Massachusetts Curriculum Frameworks.
4. Practices relevant fiscal management policies and procedures.
5. Uses technology appropriately for his or her professional position.
6. Acts with integrity, fairness, and professionalism.
7. Understands plant facilities and equipment management.

(c) Equity

1. Assures presence and quality of educational programs that address the needs, interests, and abilities of all students.
2. Provides programs or activities that help all students acquire a positive civic identity and see themselves as integral members of our civic communities.
3. Fosters understanding that effort is a key factor in achievement.
4. Helps all students see themselves as unique individuals responsible for their own actions.
5. Assures high academic expectations for all students.
6. Holds teachers, students, and self to high standards of performance and behavior.

(d) Community Relationships

1. Involves families and other community members in developing the vision, goals, improvement plans, and programs for the school/ district.
2. Promotes partnerships among staff, families, the business community, and other community groups and uses community resources to enhance instruction.

(e) Professional Responsibilities

1. Meets his or her legal and moral responsibilities.
2. Maintains interest in current developments in the professional discipline.

3. Knows educational principles and research that promote sound practices.
4. Studies educational research of relevance to professional responsibilities.
5. Is familiar with the range of instructional programs and policies that can promote academic learning for all students.
6. Is familiar with the range of student support services.
7. Is familiar with the range of professional training programs and providers for prospective teachers.
8. Knows multiple strategies to assess student performance.
9. Understands approaches to organizational change, school-based management, and school restructuring.
10. Understands federal, state, and municipal laws and regulations affecting schools, staff and students, including laws on disability, civil rights and responsibilities, issues of liability, and requirements of due process.
11. Demonstrates understanding of current issues in American education.

### **7.11: Professional Support Personnel Licenses**

Candidates seeking professional support personnel licenses who have substantial experience and formal education relevant to the license sought but who do not meet all of the specific requirements listed in 603 CMR 7.11 may demonstrate that they meet the requirements, with the exception of a passing score on the Communication and Literacy Skills test, through a Panel Review administered by the Department in accordance with guidelines to be established by the Department. For candidates who were prepared outside Massachusetts, see 603 CMR 7.04 (2) (d) and 7.05 (5) (a) and (b).

#### (1) School Guidance Counselor (Levels: PreK-8; 5-12)

##### (a) Initial License

1. Master's degree with a major in counseling
2. Subject Matter Knowledge:
  - a. Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the guidance counselor
  - b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic tests results to students, teachers, and parents
  - c. Psychology of learning
  - d. Understanding of the diagnosis and treatment of learning and behavior disorders
  - e. Theories of normal and abnormal intellectual, social, and emotional development
  - f. Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students
  - g. Philosophy, principles and practices in school guidance counseling
  - h. Federal, state, municipal, and school laws and regulations
  - i. Career counseling
  - j. Resources within the school system or the community for referral
  - k. Knowledge of statistics, research design, and research in guidance counseling
  - l. Group counseling and group leadership
  - m. Development of skills for consultation with parents, teachers, and administrators
  - n. College counseling and use of college and other post-secondary resource materials (grades 5-12)
3. A practicum of 450 hours in an educational setting
4. Passing score on the Communication and Literacy Skills test

##### (b) Professional License

1. Possession of an Initial license.
2. Three years of employment as a school guidance counselor.

3. Completion of one of the following:
    - a. A total of 60 credits of graduate coursework that may include credits earned in a master's degree program for the Initial license in a discipline appropriate to the license sought, which include but are not limited to school counseling, mental health counseling, school psychology, or clinical psychology.
    - b. Achievement and maintenance of certification or licensure from one of the following:
      - i. National Board of Certified Counselors (NBCC).
      - ii. National Board for School Counseling.
- (4) School Social Worker/School Adjustment Counselor (Levels: All)
- (a) Initial License
    1. Master's degree in Social Work or Counseling
    2. Course work and clinical experience that demonstrate knowledge of:
      - a. Principles of therapeutic relationships
      - b. Theories of normal and abnormal intellectual, social, and emotional development
      - c. Learning disorders, including emotional issues affecting student achievement, and their treatment
      - d. Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students
      - e. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results
      - f. Techniques for communicating and working with families and school and community personnel
      - g. Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations
      - h. Knowledge of medical conditions and medication related to physical disabilities and learning disorders
      - i. Federal and state laws and regulations addressing the legal rights of students and families
    3. A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting
    4. Passing score on the Communication and Literacy Skills test
  - (b) Professional License
    1. Possession of an Initial license as a school social worker/school adjustment counselor
    2. Three years of employment as a school social worker or school adjustment counselor.
    3. Completion of one of the following:
      - a. A total of 60 credits of graduate coursework that may include credits earned in a master's degree program for the Initial license in a discipline appropriate to the license sought including but not limited to mental health counseling, psychological counseling, school counseling, school social work, or social work.
      - b. Achievement and maintenance of a certificate or license from one of the following:
        - i. The Massachusetts Board of Registration of Social Work, as a Licensed Certified Social Worker (LCSW) or a Licensed Independent Clinical Social Worker (LICSW).
        - ii. The Massachusetts Board of Allied Mental Health Professionals, as a Licensed Mental Health Counselor (LMHC), a Licensed Marriage and Family Therapist (LMFT), or a Licensed Rehabilitation Counselor (LRC).

### **7.14: General Provisions**

(1) *Previous Employment.* Previous employment in any role covered by the licenses issued under 603 CMR 7.00 does not exempt a candidate from the provisions of 603 CMR 7.00, except for school librarians, teachers of young children with disabilities, school business administrators and school nurses as specified in 603 CMR 7.14 (9).

(2) *Additional Licenses.* Licensed educators may earn additional licenses as follows:

(a) *New Field* (available only for licenses under 603 CMR 7.04 (3) (a)):

1. Teachers holding an Initial or Professional license in one field may earn a license of the same type and at the same level in a new field, except as provided in 603 CMR 7.14 (2) (a) 2 and 3 by:
  - a. Achieving a passing score on the appropriate subject matter knowledge test(s) of the MTEL, or
  - b. Passing a competency review for those licenses for which there is no subject matter test.
2. Additional requirements for earning a license as an early childhood, elementary, or English language learners teacher: completion of a practicum/practicum equivalent or internship of 150 hours in the role of the license sought in an appropriate classroom.
3. Additional requirements for earning a license as teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard-of-hearing, or teacher of the visually impaired are completion of both:
  - a. A competency review, and
  - b. A practicum/practicum equivalent or internship of 150 hours in the role of the license sought in an appropriate classroom.

(b) *New Level* (available only for licenses under 603 CMR 7.04 (3) (a) and (d) 1.):

1. Teachers holding an Initial or Professional license at one grade level may obtain a license of the same type and in the same field at a new grade level by:
  - a. Achieving a passing score on the appropriate subject matter test(s) at the new level or by passing a competency review for those licenses for which there is no subject matter test.
  - b. Completing one of the following:
    - i. A seminar, institute, or course approved by the Department addressing the curriculum and developmental characteristics of the age group appropriate to the license sought
    - ii. A practicum/practicum equivalent or internship of 150 hours in the role of the license in an appropriate classroom.
2. Guidance counselors holding an Initial or Professional license at one grade level may obtain a license of the same type and in the same field at a new grade level by completing one of the following:
  - a. A seminar, institute, or course approved by the Department addressing the curriculum and developmental characteristics of the age group appropriate to the license sought.
  - b. A practicum/practicum equivalent or internship of 150 hours in the role of the license sought in an appropriate classroom.

(c) *New Field and Level.* Teachers holding an Initial or Professional license in one field may earn a license of the same type in a new field and a new grade level by meeting the requirements set forth in 603 CMR 7.14 (2) (a) and (b) 1.

(3) *Additional Licenses for Administrators.* Licensed administrators may earn additional administrator licenses by passing the Communication and Literacy Skills Test and meeting other requirements as follows:

(a) *New Field.* Administrators holding an Initial or Professional license may earn additional licenses of the same type as follows:

1. Superintendent/assistant superintendent or principal/assistant principal by:
  - a. Completing one of the following:
    - i. Three full years of employment under a valid administrator license.
    - ii. A practicum/practicum equivalent or internship of 300 hours in the role of the license sought.
  - b. Demonstrating successful application of the Professional Standards for Administrator as set forth in 603 CMR 7.10 through completion of a Performance Assessment for Initial

License. Administrators who successfully completed a Performance Assessment for Initial License to obtain their current administrator license are not required to complete an additional Performance Assessment for Initial License.

2. School business administrator by completing:
    - a. One of the following:
      - i. Three years' full-time employment under a valid license as a superintendent or assistant superintendent.
      - ii. A practicum/practicum equivalent or internship of 300 hours in the role of a school business administrator.
    - b. A Performance Assessment for Initial License that meets the requirements set forth in 603 CMR 7.09 (5) (a) 2. and 7.10.
  3. Supervisor/director by:
    - a. Completing one of the following:
      - i. Three years of employment under a valid administrator license.
      - ii. A practicum/practicum equivalent or internship of 300 hours in the role of the supervisor/director license sought.
    - b. Demonstrating successful application of the Professional Standards for Administrators as set forth in 603 CMR 7.10 through a Performance Assessment for Initial License. Administrators who successfully completed a Performance Assessment for Initial License to obtain their current administrator license are not required to complete an additional Performance Assessment for Initial License.
    - c. Possessing the appropriate prerequisite license as specified in 603 CMR 7.09 (3) (b) 1.
    - d. Meeting the additional requirements for directors, department heads, and curriculum specialists in core academic subjects at the secondary level (5-12) as specified in 603 CMR 7.09 (3) (b) 5.
  4. Special education administrator by:
    - a. Completing one of the following:
      - i. Three years of employment under a valid superintendent/assistant superintendent, principal/assistant principal, or school business administrator license.
      - ii. A practicum/practicum equivalent or internship of 300 hours in the role of a special education administrator.
    - b. Demonstrating successful application of the Professional Standards for Administrators as set forth in 603 CMR 7.10 and the appropriate knowledge of special education laws, regulations, and issues through a Performance Assessment for Initial License.
    - c. Possessing the appropriate prerequisite experience as specified in 603 CMR 7.09 (4)(a)1.
- (b) New Level. Licensed principals/assistant principals may earn an additional principal/assistant principal license of the same type at a new level by completing one of the following:
1. A seminar, institute, or course approved by the Department, addressing the curriculum and developmental characteristics of the age group appropriate to the license sought.
  2. A practicum/ practicum equivalent or internship of 300 hours in the role and at the level of the license sought.

(4) *Prerequisite Licenses.* The requirement that an applicant for licensure hold a Massachusetts educator license may be waived for an applicant who has earned an equivalent license based on the same level of preparation in another state or jurisdiction.

(5) *Renewal of an Initial License.*

- (a) An educator may renew an Initial license one time for an additional five years of employment. The decision of the Commissioner shall be final.
- (b) In order to be eligible for such renewal a candidate shall:
  1. Have been employed for five years under a valid Initial license.

2. Present evidence of sound moral character.
3. Submit a plan outlining how the candidate will fulfill the requirements for a Professional license.

(14) *Implementation.*

- (a) All certificates issued by the Board prior to October 1, 2001 will remain valid as issued unless limited, suspended, or revoked for cause.
- (b) Between October 1, 2001 and October 1, 2003 educators with Provisional certificates may qualify for an Initial License either by meeting the requirements for a Provisional certificate with Advanced Standing under 603 CMR 7.00 in effect prior to October 1, 2001 or by meeting the requirements for initial licensure in 603 CMR 7.04 (2) (b). An educator must apply for licensure by October 1, 2003 in order to qualify for licensure under the provisions of 603 CMR 7.00 in effect prior to October 1, 2001.
- (c) Between October 1, 2001 and October 1, 2003 educators with Provisional certificates with Advanced Standing may qualify for a Professional license either by meeting the requirements for a Standard certificate under 603 CMR 7.00 in effect prior to October 1, 2001 or by meeting the requirements for professional licensure in 603 CMR 7.04 (2) (c). An educator must apply for licensure by October 1, 2003 in order to qualify for licensure under the provisions of 603 CMR 7.00 in effect prior to October 1, 2001.
- (d) Individuals who complete an approved preparation program before October 1, 2003 may qualify for licensure by meeting the requirements in 603 CMR 7.00 in effect prior to October 1, 2001 if they meet such requirements and apply for licensure by October 1, 2003.
- (e) Individuals who are not enrolled in an approved preparation program may qualify for licensure by meeting the requirements in 603 CMR 7.00 in effect prior to October 1, 2001 if they applied for licensure by October 1, 2001 and meet such requirements for licensure by October 1, 2003.
- (f) Except as provided in 603 CMR 7.14 (13) (a), (b), (c), (d), and (e), individuals may qualify for licensure by meeting the requirements in 603 CMR 7.00 in effect prior to June 6, 2003 if they apply for licensure by October 1, 2003 and meet such requirements for licensure by October 1, 2003.
- (g) Between March 7, 2009 and June 30, 2012, candidates for the following preliminary or initial licenses who earn a scaled score of at least 227-239 on the Mathematics portion of the General Curriculum test: Elementary, Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Deaf and Hard-of-Hearing and Teacher of the Visually Impaired, will be deemed to have passed the Mathematics portion of the General Curriculum test. All candidates who are licensed under this provision must earn a scaled score of 240 or above on the Mathematics portion of the General Curriculum test in order to be eligible for the next stage of licensure or to renew their initial license.
- (h) Individuals who apply and complete all requirements for initial or preliminary licensure as a Teacher of Students with Moderate Disabilities prior to August 31, 2012, may qualify for an initial or preliminary license by meeting the requirements under 603 CMR 7.06 (25) in effect prior to July 1, 2011.
- (i) Individuals who apply and complete all requirements for initial or preliminary licensure as a Teacher of Students with Severe Disabilities prior to August 31, 2012, may qualify for an initial or preliminary license by meeting the requirements under 603 CMR 7.06 (26) in effect prior to July 1, 2011.

## SECTION VIII

### YOU'RE AN EDUCATOR NOW!

## Please Stay in Touch!

### Congratulations and welcome to the profession.

Once you get a job as a teacher or counselor...

1. Send us an email (teacher@spfldcol.edu) with the name of the school, location and your current home address. We like to keep in contact with our alums.
2. Keep us informed as you move and get new email addresses.
3. Fill out and return the Springfield College post-graduate survey sent out in January/February of each year.

### Springfield College wants to continue to provide support!

Stay in touch with Springfield College faculty and other alums...

1. In addition to keeping us informed about your career we would like to offer you a way to continue to communicate with SC faculty and other alums. If you are interested, we will add you to the email list of SC alums who are in the first 5 years of their career (another list is maintained of veteran educators). When you send us an email that you got a job, please indicate whether or not you want to be on the SC alum educator email list.
2. The purpose of this service is to allow SC alums to ask questions of faculty and one another via email and to share tips and other information. We want to continue to support you as you embark on your career as an educator.

### Stafford Loan Forgiveness Program

You may be eligible for the Stafford Loan Forgiveness Program. This program grants loan forgiveness of up to \$17,500 for teachers in certain specialties, and up to \$5,000 for other teachers who teach for five years in low-income schools and meet other requirements. It is worth checking out. You can download their brochure at the following case-sensitive URL: ([www.studentaid.ed.gov/LoanForgivenessForTeachers](http://www.studentaid.ed.gov/LoanForgivenessForTeachers))

### Frequently asked questions about advancing your initial license in Massachusetts to a professional license

*Note: You must be employed in a public school in the role of the license (e.g., PE, ELEM, HIST, GUID, ADMN) for a minimum of 3 years before you are eligible for a professional license. Teachers also need evidence they received formal mentoring.*

1. **How can I prove I have a valid MA educator license?** In addition to printing a copy of your unofficial license found in ELAR, you can print the profile page that shows your license number as well as the fields and grade levels of your license(s). MA school

districts have the ability to go on ELAR to verify licensure. Out of state institutions are encouraged to call (781) 338-3000 and enter your MA license number or your social security number to verify that you hold a valid educator license.

2. **How long is my MA initial license valid?** It is valid for 5 years of employment in a Massachusetts public school.
3. **What about in other states?** This varies by state. You can usually get the answer to this question from the personnel office in the school district you get hired.
4. **Is it true I have to get a master's degree in MA to advance my initial teaching license to professional?** One path for advancing your license is to complete an approved master's degree program. Other options include completing a school district-based approved teacher licensure program that does not include obtaining a master's degree. The key is to make sure whatever you do is part of an approved licensure program.
5. **What if I already have a master's degree, then what?** If you already have a master's degree (e.g., got your initial license through a master's degree program), you need to take an additional 12 credits at the graduate level in your content area to advance your initial license. Tip: You may be able to count a couple of courses from your master's degree program toward your professional license.
6. **What do I have to do to advance my initial school guidance counselor license to professional?** The easiest route to follow is to take 12 additional graduate credits in counseling- or education-related courses.
7. **Will the licensure regulations likely change before I earn my professional license?**  
Yes, so stay in touch!

### Other Information/Resources

1. Tips:
  - Keep a copy your Massachusetts ELAR profile page in a safe place with your important papers.
  - Keep a copy of your official transcript with your important papers.
  - Keep your username and password for the MA DESE website in a safe place ([www.mass.gov/doe/educators](http://www.mass.gov/doe/educators)).
2. Go to Section VI (Out-of-State Licensure) in this handbook for more information about getting licensed in other states.
3. Go to Section VII (General Provisions Additional Licenses) in this handbook for information on how to add another license in Massachusetts.