



**Master of Education Special
Education Initial Licensure Programs**

**Moderate Disabilities (PreK-8, 5-12)
Severe Disabilities (All Levels)**



Graduate Student Handbook

2022-2023

Dear Graduate Students,

Welcome to the M.Ed. Special Education hybrid/on-line program. This handbook has been developed to assist you in understanding the various aspects of each program, including the many experiences, documents, and licensure requirements. Please read this handbook carefully to ensure that you are knowledgeable about current policies and programs. If, after reading this handbook, you have any questions about a program, do not hesitate to contact your Program Chair or Program Advisor. This manual is intended to complement other documents that are available online. The [School of Graduate and Online Continuing Education](#) maintains a website that provides many resources to support you through your program.

Upon acceptance to the M.Ed. Special Education program, your Program Advisor will contact you so that we may outline your program of study and ensure an appropriate sequencing of coursework for a successful outcome. Be sure to acknowledge that materials and documents and follow up with questions that you have.

If you haven't already received one, Fitchburg State University will soon assign you a student email. Please use this in all communication with university offices, including your advisor, and include your student ID number. Also, check your student email regularly for important information from the University support staff.

We look forward to working with you and wish you much success throughout your journey to licensure.

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M.Ed. Moderate Disabilities (PreK-8) Effective Fall 2020 - 39 credits

NOTE: The MTEL completion requirement for practicum eligibility has been waived through the Fall 2024 practicum. Upon successful completion of coursework, your degree will be awarded and you will be endorsed for licensure. However, the DESE will NOT award your license until all required MTEs are met. You are strongly encouraged to prepare for and take your MTEs prior to your practicum semester. The MTEL requirement for practicum beyond Fall 2024 will be decided at a later date.

All prepracticum documentation from SPED 8917, 8180, 8915 and EDUC 7096 must be uploaded to the course's BlackBoard platform AND to our Licensure Office at cee@fitchburgstate.edu. All documentation must be on file to proceed to practicum.

	Order of courses	Semesters Offered (subject to change)				Planned	Complete
		F	S	SA	SB		
SPED 7023 Foundations of Education (REQUIRED Prerequisite for anyone without initial teacher licensure or coursework in education) Required 15 hour prepracticum	Pre	X		X			
REQUIRED COURSES							
SPED 7024 Understanding Disability and Diversity	A	X	X		X		
SPED 8300 Language Development, Differences and Disorders (also offered Winter)	A	X	X	X	X		
SPED 9130 Adv. Identification and Remediation of Reading and Language based Learning Disabilities (PreK-8) (taken concurrently with SPED 8917) GATEWAY #1 (Assessment of Data) completed within SPED 9130	B - Taken concurrently	X	X				
SPED 8917 Assessment/Strategies for Students with Disabilities (taken with SPED 9130) Required 15 hour pre-practicum							
SPED 8011 Differentiating Content Instruction/Inclusive Class	B		X	X	X		
SPED 8008 Emotional, Behavioral, and Autism Spectrum Disorders***	B	X		X	X		
SPED 8180 Positive Behavioral Supports for Students with Disabilities ** 25 hour prepracticum-includes Targeted Feedback Observation by Supervising Practitioner	B	X	X				
SPED 8915 Assessment, Curriculum, Strategies in Math (PreK-8) take after 9130 Required 15 hour pre-practicum 4 CREDITS GATEWAY #2 (Observation by Fitchburg State faculty) completed within SPED 8915	B	X	X				
SPED 9200 Consultation and Collaboration Strategies **	B	X	X	X	X		
EDUC 9300 Educational Research (to be taken the semester prior to practicum)	B	X	X		X		
EDUC 7096 Sheltered English Immersion (SEI) Endorsement course 25 hour pre-practicum-includes Targeted Feedback Observation by Supervising Practitioner	B	X	X				
Must be completed prior to the Practicum:	STAGE REVIEW and APPLICATION FOR PRACTICUM PACKET: Your advisor will connect with you the semester prior to your practicum to begin the Application for Practicum Packet process. Applications for Practicum must be received for review and submission by November 1 (for spring) or May 1 (for fall).						
MTEs Required for Licensure:	1) Foundations of Reading AND 2) General Curriculum ELA + HSS and Math +STE See DESE MTEL Advisory Handbook page 7						
SPED 8963 Practicum: Moderate Disabilities Practicum is a full-day, full-week, full semester experience	C - Taken concurrently	X	X				
EDUC 9004 Practicum and Research Application Seminar (must be taken concurrently with SPED 8963) 2 CREDITS							

- If you are unable to follow the above schedule of courses, notify your advisor for an appropriate revision.
 - I understand that I must complete all MTEs (General Curriculum ELA+HSS and Math+STE subtests and Foundations of Reading) to be eligible for MA DESE licensure as a Teacher of Students with Moderate Disabilities.
 - I understand that the Moderate Disabilities practicum requires at least 75 hours in a General Education Inclusion classroom.
- ** This course is not intended for individuals in the Applied Behavior Analyst Certificate Program. Talk with your advisor if you are considering the ABA Program.
 ***This course is not intended for individuals in the Autism Spectrum Disorders Certificate Program. Talk with your advisor if you are considering the ASD Program.
 Note: Speak with your advisor about the option of adding an Elementary Education license which requires being in the role of an elementary teacher for 150 hours.

M.Ed. Moderate Disabilities (5-12) Effective Fall 2020 - 39 credits

NOTE: The MTEL completion requirement for practicum eligibility has been waived through the Fall 2024 practicum. Upon successful completion of coursework, your degree will be awarded and you will be endorsed for licensure, however, the DESE will NOT award your license until all required MTEs are met. You are strongly encouraged to prepare for and take your MTEs prior to your practicum semester. The MTEL requirement for practicums beyond Fall 2024 will be decided at a later date.

All prepracticum documentation from SPED 8917, 8180, 8916 and EDUC 7096 must be uploaded to the course's BlackBoard platform AND to our Licensure Office at cee@fitchburgstate.edu. All documentation must be on file to proceed to practicum.

	Order of courses*	Semesters Offered (subject to change)				Planned	Complete
		F	S	SA	SB		
SPED 7023 Foundations of Education (<i>REQUIRED Prerequisite for anyone without initial teacher licensure or coursework in education</i>) Required 15 hour prepracticum	Pre	X		X			
REQUIRED COURSES							
SPED 7024 Understanding Disability and Diversity	A	X	X		X		
SPED 8300 Language Development, Differences and Disorders (<i>also offered Winter</i>)	A	X	X	X	X		
SPED 8918 Reading and Writing: Methods for Secondary Students with Moderate Disabilities (5-12) (<i>taken concurrently with SPED 8917</i>) GATEWAY #1 (Assessment of Data) completed within SPED 8918	B - Taken concurrently	X	X				
SPED 8917 Assessment/Strategies for Students with Disabilities (<i>taken with SPED 8918</i>) Required 15 hour pre-practicum							
SPED 8011 Differentiating Content Instruction for the Inclusive Classroom	B		X	X	X		
SPED 8008 Emotional, Behavioral, and Autism Spectrum Disorders***	B	X		X	X		
SPED 8180 Positive Behavioral Supports for Students with Disabilities ** 25 hour prepracticum-includes Targeted Feedback Observation by Supervising Practitioner	B	X	X				
SPED 8916 Assessment, Curriculum, Strategies in Math (5-12) <i>take after SPED 8918</i> Required 15 hour pre-practicum 4 CREDITS GATEWAY #2 (Observation by FSU faculty) completed within SPED 8916	B	X	X				
SPED 9200 Consultation and Collaboration Strategies **	B	X	X	X	X		
EDUC 9300 Educational Research (<i>to be taken the semester prior to practicum</i>)	B	X	X		X		
EDUC 7096 Sheltered English Immersion (SEI) Endorsement course 25 hour pre-practicum-includes Targeted Feedback Observation by Supervising Practitioner	B	X	X				
Must be completed prior to the Practicum:	STAGE REVIEW and APPLICATION FOR PRACTICUM PACKET: Your advisor will connect with you the semester prior to your practicum to begin the Application for Practicum Packet process. Applications for Practicum must be received for review and submission by November 1 (for spring) or May 1 (for fall).						
MTEs Required for Licensure:	1) Foundations of Reading AND 2) a Content MTEL (such as History, Science, Math, English) OR General Curriculum ELA+HSS and Math+STE. See DESE MTEL Advisory page 7.						
SPED 8963 Practicum: Moderate Disabilities Practicum is a full-day, full-week, full semester experience	C - Taken concurrently	X	X				
EDUC 9004 Practicum and Research Application Seminar (<i>must be taken concurrently with SPED 8963</i>) 2 CREDITS							

- If you are unable to follow the above schedule of courses, notify your advisor for an appropriate revision.
 - I understand that I must complete all MTEs (Content **OR** General Curriculum ELA+HSS and Math+STE subtests **and** Foundations of Reading) to be eligible for MA DESE licensure as a Teacher of Students with Moderate Disabilities.
 - I understand that the Moderate Disabilities practicum requires at least 150 hours in a General Education Inclusion classroom.
- ** This course is not intended for individuals in the Applied Behavior Analyst Certificate Program. Talk with your advisor if you are considering the ABA Program.
- ***This course is not intended for individuals in the Autism Spectrum Disorders Certificate Program. Talk with your advisor if you are considering the ASD Program



M.Ed. in Special Education: Severe Disabilities Initial Licensure (all levels) Effective Fall 2020 - 42 credits

NOTE: The MTEL completion requirement for practicum eligibility has been waived through the Fall 2024 practicum. Upon successful completion of coursework, your degree will be awarded and you will be endorsed for licensure, however, the DESE will NOT award your license until all required MTEs are met. You are strongly encouraged to prepare for and take your MTEs prior to your practicum semester. The MTEL requirement for practicums beyond Fall 2024 will be decided at a later date.

All prepracticum documentation from SPED 8917, 7950, 8022, 8020, 8915 and EDUC 7096 must be uploaded to the course's BlackBoard platform AND to our Licensure Office at cee@fitchburgstate.edu. All documentation must be on file to proceed to practicum.

** This course is not intended for individuals in the Applied Behavior Analyst Certificate Program.

***This course is not intended for individuals in the Autism Spectrum Disorders Certificate Program.

	Order of courses*	Semesters Offered (subject to change)				Planned	Completed
		F	S	SU A	SU B		
EDUC/SPED 7023 Foundations of Education (<i>REQUIRED Prerequisite for anyone without initial teacher licensure or coursework in education</i>) Required 15 hour prepracticum	Pre	X		X			
SPED 7024 Understanding Disability and Diversity	Pre	X	X		X		
REQUIRED COURSES							
SPED 8300 Language Development, Differences, and Disorders (<i>also offered Winter</i>)	A	X	X	X	X		
SPED 9130 Advanced Identification and Remediation of Reading and Language based Learning Disabilities (PreK-8) (<i>taken concurrently with SPED 8917</i>) GATEWAY #1 (Assessment of Data) completed within SPED 9130	B - Taken concurrently	X	X				
SPED 8917 Assessment/Strategies for Students with Disabilities (<i>w/SPED 9130</i>) Required 15 hour pre-practicum	B - Taken concurrently		X				
SPED 7950 Physical/Medical Aspects of Working w/Children with Disabilities Required 20 hour pre-practicum	B - Taken concurrently		X				
SPED 8022 Augmentative and Alternative Communication Required 20 hour pre-practicum	B - Taken concurrently		X				
SPED 8020 Behavior Analysis and Supports for Students with Severe Disabilities** (<i>takenconcurrently with SPED 8026</i>) 25 hour prepracticum-includes Targeted Feedback Observation by Supervising Practitioner	B - Taken concurrently	X					
SPED 8026 Program Development through the Life Span (<i>with SPED 8020</i>)	B - Taken concurrently	X					
SPED 8008 Emotional, Behavioral, and Autism Spectrum Disorders***	B	X		X	X		
SPED 8915 Assessment, Curriculum, Strategies in Math (PreK-8) <i>take after SPED 9130</i> Required 15 hour pre-practicum 4 CREDITS GATEWAY #2 (Observation by FSU faculty) completed within SPED 8915	B	X	X				
SPED 9200 Consultation and Collaboration Strategies **	B	X	X	X	X		
EDUC 7096 Sheltered English Immersion (SEI) Endorsement course 25 hour pre-practicum-includes Targeted Feedback Observation by Supervising Practitioner	B	X	X				
EDUC 9300 Educational Research (<i>to be taken semester before practicum</i>)	B	X	X		X		
Must be completed prior to the Practicum:	STAGE REVIEW and APPLICATION FOR PRACTICUM: Your advisor will connect with you the semester prior to your practicum and must be received for submission by Nov. 1 (for spring) or May 1 (for fall).						
MTEs Required for Licensure:	General Curriculum ELA + HSS and Math +STE <i>See DESE MTEL Advisory Handbook page 7</i>						
SPED 8863 Practicum: Severe Disabilities <i>Practicum is a full-day, full week, full semester experience</i>	C - Taken concurrently	X	X				
EDUC 9004 Practicum and Research Application Seminar (<i>must be taken concurrently with SPED 8863</i>) 2 CREDITS	C - Taken concurrently						

- If your employment status changes, please inform your advisor for information relating to practicum requirements.
- If you are unable to follow the above schedule of courses, notify your advisor for an appropriate revision.
- I understand the sequence of courses and that it is strongly recommended that they be taken in the recommended order.
- I understand that I must complete all MTEs (General Curriculum ELA+HSS and Math+STE subtests) to be eligible for MA DESE licensure as a Teacher of Students with Severe Disabilities.
- I understand the Severe Disabilities license requires candidates in a substantially separate setting spend 75 of their practicum hours in an inclusive general education setting and spend 150 hours at each of any two of the following levels: PreK-6, 5-8, 8-12.

Ed Prep Policy Advisory March 2022

General Curriculum Advisory



As noted in our November 30, 2020 MTEL Notice and included again in the [March 2021 Notice](#) sent to preparation programs on March 10, 2021, the General Curriculum (GC) MTEL is changing structurally based on the content shifts in the [Subject Matter Knowledge Guidelines](#). Currently the GC MTEL is split into two subtests;

Current Structure - Retiring	
Subtest 1	Multi-Subject (English Language Arts (ELA), Science and Technology/Engineering (STE), History/Social Science (HSS), and
Subtest 2	Mathematics (Math)

This current structure of the GC MTEL was based on the subject matter knowledge requirements at the time the test was developed (2009), which included a significant emphasis and a separate set of guidelines that outlined the math content expectations. The new GC MTEL set to be operational in early 2023 will be configured differently to align to the updated content expectations for Math, ELA, HSS and STE outlined in the SMK Guidelines. **This revised structure to match these content expectations includes a split into the following two subtests:**

Revised Structure – Implementation early 2023	
Subtest 1	ELA and HSS, and
Subtest 2	Math and STE

Currently, the GC multi-subject subtest and the math subtest can be taken separately and this will continue to be the case with the new subtests. While the new tests will become operational early 2023, candidates may need to engage in advance planning to ensure they are able to complete the currently operating GC subtests in time. Please support candidates to do this. The Department strongly recommends that candidates who have already passed one of the current GC subtests work to pass the other subtest prior to the implementation of the newly structured test.

Candidates who have only passed one of the current GC subtests at the time that the revised test is implemented will need to ensure that they have covered all of the relevant content for the revised test. Please see the table below for a list of options of how that subtest content may be covered¹.

¹ Please note the listed tests will be the operational versions when the new General Curriculum test is implemented. Candidates who have passed older versions of the listed tests will be able to use those towards licensure as well. Ex. A candidate who already passed General Science (10) could choose to take the new GC MTEL ELA and HSS test to meet the multi-subject subtest requirement.

<p>Scenario 1: A candidate who has passed the Multi-Subject subtest, but not the Mathematics subtest</p> <p>Candidates may choose from the following testing options to complete their GC requirements after the revised test is implemented:</p>	<p>Scenario 2: A candidate who has passed the Mathematics subtest, but not the Multi-Subject subtest</p> <p>Candidates may choose from the following testing options to complete their GC requirements after the revised test is implemented²:</p>
<ul style="list-style-type: none"> ● The new GC MTEL Math and STE subtest ● Mathematics (Elementary) (68) ● Mathematics (Middle School) (65) ● Mathematics (Secondary) (63) ● Mathematics/Science (Middle School) (77) 	<ul style="list-style-type: none"> ● Option 1 <ul style="list-style-type: none"> ○ The new GC MTEL ELA and HSS AND ○ General Science (64) ● Option 2 <ul style="list-style-type: none"> ○ The new GC MTEL ELA and HSS AND ○ the new GC MTEL Math and STE subtest ● Option 3 <ul style="list-style-type: none"> ○ The new GC MTEL ELA and HSS AND ○ Mathematics/Science (Middle School) (77) ● Option 4 <ul style="list-style-type: none"> ○ Middle School Humanities (76) AND ○ General Science (64) ● Option 5 <ul style="list-style-type: none"> ○ History/Social Science (73) AND ○ English (61) AND ○ General Science (64)

Notice to Candidates and Use of Retired MTEL for Licensure

We will continue to update the MTEL site to ensure that the timing of when tests will be updated is clear to candidates. Use the dropdown at [this link](#) to see timeline information for each test.

Please note that only one version of an MTEL can be made available to individuals at any given time. As such, as soon as an updated version of an MTEL is live, the previous version is considered retired and will no longer be made available to candidates. If a candidate wishes to take the current version of the test, we recommend that you advise them to take the test as far in advance as possible from the times that the tests will be updated.

If a candidate takes and passes an MTEL that becomes retired before the individual has met other licensure requirements, they can still use the retired MTEL passing score towards earning their license, or to add a new license in the future that requires the same test. There is no expiration date on the validity of a passing score on an MTEL.

² The Department is not considering the acceptance of specific science tests (Biology, Chemistry, Earth Science, Physics, Technology/Engineering) because they do not cover the range of content required in the objectives for the GC Math and STE subtest. 8

COURSE SCHEDULING/COURSE COMPLETION/TRANSFER CREDIT INFORMATION

Course Scheduling

Full-time for graduate students is considered two courses per semester in addition to a summer course. Every effort is made to ensure that courses typically taken in the same semester (that require a class meeting) have those meetings scheduled on different days. Students are encouraged to check the course schedule prior to registration for any conflicts. Contact your advisor with questions.

Incomplete Course, Retention in the Graduate Program

An incomplete (IN) may be awarded with the recommendation of the instructor when the student has completed 80% of the coursework but cannot complete the rest due to illness or some other serious reason. A student who has received an Incomplete in lieu of a course grade must make up the missing part of their coursework as required by the course instructor. Failure to do so will result in an automatic 0.0 for the course and possible dismissal from the program. *Check with the course instructor for confirmation of their due date for your incomplete coursework. That date will be in advance of the date listed on the Academic Calendar to allow adequate time for review of newly submitted coursework, grade calculation, and grade change through the Registrar's Office.* See [Academic Policies and Procedures](#) at for additional information regarding retention in the Graduate Programs.

Transferring Credits

- 1) All candidates in a graduate program **may** be allowed to transfer up to **6 graduate credits** from another institution. You must confirm this with your advisor.
- 2) Candidates are able to take up to **12 credits** prior to being matriculated into the program. To ensure that these will count toward your degree, **please check with your advisor prior to enrollment to ensure that the course will count toward your degree.**
- 3) Graduate degree programs must be completed **within six years** of the date of the student's first course in the program, including transfer credits.
- 4) [Transfer Graduate Credit Request](#) Form

*Please note that this form must be **typed** before printing for your signature. Once you have signed the form, it must be scanned to your advisor for review and approval. Also include a scan of the transcript sent to the Registrar*

MTEL REQUIREMENTS

The MTEL completion requirement for practicum eligibility has been waived through the Fall 2024 practicum semester. Upon successful completion of coursework, your degree will be awarded and you will be endorsed for licensure. However, *the DESE will NOT award your license until all required MTEls are met.* You are strongly encouraged to prepare for and take your MTEls prior to your practicum semester. The MTEL requirement for practicums beyond Fall 2024 will be decided at a later date. Our Center for Professional Studies provides MTEL test preparation support. For complete information on MTEL test prep scheduling and registration, visit <http://www.fitchburgstate.edu/academics/continuing-education/center-for-professional-studies/center-for-professional-studies-mtel-preparation-workshops/>.

License	Level	MTEls Required for Licensure https://www.doe.mass.edu/mtel/testrequire.html
Teacher of Students with Moderate Disabilities	PreK-8	General Curriculum (multi-subject + math subtest (Elementary Math (53), Middle School Math (65) or Mathematics (63) will also meet the math subtest requirement.)) + Foundations of Reading (Reading (08) will also meet this requirement.) In addition, a Competency Review is required for a Provisional license. <i>* See DESE MTEL Advisory for the General Curriculum Subtests page 7</i>
	5-12	General Curriculum (multi-subject + math subtest) or one of the following MTEL subject matter tests at the 5–8 or 8–12 grade level: English, History, Middle School Humanities (English/History) (50), Middle School Math/Science (51), Mathematics (65 and 63 only), science (Biology, Chemistry, Earth Science, General Science, Physics), or Political Science/Political Philosophy. (Elementary Math (53), Middle School Math (65), or Mathematics (63) will also meet the math subtest requirement.) + Foundations of Reading. (Reading (08) will also meet this requirement.). In addition, a Competency Review is required. <i>* See DESE MTEL Advisory for the General Curriculum Subtests page 7</i>
Teacher of Students with Severe Disabilities	All	General Curriculum (multi-subject + math subtest (Elementary Math (53), Middle School Math (65) or Mathematics (63) will also meet the math subtest requirement.)) In addition, a Competency Review is required. <i>* See DESE MTEL Advisory for the General Curriculum Subtests page 7</i>

SHELTERED ENGLISH IMMERSION (SEI) ENDORSEMENT

At this time, Fitchburg State University will endorse for SEI at program completion. If you need the SEI endorsement prior to program completion, please contact your advisor for assistance. If the SEI course is taken from an alternate provider for graduate credit, you may be eligible to transfer those credits in to your program provided the credits being transferred will not exceed the transfer credit limit and the course meets other transfer of credit policies.

PRE-PRACTICUM FIELD EXPERIENCES

Rationale for Pre-Practicum Experiences

The Massachusetts Department of Elementary and Secondary Education (DESE) is committed to ensuring that all PK-12 students have access to effective educators. They believe it is imperative that preparation results in candidates who are fully ready to positively impact student learning on day one of employment; this is especially true given that new teachers are twice as frequently assigned to teach in high poverty and high minority schools in our state. Therefore, it is expected that Sponsoring Organizations evaluate candidate readiness prior to the practicum in order to 1) identify at-risk candidates and provide them with the necessary supports and guidance to improve or exit the program and 2) monitor individual licensure programs to ensure that each is effective. (Guidelines for Prepracticum Guidelines, May 2018).

Definition of Pre-Practicum Experiences

The Massachusetts Department of Elementary and Secondary Education defines pre-practicum as the field-based experiences with diverse student learners that take place during the early part of a candidate's preparation (603 CMR 7.02). This includes all field-based experiences integrated into courses or seminars that address the Professional Standards for Teachers (PST) and the Subject Matter Knowledge (SMK) requirements.

Purpose of Pre-Practicum Experiences

The purpose of pre-practicum experiences is to provide candidates with multiple opportunities to apply learning from coursework into practice through increasingly authentic teaching experiences in preparation to successfully demonstrate readiness during the capstone preparation experience known as the practicum.

Fitchburg State University Pre-Practicum Experiences

Fitchburg State University Educator Preparation Programs (EPP) provide a variety of field-based experiences to help bridge theory and practice for Teacher Candidates (TC) that translate into more effective, well-prepared educators. As the Sponsoring Organization (SO), Fitchburg State University Program Supervisors (PS) collaborate with Supervising Practitioners (SP) from PK-12 school to offer high quality pre-practicum opportunities.

- Field-based experiences are fully embedded in program coursework such that connections between theory and practice are explicit.
- Responsibilities in pre-practicum and practicum experiences build to candidate readiness for full responsibility in the licensure role.
- Candidates receive high-quality, targeted feedback during field-based experiences that improves their practice.
- Candidate readiness for the licensure role is measured during a performance assessment that is implemented consistently across/within programs and rigorously such that only candidates who are ready to make a positive impact for PK-12 students in the licensure role complete the program.

PRE-PRACTICUM FIELD EXPERIENCES (continued)

Field Experience Site Requirements

Given these requirements, field experiences must provide candidates with:

1. appropriate modeling of Massachusetts Professional Standards for Teachers;
2. opportunities to plan and deliver instruction as defined in the Massachusetts Curriculum Frameworks incorporating the Common Core Standards; and
3. opportunities for targeted feedback on lesson plans and teaching experiences that is aligned with the Professional Standards for Teachers performance indicators.

To meet the intended outcomes and requirements of pre-practicum and practicum experiences, these experiences must be:

1. completed within a Massachusetts public school, approved private special education setting, a school that requires Massachusetts educator licensure, or a setting with curriculum referencing the Massachusetts Curriculum Frameworks incorporating the Common Core Standards,
2. under the supervision of a MA DESE initially licensed Moderate/Severe Disabilities teacher.

*In acknowledgment that exemplary practice also takes place outside of Massachusetts and in alternative settings, 20 hours of the candidate's total pre-practicum requirement may be in a setting not as defined above. **However, both Gateway I and II as well as the two Targeted Feedback Observations by the Supervising Practitioner must be completed in an approved DESE program under the supervision of a teacher who holds the license the candidate seeks.***

PRE-PRACTICUM FIELD EXPERIENCES (continued)

Diversity Requirement for Program Completers

Candidates who wish to conduct their practicum in a non-diverse setting must have completed at least 2/3 of the required pre-practicum hours in a diverse setting. A candidate who is employed at the school in which s/he wishes to complete the practicum (and it is a non-diverse setting), will be permitted (with approval of the Dean of Education) to conduct the practicum in the school, provided that the candidate is teaching in the role of the license sought. Additionally, the candidate will be required to document a minimum of two full days during which they observed and worked with students in a diverse setting, unless the candidate can provide evidence of previous experience working with diverse groups of students that equals or exceeds the 2/3 of the required pre-practicum hours. An **Alternative Diversity Project** must be completed prior to the end of practicum and will be assessed against a rubric. The candidate submits the completed and assessed Alternative Diversity Project with their licensure packet. *Contact your Program Advisor for this assignment, rubric, and detailed instructions.*

Diversity definition for determination of diverse settings includes:

- (1) a variety of individual differences (e.g., personality, interests, learning modalities, and life experiences), and
- (2) a variety of group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background) (InTASC Model Core Teaching Standards, p. 21).

For a site/classroom to be considered diverse, 3 of the 5 indicators below must be satisfied *as determined by a review of the school on the Department of Elementary and Secondary Education profiles web pages <http://profiles.doe.mass.edu>*. The population must include:

1. Students who are ethnically diverse (20% or more race/ethnicity other than white)
2. Students who are socioeconomically diverse (20% or more low income)
3. Students with disabilities (10% or more on Individualized Educational Programs-IEPs)
4. Students who are English language learners (10% or more first language is not English)
5. Students who are gifted and talented/academically advanced (student(s) require adaptations/additional assignments)

PRE-PRACTICUM FIELD EXPERIENCES (continued)

Pre-Practicum Field Experience Documentation

For each pre-practicum experience, the appropriate forms **must be submitted immediately following the pre-practicum experience to your course instructor via BlackBoard AND to our Licensure Office at cee@fitchburgstate.edu**. Paper copies can be submitted to the Licensure Office in the McKay Campus Building. *It is the candidate's responsibility to ensure that all required pre-practicum documents are submitted to the Licensure Office at the completion of each pre-practicum course.* Please retain originals/copies for your records.

Forms & Assessments	Documentation Required/Course Where Completed	Link to Forms Library <i>See Samples in Appendices</i>
General Pre-Practicum Forms (refer to Plan of Study)	Every course with a pre-practicum experience requires candidates to submit 2 forms <i>(may vary by instructor)</i> : <ul style="list-style-type: none"> ▪ <i>Pre-practicum Report Form</i> ▪ <i>Documentation of Field-Based Experiences</i> 	Pre-practicum Report Form Documentation of Field-Based Experiences
Candidate Dispositions Assessments	Candidates are required to submit a minimum of 2 CDAs prior to entry into practicum. One CDA is to be from a university faculty member and one is to be from a supervising practitioner. Both should be familiar with the candidates' work ethic and work with students.	Candidate Dispositions Assessment
Observation I with Targeted Feedback	SPED 8180 Positive Behavior Support for Students-Moderate <i>or</i> SPED 8020 Behavior Analysis and Supports - Severe Disabilities	Graduate Pre-Practicum Targeted Feedback Form
Observation II with Targeted Feedback	EDUC 7096 Sheltered English Immersion	
Gateway I * (Data Analysis)	SPED 9130 Advanced Identification and Remediation of Reading and Language-based Learning Dis. (PreK-8 and Severe) <i>or</i> SPED 8918 Reading and Writing: Methods for Secondary Students with Moderate Disabilities (5-12) <i>In this Gateway, teacher candidates are required to complete an assignment that involves analyzing a data set.</i>	TBD
Gateway II* (Observation of Teaching by University Faculty)	SPED 8915 Assessment, Curriculum, Strategies for Math (PreK-8 & Severe) <i>or</i> SPED 8916 Assessment, Curriculum, Strategies for Math (5-12) <i>This Gateway observation assesses candidate's practice of the PSTs and SMKs in PreK-12 settings. It provides feedback to candidates based on Teacher Candidate actions, student actions, and classroom environment. Candidates are scored to ensure minimum performance standards are met to pass the assessment and advance beyond the pre-practicum.</i>	Gateway II Assessment Observation Rubric

**Includes clearly defined minimum performance standards that candidates must meet in order to pass the assessment and ultimately advance beyond the pre-practicum. Candidates at risk of not meeting the standards will be identified and receive the necessary supports and guidance to improve or exit the program. If the candidate did not have a successful outcome on the Gateway, the candidate may be given an IP and complete additional prepracticum hours in conjunction with support from the supervisors in order to demonstrate competencies expected of this gateway.*

PRE-PRACTICUM FIELD EXPERIENCES (continued)

Candidate Dispositions Assessment

The Candidate Dispositions Assessment evaluates non-academic dispositions related to the Fitchburg State Education Unit Conceptual Framework, elements of the INTASC standards, and elements of the Massachusetts Department of Elementary and Secondary Education Professional Standards for Teachers. During the course of the program, teacher candidates must submit a minimum of two Candidate Dispositions Assessments prior to the practicum semester, one from a course instructor and one from a field supervisor who are familiar with the candidate's work with students and professional work ethic. *It is the candidate's responsibility to initiate the request for CDAs from a faculty member and supervising practitioner.*

SPECIAL EDUCATION COURSE PRE-PRACTICUM FIELD EXPERIENCES DESCRIPTIONS

COURSE	HR	PRE-PRACTICUM REQUIREMENTS
SPED 7023	15	Fifteen hours within a special education (7.5 hours) and general education (7.5 hours) classroom (PreK-12). Some course assignments are dependent on the field experience.
SPED 7950	20	Active involvement with at least one student with severe disabilities including a significant physical disability. You are required to spend a minimum of approximately three hours each week working with a student with physical/multiple disabilities. Your time will be focused on completing the 3 student-focused assignments.
SPED 8020	25	Candidates will be actively involved with students with disabilities. The candidate is expected to put in a minimum of 25 hours or as many hours as it takes to complete the required course assignment. As part of the pre-practicum experience, you must have ongoing contact with a student who exhibits one or more challenging or excess behaviors. This course includes a required <i>Targeted Feedback Observation</i> of the candidate's teaching by a supervising practitioner similarly licensed in the field sought by the candidate (Moderate or Severe).
SPED 8022	20	Each candidate will select a student with significant communicative needs. The candidate should plan to spend 2-3 hours per week with this student, for a minimum of 25 documented hours. The communication skill summary, IEP, and aided communication system will be completed with this specific student in mind.
SPED 8180	25	Candidates will be actively involved with students with disabilities. The candidate is expected to put in a minimum of 25 hours or as many hours as it takes to complete the required course assignment. As part of the pre-practicum experience, you must have ongoing contact with a student who exhibits one or more challenging or excess behaviors. This course includes a required <i>Targeted Feedback Observation</i> of the candidate's teaching by a supervising practitioner similarly licensed in the field sought by the candidate (Moderate or Severe).
SPED 8915 and 8916 <i>4 credits</i>	15	Gateway II Candidates will observe a classroom where math is being taught and look for strategies being used, curriculum being taught, as well as any accommodations and specialized instruction taking place in the classroom. Additionally, the candidate will be observed teaching by a university faculty member. Refer to page 12 and Appendix F for details.
SPED 8917	15	Candidates will select a standardized assessment, and conduct an observation of someone administering the assessment to a student. Candidates will administer a minimum of two standardized formal assessments to one individual. Candidates are also required to include at least 2 informal assessments from SPED 8918 or 9130 integrated with the formal testing results. These must be administered to the same individual.
EDUC 7096	25	Completed in a classroom setting with English learners who are classified as a level 1-5 on the WIDA assessment. These hours include observations and the teaching of 3 lessons. This course includes a required observation of the candidate's teaching by a supervising practitioner similarly licensed in the field sought by the candidate (Moderate or Severe).

PRACTICUM REQUIREMENTS

Well in advance of your practicum semester, contact your Program Advisor with any questions regarding practicum requirements. If you wish to use your employment for your practicum site, confirm with your advisor that your role, site, and student population meet the requirements for practicum.

Practicum is a field-based experience within an approved Massachusetts program in the role and at the level of the license sought, during which a candidate's performance is supervised jointly by the program supervisor and the supervising practitioner. The candidate is evaluated on a Candidate Assessment of Performance (CAP) for Initial License. Requirements for Practicum follow the same guidelines as those listed for Pre-Practicum Field Experiences (*pages 11-14*). Candidates for practicum will receive orientation materials including a Practicum Handbook that fully describes the expectations, activities, required outcomes, and timelines for practicum.

The Fitchburg State University approved programs for initial licensure requires a supervised semester long, full-day, full-week, full-semester practicum experience. This experience must include two weeks where the candidate has full responsibility in the role of the special educator. Candidates in the special education practicum must have opportunities appropriate to the license sought (Moderate or Severe Disabilities):

- ✓ design and deliver core content instruction as appropriate (English Language Arts, Mathematics, Social Studies, Science) to the students with disabilities;
- ✓ assess learning outcomes of students with disabilities on the classroom roster;
- ✓ administer to and evaluate testing of students with disabilities on the classroom roster;
- ✓ make decisions on instruction based on the assessment results for students with disabilities on the classroom roster;
- ✓ participate in Special Education and IEP meetings with teams including parents of students with disabilities on the classroom roster;
- ✓ assume the role of the special educator during the time(s) that the special educator has responsibilities of the specialized instruction for students on IEPs.

All practicum experiences MUST be in the role and level of the license being sought.

- 1) The **Moderate Disabilities PreK-8** license requires that candidates who are in a substantially separate setting spend **75** of their practicum hours in an inclusive general education setting.
- 2) The **Moderate Disabilities 5-12** license requires that candidates in a substantially separate setting spend **150** of their practicum hours in an inclusive general education setting.
- 3) The **Severe Disabilities** license requires that the practicum include:
 - a. 75 hours in an inclusive general education classroom; and
 - b. a minimum of 150 hours each in 2 different levels with students with severe disabilities (PreK-6, 5-8, 8-12). For instance, 150 hours in PreK-6 *and* 150 hours in 5-8.

PRACTICUM REQUIREMENTS (continued)

ESTABLISHING A MASSACHUSETTS PRACTICUM SITE

As most graduate candidates are employed full-time within a school, practicum experiences can often take place at the site where the candidate is employed. When needed, Fitchburg State University will establish an appropriate Moderate Disabilities or Severe Disabilities practicum placement on your behalf. You will be asked to indicate this need on your practicum application.

All practicum sites must be approved by the Field Experience Office and Graduate Chair or designee. The site must be conducive to the various roles and experiences required of the Moderate Disabilities or Severe Disabilities supervised practicum.

If you are a general education teacher-of-record in an inclusive classroom and you want to use this classroom as your special education practicum site, Fitchburg State University provides the following guidelines:

- **General Education Inclusive Classrooms** are defined as classrooms that serve both students with and without disabilities. The students with disabilities (a minimum of 5 on IEPs) *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.
- The general education inclusion teacher-of-record must assume the role of that special educator during the time(s) that the special educator has responsibilities of the specialized instruction for students on IEPs. This generally necessitates (by previous agreement) the switching of roles; the general education teacher-of record becomes the Special educator and the special educator becomes the classroom general education teacher.

It is imperative that you meet all practicum requirements as stated. All candidates, including those currently teaching in a general education classroom, must complete a teacher-of-record form that verifies all of the practicum requirements and experiences will be met. This document will be forwarded to you at the time of your application for practicum.

During your practicum, you will be assigned a University Program Supervisor. You will also have a supervising practitioner. If you are employed at your practicum site, you must secure an on-site supervising practitioner/mentor. **Eligible Supervising Practitioners (Mentors)** *hold an initial or professional license in the area of licensure that you seek, have taught under the initial license for at least 3 years, and have been rated proficient or higher on the Educator Evaluation System.*

NOTE: If you are unable to identify an eligible supervising practitioner who meets these eligibility criteria, it is possible to have an administrator act as your supervisor provided that he or she also possesses a teaching license. In this instance, it is necessary to complete the Supervising Practitioner Waiver as well as the Supervising Practitioner/Mentor Teacher Application. (Secure from your Program Advisor).

PRACTICUM REQUIREMENTS *(continued)*

APPLICATION FOR PRACTICUM

The semester prior to your practicum, you will receive an email from your Program Advisor with detailed instructions and documents required to apply for practicum. All practicum application materials are submitted to your Program Advisor for review and forwarding to the Coordinator of Field Experience. A complete Application for Practicum Packet includes:

1. your signed Stage Review that determines eligibility for practicum;
2. an Application for Practicum with a Supervisor Practitioner (Mentor) Application;
3. the Practicum Plan (required for candidates employed at their practicum site);
4. a statement from the practicum candidate verifying that the Education Unit Diversity Requirement (page 11) will be/has been met;
5. a statement from the practicum candidate verifying that the General Education Inclusion hours requirement will be/has been met; and
6. a Supervising Practitioner Waiver form (if needed).

NOTE:

Even if you have an MTEL pending, **you must submit a complete Application for Graduate Practicum Packet to your Program Advisor NO LATER THAN April 23** for fall and **October 23** for spring. Your Application will be held by the Field Experience Office pending successful completion of remaining MTEs. *If you need a placement, please submit your application as soon as possible.*

If you do not receive the above email and documents from your Program Advisor within 3 weeks of the application deadline, immediately contact ahogan@fitchburgstate.edu.

A fingerprint as well as a CORI background check are now required for practicum placements in the Commonwealth schools. If you have questions, contact **Lourdes Ramirez**, Coordinator of Field Experience, 978-665-3685, lr Ramirez1@fitchburgstate.edu for more information.

When your Application for Practicum Packet has been approved and your Stage Review processed by the Coordinator of Field Experience, you will be notified to register for the following **concurrent** courses:

SPED 8963: Practicum: Moderate Disabilities **and** SPED 9004 or EDUC 9004: Practicum Application and Research Seminar (*confirm course # with advisor*)

OR

SPED 8863: Practicum: Severe Disabilities **and** SPED/EDUC 9004: Practicum Application and Research Seminar (*confirm course # with advisor*)

Please remember that prior to being able to register for your practicum you must have completed and met all components of the Stage Review. It is also important to note that completing the Application for Graduate Practicum **does not register you** for the practicum or research seminar. You must register yourself for the Practicum and Seminar courses when you are notified by the Coordinator of Field Experience that you have been cleared to register.

PRACTICUM REQUIREMENTS (continued)

ORIENTATION TO PRACTICUM

Practicum candidates are expected to attend the Orientation to Practicum meeting at the beginning of the semester in which you will be completing your practicum. You will receive information on the Orientation schedule from the Coordinator of Field Experience when you have been cleared to register for Practicum. **Go to <http://www.fitchburgstate.edu/offices-services-directory/education-unit> to confirm when the Practicum Orientation to Graduate Practicum is scheduled.** This seminar will cover the components of the practicum experience, Practicum Handbook, and the Candidate Assessment of Performance process.

For a successful outcome, candidates are expected to follow all Practicum policies and procedures as outlined in the University Education Unit Practicum Handbook provided at Practicum Orientation and in the Education Unit [Forms Library](#).

SUPERVISION REQUIREMENTS FOR PRACTICUM CANDIDATES

Candidates are observed in the roles of providing direct instruction, assessing students, and at times supporting classroom teachers, paraprofessionals and other school personnel in areas delineated in the Council for Exceptional Children (CEC) Standards. Observations are completed by both the University Program Supervisor and the on-site Supervising Practitioner.

All evaluation forms serve as measuring devices to monitor progress and to identify areas of difficulty. Objectives will be developed among the candidate, University Program Supervisor and Supervising Practitioner. When necessary, an Action Plan will be developed to address any challenges.

Throughout the practicum, the University Program Supervisor maintains contact with the supervising practitioner to monitor and discuss the candidate's progress. It is the role of the University Program Supervisor to ensure that the candidate meets the Massachusetts Department of Elementary and Secondary Education requirements for the license the candidate is seeking. Although supervisors are required to observe the candidate's teaching four times during the practicum, additional visits will be made, if necessary.

PLEASE REFER TO THE FITCHBURG STATE UNIVERSITY EDUCATION UNIT *PRACTICUM HANDBOOK* in the [Forms Library](#) FOR SPECIFIC TIMELINES AND DETAILED EXPECTATIONS FOR A SUCCESSFUL EXPERIENCE.

We hope that you will enjoy your program experience and utilize this time to reflect on professional and targeted feedback to help you develop and polish your knowledge and skills in becoming an outstanding special educator!

APPENDIX A

Candidate Dispositions Assessment

The Candidate Dispositions Assessment evaluates non-academic dispositions related to the Fitchburg State Education Unit Conceptual Framework, elements of the INTASC standards, and elements of the Massachusetts Department of Elementary and Secondary Education Professional Standards for Teachers. During the course of the program, teacher candidates must submit a minimum of two Candidate Dispositions Assessments prior to the practicum semester, one from a course instructor and one from a field supervisor who are familiar with the candidate's work with students and professional work ethic. *It is the candidate's responsibility to initiate the request for CDAs from a faculty member and a field supervisor.* Keep a copy/original for your records.

Candidate: _____ ID # (required): @ _____ Major/License Sought: _____

 Reviewer completing form: _____ School/District: _____ Date: _____ Pre-Practicum Practicum

 Performance Ratings: 1—Unsatisfactory 2—Needs Improvement 3—Proficient 4—Exemplary N/O—Not Observed Undergraduate Graduate

Please note that candidates need to meet all elements in the Proficient category to receive a Proficient rating for an indicator. Should a candidate exhibit any of the actions and/or behaviors related to the Needs Improvement category or the Unsatisfactory category, the candidate will receive the lower rating. The Exemplary category is reserved for candidates who meet all criteria in the proficient level and who model the indicator elements for others.

Indicator	1—Unsatisfactory	2—Needs Improvement	3—Proficient	4—Exemplary	Rating	Comments
Candidate is knowledgeable. (Conceptual Framework Component 1)						
1. Communicates effectively in speech and in writing.	Oral communication often needs to be articulated more accurately, more clearly, or in a more appropriate tone. Written communication, including email, often needs to be better organized and ideas often need to be more clearly presented. Oral and written communication often lack Standard English Conventions (SEC).	On occasion oral communication needs to be articulated more accurately, more clearly, or in a more appropriate tone. On occasion written communication, including email, needs to be organized better with ideas more clearly presented. On occasion oral and written communication lack Standard English Conventions (SEC).	Oral communication is well-articulated and clear, with appropriate tone. Written communication, including email, is well-organized and ideas are presented clearly. Oral and written communication follow Standard English Conventions (SEC).	Communication skills are appropriate to the audience and the level of English proficiency, open and honest, and invite and encourage participation of others. Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language. Demonstrates active listening skills.		
2. Demonstrates preparedness for course work and/or field experience; understands when more information is needed and knows how to find it.	Often needs to better prepare for class/field experience assignments and activities. Often lacks information needed to be prepared and/or is unaware of how to find information needed.	On occasion needs to better prepare for class/field experience assignments and activities. Needs to obtain information to be prepared.	Well-prepared for all class/field experience assignments and activities; obtains information as needed through research and questioning.	Goes well beyond required preparation for class and/or field work. Evidence of extensive planning with probing questions, written notes, learning materials, etc. Preparation positively impacts learning/teaching effectiveness and peer/student learning.		
Candidate is skillful. (Conceptual Framework Component 2)						
3. Interacts with others (faculty, supervising practitioners, peers, students, and parents) in a thoughtful and considerate manner.	Often needs to interact with others in a more polite and professional manner. Often needs to be more considerate of multiple perspectives. Lacks appropriate response to conflict or misunderstandings.	On occasion needs to interact with others in a more polite and professional manner, which considers multiple perspectives. Needs to respond more appropriately to conflict or misunderstandings.	Interacts in a polite and professional manner with others. Communicates respectfully by considering multiple perspectives and responds appropriately to conflict or misunderstandings.	Always collaborates with others to promote positive group interactions and productivity. Listens and supports others to ensure a collaborative environment. Analyzes interactions to make appropriate adjustments to ensure a supportive and nurturing environment.		
4. Reflects on his/her work, behavior, and/or practice.	Often needs to recognize personal strengths and challenges. Often needs to respond more appropriately to suggestions and feedback from others and often needs to adjust work, behavior, and/or practice.	On occasion needs to recognize personal strengths and challenges. On occasion needs to respond more appropriately to suggestions and feedback from others and needs to adjust work, behavior, and/or practice.	Recognizes personal strengths and challenges. Responds appropriately to suggestions and constructive feedback from others and uses it to adjust work, behavior, and/or practice.	Always receptive of critical examination of personal strengths and challenges and solicits feedback on teaching effectiveness. Makes data driven decisions. Reflection results in changing work, teaching behaviors, and/or interactions with others.		
Candidate is ethical. (Conceptual Framework Component 3)						
5. Follows the ethics of the field.	Lacks judgment reflecting integrity, honesty, fairness, respect for intellectual property of others, and/or trustworthiness. Needs to protect the confidentiality of others.	On occasion judgment reflecting integrity, honesty, fairness, respect for intellectual property of others, and/or trustworthiness is questionable. Needs to better protect confidentiality of others.	Demonstrates sound judgment reflecting integrity, honesty, fairness, respect for intellectual property of others, and trustworthiness. Protects confidentiality of others.	Always demonstrates ethical behavior and serves as a role model/mentor for others. Deals directly with the consequences of actions and events; and works proactively to pursue positive outcomes.		
6. Demonstrates clear understanding of legal and moral obligations of the profession, mandated reporting responsibilities, and organizational rules and procedures.	Unaware of state and national laws and codes of ethics, mandated reporting responsibilities, and/or organizational rules and procedures or aware of this knowledge but unaware of how to apply it.	Needs to be aware of state and national laws and codes of ethics, mandated reporting responsibilities, and/or organizational rules and procedures. Needs to apply this knowledge as appropriate.	Is aware of state and national laws and codes of ethics, mandated reporting responsibilities, and organizational rules and procedures. Applies this knowledge as appropriate.	Serves as a resource for others in the profession. Shares the roles and responsibilities that apply to teachers within district guidelines, including rules for safety and emergency procedures.		

Candidate: _____

ID # @: _____

Date: _____

Indicator	1—Unsatisfactory	2—Needs Improvement	3—Proficient	4—Exemplary	Rating	Comments
Candidate is caring. (Conceptual Framework Component 4)						
7. Demonstrates respect for human diversity, community, and cultural perspectives.	Interactions with others lack equity. Practices to create and maintain an environment in which the diverse backgrounds, identities, and perspective of others are respected are limited.	On occasion equitable interactions with others are questioned. Needs to consistently use practices to create and maintain an environment in which the diverse backgrounds, identities, and perspective of others are respected.	Interacts equitably with others. Consistently uses practices to create and maintain an environment in which the diverse backgrounds, identities, and perspective of others are respected.	Always demonstrates consideration for people and multiple perspectives. Shows warmth, caring, respect, and fairness for all students and builds strong relationships. Looks for and creates opportunities to respond to and enhance cross-cultural understandings. Invites and integrates students' individual differences into the classroom environment.		
8. Demonstrates respect for students' differences and the belief that all students can learn.	Often needs to set high expectations for each student. Often lacks the use of appropriate practices and strategies to accommodate differences in learning and/or social emotional needs.	On occasion needs to set high expectations for each student. Needs to consistently use appropriate practices and strategies to accommodate differences in learning and/or social emotional needs.	Sets high expectations for each student. Uses appropriate practices and strategies to accommodate differences in learning and social emotional needs.	Demonstrates without exception the belief that all students can learn. Sets high expectations for students and conveys an expectation of high levels of student effort. Persists with students to try to help them learn. Takes student interests into account.		
Candidate behaves in a professional manner.						
9. Meets all delegated obligations.	Course work and/or field experience responsibilities are not met on a regular basis and/or are late. Needs to be engaged in course work and/or field experiences.	On occasion course work and/or field experience responsibilities are not met and/or are late. Needs to be more engaged in course work and/or field work.	Fulfills all course and/or field experience responsibilities. Is consistently punctual and present.	Shares responsibility with others to complete assigned tasks, as appropriate. May fulfill obligations early. Notifies appropriate people of unavoidable tardiness and absences.		
10. Demonstrates professional demeanor and a passion for teaching.	Often lacks demonstration of professional demeanor, conduct, and/or appearance. Appropriate and prompt responses to communications are limited. Needs to show enthusiasm for teaching.	On occasion needs to demonstrate more professional demeanor, conduct, and/or appearance. Needs to appropriately and promptly respond to communications on a more consistent basis. Needs to show more enthusiasm for teaching.	Consistently demonstrates professional demeanor, conduct, and appearance. Appropriately and promptly responds to communications. Shows enthusiasm for teaching.	Models professional demeanor, conduct, and appearance for others as well as a passionate commitment to and understanding of teaching as lifelong learning. Enthusiastically and constructively responds to student ideas and the ideas of others.		

Adapted in part from CAEP University Dispositional Rubric, Charlotte Danielson's Framework for Teaching, Kim Marshall's Teacher Evaluation Rubrics, Robert Marzano's Teacher Evaluation Model, and the Massachusetts Model System for Teacher Evaluation

Reviewer Name (type/print): _____ Reviewer Signature: _____ Date: _____

 Reviewer is (check one): Supervising Practitioner University Supervisor University Advisor Course Instructor

Candidate Name (type/print): _____ Candidate Signature: _____ Date: _____

If a candidate objects to the Dispositions Assessment by any individual, the candidate should follow the Student Grievance procedure as outlined in the University Catalog.

APPENDIX B

Pre-Practicum Report Form

This document is required for all pre-practicum field experiences. At the end of the semester, the teacher candidate (graduate student) must submit the completed document to the course instructor via BlackBoard AND to the Fitchburg State Licensure Office at cee@fitchburgstate.edu. Keep a copy/original for your records.

Student name: _____ Semester taken: _____

Student ID (required): @ _____ Major/Field: _____

Student address: _____
street city state zip code

Pre-practicum course number and title: _____

Grade level(s): _____ Clock hours: _____

List of pre-practicum activities/responsibilities: _____

Initial contact (meeting, email, etc.) at which expectations for the pre-practicum and the associated paperwork were discussed.

Date: _____ Teacher Candidate: _____ Supervising Practitioner: _____

Midpoint contact held midway through the pre-practicum at which the pre-practicum experience was discussed.

Date: _____ Teacher Candidate: _____ Supervising Practitioner: _____

Final meeting held to complete evaluation/reflection of the pre-practicum experience and associated paper work.

Date: _____ Teacher Candidate: _____ Supervising Practitioner: _____

Special considerations: _____

The above student has completed a pre-practicum which has been designated by the University as a field-based experience related to the role of the major/field mentioned above.

Signature—Course Professor/Instructor: _____ Date: _____

Signature—Classroom Supervising Practitioner _____ Date: _____

Classroom Supervising Practitioner

PLEASE PRINT the information requested below.

Classroom Supervising Practitioner (Please print first and last name): _____

Pre-practicum school site (school name): _____

Pre-practicum school site address: _____
street city state zip code

Contact phone number: _____ E-mail: _____

APPENDIX C

Documentation of Field-based Experiences

This document is required for all pre-practicum field experiences. At the end of the semester, the teacher candidate (graduate student) must submit the completed document to the course instructor via BlackBoard AND to the Fitchburg State University Licensure Office at cee@fitchburgstate.edu. Keep a copy/original for your records.



FITCHBURG STATE UNIVERSITY

Documentation of Field-Based Activities

Student Name _____ Student Falcon ID # @ _____

Course **Number and Name** _____

School Name _____ City/Town _____

Grade Level/Subject _____ Semester and Year _____

Date	Purpose/Activity	Time	Hours	Initials
			TOTAL HOURS	

Student Signature _____ Date _____

Supervising Practitioner Signature _____ Date _____

Course Instructor Signature _____ Date _____

STUDENT MUST SUBMIT TO THE FITCHBURG STATE LICENSURE OFFICE – cee@fitchburgstate.edu

APPENDIX D

Graduate Pre-Practicum Targeted Feedback Form

This document is required for **SPED 8180 Positive Behavior Supports** (Moderate) or **SPED 8020 Behavior Analysis and Supports** (Severe) *AND* **EDUC 7096 Sheltered English Immersion**. When completed by the teacher candidate's supervising practitioner and comprehensively discussed with targeted feedback, the teacher candidate (graduate student) must submit the completed document to the course instructor via BlackBoard *AND* to the Fitchburg State University Licensure Office at cee@fitchburgstate.edu. Keep a copy/original for your records.

GRADUATE PRE-PRACTICUM TARGETED FEEDBACK FORM

Candidate Name:	Candidate ID: @	Supervising Practitioner:	School: District:
Grade Level:	Lesson Focus:	<input type="checkbox"/> Whole Group <input type="checkbox"/> One-on-One	<input type="checkbox"/> Small Group <input type="checkbox"/> Other
Program and Course			
Early Childhood PreK-2 <i>Course # and Name:</i>		Elementary Education 1-6 <i>Course # and Name:</i>	
Moderate Disabilities PreK-8 <i>Course # and Name:</i>		Moderate Disabilities 5-12 <i>Course # and Name:</i>	
Severe Disabilities All Levels <i>Course # and Name:</i>		Education 5-12 <i>Course # and Name:</i>	
Six of the Seven Essential Elements to be considered for Targeted Feedback - Please provide FEEDBACK on at least 2 of these 6			
1.A. 1: Subject Matter Knowledge <ul style="list-style-type: none"> Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. 		2.A. 3: Meeting Diverse Needs <ul style="list-style-type: none"> Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners. 	
1.A. 4: Well-Structured Lessons <ul style="list-style-type: none"> Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. 		2.B. 1: Safe Learning Environment <ul style="list-style-type: none"> Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. 	
1.B. 2: Adjustments to Practice <ul style="list-style-type: none"> Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students. 		2.D. 2: High Expectations <ul style="list-style-type: none"> Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability. 	
Essential Element: _____			
Targeted Feedback: <i>Please provide evidence related to the essential element and provide targeted feedback to teacher candidate below:</i>			
Essential Element: _____			
Targeted Feedback: <i>Please provide evidence related to the essential element and provide targeted feedback to teacher candidate below:</i>			

GRADUATE PRE-PRACTICUM TARGETED FEEDBACK FORM *page 2*

Candidate Name:	Candidate ID: @	Supervising Practitioner:	School: District:
------------------------	------------------------	----------------------------------	------------------------------

Areas of Reinforcement: <i>The area(s) of reinforcement should identify the candidate's instructional strength in a way that encourages the continuation of effective practices in the future.</i>	Areas of Refinement: <i>The area(s) of refinement should identify the areas in need of instructional improvement.</i>

Submission Instructions

- Teacher Candidate:
- 1. Scan and send to Licensure Office at cee@fitchburgstate.edu (PDF not jpeg).
 - 2. Upload to the course BlackBoard site or Google Classroom.

APPENDIX E

Gateway II Assessment Observation Rubric

This document is completed by the course instructor in **SPED 8915 Assessment, Curriculum, and Strategies in Math (PreK-8)** or **SPED 8916 Assessment, Curriculum, and Strategies in Math (5-12)**. After a comprehensive discussion between the teacher candidate and the observing course instructor, the completed document is submitted to the Fitchburg State University Licensure Office at cee@fitchburgstate.edu. Keep a copy/original for your records.

GATEWAY II ASSESSMENT OBSERVATION RUBRIC

Candidate Name:	Candidate ID: @	Observer Name:	Observer Title:	School: District:
Grade Level:	Lesson Focus:		<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group	One-on-One Other
Program and Course				
Early Childhood PreK-2 <i>Course # and Name:</i>		Elementary Education 1-6 <i>Course # and Name:</i>		
Moderate Disabilities PreK-8, 5-12 <i>Course # and Name:</i>		Education 5-12 <i>Course # and Name:</i>		
Severe Disabilities All Levels <i>Course # and Name:</i>		Program Areas for Secondary and Middle School majors (PASM) <i>Course # and Name:</i>		

Directions for Gateway II Assessment: This observation/gateway assesses candidate practice of the PSTs and SMKs in PK-12 settings. It provides feedback to candidates (TC) based on TC actions, student actions, and classroom environment. Candidates are scored to ensure minimum performance standards are met to pass the assessment and advance beyond the pre-practicum.

Upon completion of a formal observation, the observer will rate the teacher candidate’s lesson performance using the criteria listed below. Please use the score column to indicate the rating of Not Meeting, Approaching, Meeting, and Not Observed (N/O) in the lesson.

Criteria (Essential Elements)	Not Meeting 0	Approaching 1	Meeting 2	Score 0-2, N/O
1. Well-structured lessons that actively engage students in the learning	Candidate’s use of instructional strategies, activities, materials, resources, technologies, and/or grouping did not actively engage students in the learning.	Candidate demonstrated limited use of instructional strategies, activities, materials, resources, technologies, and/or grouping and it led to limited active engagement of students in the learning.	Candidate used various instructional strategies, activities, materials, resources, technologies, and/or grouping to actively engage students in the learning.	
2. Safe environment that encourages students to take academic risks	Candidate did not utilize classroom management strategies and routines to create a safe environment thus interfering with student learning.	Candidate utilized minimal classroom management strategies and routines to create a safe environment thus leading to limited student learning.	Candidate utilized classroom management strategies and routines to create a safe environment thus leading to increased student learning.	
3. High expectations that reinforces student efforts	Candidate did not model instruction to reinforce the use of ways for students to master challenging material through effective effort.	Candidate demonstrated minimal modeling of instruction to reinforce the use of ways for students to master challenging material through effective effort.	Candidate modeled instruction that reinforced the use of ways for students to master challenging material through effective effort.	

Criteria (Essential Elements)	Not Meeting 0	Approaching 1	Meeting 2	Score 0-2, N/O
4. Adjustments to practice that facilitate student learning	Candidate used assessments, instruction, and/or feedback did not lead to necessary adjustments to his/her practice.	Candidate used assessments, instruction, and/or feedback that led to limited adjustments to his/her practice.	Candidate effectively used assessments, instruction, and/or feedback that led to adjustments to his/her practice.	
5. Use of Assessments to measure growth of student learning	Candidate did not use assessments to monitor growth of student learning in the lesson.	Candidate used a limited assessment tool(s) that monitored student learning in the lesson.	Candidate used appropriate assessment(s) that clearly evidenced the growth of student learning in the lesson.	
6. Meeting diverse needs of all students	Candidate did not differentiate instruction or adapt high quality materials to accommodate differences in learning styles, needs, interests, and/or levels of readiness, including those of students with disabilities and/or English learners.	Candidate implemented limited differentiated instruction and/or minimally adapted high quality materials to accommodate differences in learning styles, needs, interests, and/or levels of readiness, including those of students with disabilities and/or English learners.	Candidate differentiated instruction and adapted high quality materials to accommodate differences in learning styles, needs, interests, and/or levels of readiness, including those of students with disabilities and/or English learners.	
7. Accuracy and depth of knowledge in the subject-matter knowledge	Candidate demonstrated inaccuracy and limited depth of knowledge in the content; therefore, limiting students' opportunity to acquire complex knowledge and subject-specific skills and vocabulary.	Candidate demonstrated accuracy in the standards-based content and/or limited depth of knowledge in the content; therefore, limiting opportunities for students to acquire complex knowledge and subject-specific skills and vocabulary.	Candidate demonstrated accuracy and depth of knowledge in the standards-based content that enabled students to acquire complex knowledge and subject-specific skills and vocabulary.	
8. Fluency in subject-matter (vertical alignment/vertical progression of learning)	Candidate asked questions that didn't create opportunities for students to make connections to previous and relevant content across grade levels.	Candidate asked questions in the content which created limited opportunities for students to make connections to relevant content across grade levels.	Candidate asked high quality questions in the content which created opportunities for students to make connections to previous and relevant content across grade levels.	

Areas of Reinforcement: <i>The area(s) of reinforcement should identify the candidate's instructional strength in a way that encourages the continuation of effective practices in the future.</i>	Areas of Refinement: <i>The area(s) of refinement should identify the areas in need of instructional improvement.</i>

Comments:

Gateway Assessment Passage Criteria:

Pass: Candidates must attain Meeting the Criteria scores in the following four 4 categories:

- Well-structured lessons that actively engage students in the learning. *(Criteria 1)*
- Use of Assessments to measure growth of student learning. *(Criteria 5)*
- Accuracy and depth of knowledge in the subject-matter knowledge. *(Criteria 7)*
- Fluency in subject-matter (vertical alignment/vertical progression of learning). *(Criteria 8)*

Fail: Complete Education Unit at Risk Teacher Candidate Action Plan

<https://www.fitchburgstate.edu/offices-services-directory/education-unit/practicum-licensure/forms-library-practicumlicensure/>

Observer's Signature:	Date:	
Candidate's Signature:	Date:	My signature indicates that I accept the recommendations of the Program Supervisor and understand that this is based on one observation in one classroom. Additional CAP competencies will be evaluated in the practicum for teacher licensure.

APPENDIX F

Graduate Stage Review

The Stage Review evaluates the candidate's eligibility for practicum. The Stage Review looks at the candidate's course preparation, GPA, pre-practicum documentation, MTEL completion, etc. When all components of the Stage Review are met as determined by the Coordinator of Field Experience, the candidate receives formal approval from the Coordinator of Field Experience to register for the practicum.

Stage Review—Formal approval to register for practicum/internship (semester prior to student teaching/practicum)

Candidate: _____ Banner I.D.: _____

Educator Licensure Program (Required): _____ Level: _____

Advisor Instructions
Step 1 Review candidate records and respond to statements below regarding requirements.

Step 2 Make recommendations and invite candidate response.

Step 3 Make a copy of this form for the candidate’s advising folder.

Step 4 Forward the form along with Candidate Dispositions Assessment(s) and other supporting documents to the Licensure Office within one week of completion of the Review.

For the items below, please provide the appropriate answer. If “No,” please note the next action step under “Comments.” Check the appropriate box under Advisor’s Recommendations on the back of this form.

Requirement	Yes	No	N/A	Comments
1. Two Candidate Dispositions Assessment Forms have been submitted with acceptable ratings; one must be from a course instructor and one from a source familiar with your current work in education.				
2. The candidate has completed all professional coursework required for the practicum.				
3. Candidate meets cumulative GPA requirement of at least a 3.0.				
4. The candidate has made up any failed courses.				
5. The candidate understands that while they can complete their program and be endorsed for licensure without passing their content MTEs, they will not receive their license from the Department of Elementary and Secondary Education until all required MTEs are passed. This content policy is only valid through the Fall 2024 practicum semester.				
6. The candidate is aware that a misdemeanor or felony could prevent them from obtaining a license and that he/she should contact the Massachusetts Department of Elementary and Secondary Education for advisement.				
7. The candidate has completed the required field experiences and has received positive evaluations by course instructors and supervising practitioners. The candidate is aware that the appropriate documentation must be filed with the Licensure Office.				
8. A current degree evaluation has been reviewed with the candidate and, if applicable, Student Petitions have been submitted. If applicable, the candidate has been advised to apply for Graduation.				
9. If the candidate has undergone a Departmental Review, all outcome conditions have been met.				

Advisor's Recommendations (check all that apply)

- Candidate meets all Stage Review requirements and, pending final review by the Coordinator of Field Placements, Partnerships, and Recruitment, is approved to register for Practicum and Research Application Seminar Course #: _____
- Candidate does not meet all Stage Review requirements: (check all that apply)
 - Contact faculty member or field supervisor to obtain Candidate Disposition
Note: A candidate earning a "1" in two or more Disposition areas requires a Departmental Review
 - Take specific courses (provide course number and title): _____
 - Meet the requirements of the previously conducted Departmental review, if applicable.

General Advising Recommendations

Candidate's Decision

I, _____, certify that I have reviewed this form with my advisor.
Candidate's Printed Name

My signature below indicates that:

- I would like to continue in the program. I understand that I must satisfy all of the requirements outlined on this form to be approved to register for the practicum.
All candidates must apply for practicum through the Coordinator of Field Placements, Partnerships, and Recruitment. Approval of your Stage Review decision will be confirmed through a letter from the Dean of the School of Education. That letter serves as permission to register for the appropriate Graduate Practicum and Research Application course (see above). Registration into the practicum and research course is the responsibility of the candidate.

Candidate's signature: _____ Date _____

Advisor's and/or chair's signature: _____ Date: _____

Is the candidate's decision approved by the Dean of the School of Education or Designee? Yes No.

If no, please state a reason for non-approval: _____

Reviewed by

Printed name of Dean of the School of Education or Designee: _____

Signature: _____ Date Reviewed: _____

APPENDIX G

Application for Practicum with Supervising Practitioner (Mentor) Application

The Application for Practicum is completed by the teacher candidate. The Application for Supervising Practitioner (Mentor) is completed by the Supervising Practitioner and signed by the Supervising Practitioner and the Principal or building administrator. The Principal or building administrator must make a recommendation for the Supervising Practitioner (Mentor) on page 2 as well as sign the application indicating approval for the selected Supervising Practitioner to fully participate in the practicum activities in support of the teacher candidate. Both Applications are returned to the Program Advisor for review, along with the appropriate Practicum Plan (see Appendices H and I).



APPLICATION FOR GRADUATE MODERATE OR SEVERE PRACTICUM

A Stage Review with your Program Advisor is required to determine eligibility practicum and must be submitted to your Advisor before the Application for Practicum can be approved. Completion of this Application does not register you into the Practicum.

Name: _____		Student ID #(Required): @ _____	
License Sought/Level: _____		Semester Student Teaching: _____	
Home Address: _____		_____	
Street	City	State	zip code
Home/Cell Phone: _____		Student Email Address: _____	
MEPID: _____		Date of Birth: _____	

MTEL TEST STATUS			STAGE REVIEW Status	
Attach MTEL results not previously reported to Fitchburg State			Check appropriate boxes	
Test	Date Passed	Date Taking		
Foundations of Reading (if required)			<input type="checkbox"/>	I have completed a Stage Review with my Program Advisor (required for processing of Application).
General Curriculum Multi-subject			<input type="checkbox"/>	I will contact my Advisor to arrange a Stage Review
General Curriculum Math			<input type="checkbox"/>	All MTEL results have been sent to Fitchburg State or are attached.
Content (Specify) <i>for 5-12 Moderate</i>			<input type="checkbox"/>	

PRACTICUM SITE INFORMATION

Are you employed at your practicum site? Yes, information is below No, skip to Location Preferences below

Name of School/Site: _____

Complete school address: _____

Street City State zip code

School Principal and phone number: _____

Who will be your on-site supervising supervisor? _____

Supervising Practitioner/Mentor Teacher Application required. Must contain a recommendation and signature of your Principal/Building Administrator

Licensure of your on-site supervisor (License & Level): _____

Supervising Practitioner must be licensed in the field of the license sought with at least of 3 years of teaching experience)

Fully describe your role and population of students with whom you work during your practicum. Include:

- 1) the grade(s) you will be teaching
- 2) a complete description of the disabilities included in the classroom,
- 3) the core content areas you will be teaching (3 for Moderate PreK-8 and Severe, 2 for Moderate 5-12)
- 4) if your setting is substantially separate, general education inclusion, or combination

2. Describe how you will or have met the General Education Inclusion Requirement (75 hours for Moderate Pre-K and Severe, 150 hours for Moderate 5-12). *A General Education Inclusion Classroom is a setting that serves both students with and without disabilities. The students with disabilities must be receiving some of their IEP services in the classroom setting. There must be 5 students on IEPs. 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.*

3. Describe how you will or have met the Diversity Requirement – must be confirmed on www.profiles.doe.mass.edu (for example: “employed at a Diverse site”, “previous experience” (documented and submitted to advisor), “will complete an Alternative 2-Day Diversity Project”). *Requirement is that 3 of 5 must be met as follows:*

- Ethnically Diverse – 20%
- Socio-economically Diverse – 20%
- Students with Disabilities – 10%
- Students who are ELL – 10%
- Students who are gifted/talented - 10%

4. FOR SEVERE DISABILITIES PRACTICUM ONLY: Describe how you will or have met the multiple level requirement: (150 hours in 2 of the 3 required levels: PreK-6, 5-8, 8-12).

If not employed in an appropriate setting
PRACTICUM PLACEMENT LOCATION PREFERENCES
(List 3 in order of preference)

Experience in a diverse setting is required (for current list of partnership sites, see www.fitchburgstate.edu/edunit > Practicum/Licensure)

Grade Level Preference(s) _____

	District	School
1		
2		
3		

A Complete Application for Practicum Packet includes these 4 documents. IF YOU ARE REQUESTING TO BE PLACED BY THE FITCHBURG STATE FIELD EXPERIENCE PLACEMENT OFFICE, ONLY SUBMIT THE SIGNED STAGE REVIEW AND THE APPLICATION FOR PRACTICUM:

- Signed **Stage Review** with all remaining documents indicated as missing
- Application for Graduate Moderate or Severe Practicum**
- Supervising Practitioner (Mentor) Application** with SP recommendation and signature of Principal/Building Administrator (if employed at practicum site)
- Moderate Disabilities or Severe Disabilities Practicum Plan** signed by selected SP and Principal (if employed at practicum site)



Education Unit

Supervising Practitioner (Mentor) Application Form

Selection Criteria

- Ability to mentor beginning teachers, time to observe and work with teacher candidates to provide support, guidance and expertise in a nurturing, constructive manner, including using Fitchburg State assessment forms.
- Provide opportunities for teacher candidates to implement best practices as defined by the University program.
- Provide feedback about the teacher candidate’s knowledge, skills and dispositions to the university supervisor, whose responsibility it is to assign a grade.
- Hold licensure in the candidate’s field of study with minimally 3 years of teaching under the initial license.
- Have recognized excellence in teaching including the support of the building Principal (*page 2 of this Application*).
- Eligible supervising practitioners must have a rating of proficient or higher on their last Teacher Evaluation (if implemented within the district.)

Compensation

Teachers who mentor Fitchburg State practicum candidates in their practicum site will be awarded a 1.5 credit tuition voucher for 8 weeks of supervision and a 3 credit tuition voucher for 16 weeks of supervision. Vouchers are transferable. All assigned supervising practitioners/mentors receive documentation of hours spent in supervision.

Part A. Educational Preparation *Please attach resume if readily available*

Supervising Practitioner’s Name: _____
 Teacher Candidate’s Name: _____
 Subject and Grade Currently Teaching: _____
 School: _____ Phone #: _____
 Address: _____
 City/Town/Zip code: _____
 Email address _____ Can students contact you here? Yes No

UNIVERSITY/COLLEGE	DEGREE	MAJOR(S)	GRADUATION DATE

Part B. Licenses Held in Massachusetts *if possible, attach copy of License(s)*

FIELD/LEVEL OF LICENSE(S)	LICENSE NUMBER (required)	TYPE OF LICENSE(S) <i>please check</i>
1		<input type="checkbox"/> Provisional <input type="checkbox"/> Initial <input type="checkbox"/> Professional
2		<input type="checkbox"/> Provisional <input type="checkbox"/> Initial <input type="checkbox"/> Professional
3		<input type="checkbox"/> Provisional <input type="checkbox"/> Initial <input type="checkbox"/> Professional

Supervising Practitioner MEPID Number: _____

Part C. Professional Status *Please check all that apply*

- I have been teaching under an initial license full time for at least 3 years.
- I have professional status in my current district.
- I have held professional status in other districts. (Please list)

I wish to be considered as a mentor teacher for the following grade(s) and subject matter:

Please share any special area of interest or skills that will help us in assigning candidates for you.

I attest that the above licensure information is correct and on file with the Massachusetts Department of DESE

Mentor Teacher Signature

Date

Part D. Principal's Verification

Principal's Name: _____ Phone Number: _____

Email Address: _____ District: _____

My signature certifies that this teacher meets the above selection criteria, has the license(s) indicated in Part B and has my approval to host a Fitchburg State University practicum candidate. My signature also certifies that this teacher has earned a rating of proficient or higher on the new Teacher Evaluation System, if implemented within the District.

I offer the following recommendation regarding this teacher as a mentor of beginning teachers:

- Do not recommend
- Recommend with reservation (Please explain)

- Recommend
- Highly recommend

Comments:

Signature of Principal/Vice Principal

Date

Part E. Action by the Office of Licensure

- Approved as a mentor.
- Not approved as a mentor.
- Other: Specify _____

Lourdes Ramirez
Coordinator of Field Placements, Partnerships, and Recruitment

Date

APPENDIX H

Moderate Disabilities Practicum Plan

This is a required document as part of the Application for Practicum review and approval process that is acknowledged by the practicum candidate, the supervising practitioner, and the building administrator. The signed document is returned to the Program Advisor as a part of the Application for Practicum packet.

Moderate Disabilities Practicum Plan – Request to Complete Practicum while Employed

Practicum is a field-based experience within an approved Massachusetts program in the role and at the level of the license sought, during which a candidate's performance is supervised jointly by the program supervisor and the supervising practitioner. Practicum is **a semester long, full-day, full-week practicum experience and MUST** be in the role and at the level of the license being sought, and must include *teaching small and large groups of students*. As a part of the practicum:

1. The Moderate Disabilities practicum requires that candidates who are in a substantially separate setting spend **75** (for the PreK-8 license) **or 150** (for the 5-12 license) of their practicum hours in a general education inclusion setting.
2. A minimum of **100** of the practicum hours must be spent in full responsibility, which includes the 2-week take over.

If you are requesting to complete your practicum in your **general education inclusion classroom**, the school must have designated your classroom as an inclusion classroom. There must be at least 5 students on IEPs who require the services of a teacher with a Moderate Disabilities License. The practicum student must assume the role of that special educator during the time(s) that the special educator has responsibilities of the specialized instruction for students on IEPs. This generally necessitates (by previous agreement) the switching of roles; teacher becomes the special educator and the special educator becomes the classroom teacher. It is also required that practicum students in a general education inclusion classroom follow at least one child to his/her pull-out instructional group. The practicum student is responsible for the planning, implementation, assessment, and follow-up of instruction for this small group of students with shared academic IEP goals throughout the practicum semester. A detailed plan is required with this form.

Attach a written description of how you will meet the inclusion and diversity requirements for the Moderate Disabilities practicum (refer to handbook). If you are not in the role of a Moderate Disabilities teacher, also include a description of how you will serve in this role during the practicum, addressing the requirements listed in the table below.

✓	Practicum Requirement (check requirements that will be met)
	I am <i>employed</i> in the role of a Moderate Disabilities teacher .
	If you are not <i>employed</i> in the role of a Moderate Disabilities teachers, what is your role with Moderate Disabilities students? Specify below:
	I have an agreement with the Special Education Teacher assigned to my classroom that he/she will allow me to switch roles to meet the increasing responsibility of the practicum and meet all requirements.
	As the teacher of record, I will have the opportunity to design and deliver core content instruction as appropriate (English Language Arts, Mathematics, Social Studies, Science) to the students with disabilities on my classroom roster. <i>NOTE: The PreK-8 practicum requires that a minimum of 3 content areas be taught; the 5-12 practicum requires a minimum of 2 content areas be taught.</i>
	My current role requires, or I will have the opportunity to, assess learning outcomes of students with disabilities on the classroom roster.
	My current role requires, or I will have the opportunity to, administer to and evaluate testing of students with disabilities on the classroom roster.
	My current role requires, or I will have the opportunity to, make decisions on instruction based on the assessment results for students with disabilities on the classroom roster.
	My current role requires, or I will have the opportunity to, participate in Special Education and IEP meetings with teams including parents of students with disabilities on the classroom roster.
	My current role requires, or I will have the opportunity to, assume the role of the special educator during the time(s) that the special educator has responsibilities of the specialized instruction for students on IEPs . In a general education inclusion setting, this includes following at least one child to his/her small group pull out instructional group.

NOTE: Document the time spent in the above activities, and all other practicum experiences, on the *Documentation of Practicum Hours* Form that is maintained throughout the practicum.

I understand the above requirements for an approved practicum. My signature below provides assurance that the required components of the practicum will be met.*

***Teacher Candidate Signature:** _____ **Date:** _____

***Principal or Designee Signature:** _____ **Date:** _____

***Supervising Practitioner Signature:** _____ **Date:** _____

Program Chair/Designee Approval: _____ **Date:** _____

Director of Licensure/Designee Approval: _____ **Date:** _____

APPENDIX I

Severe Disabilities Practicum Plan

This is a required document as part of the Application for Practicum review and approval process that is acknowledged by the practicum candidate, the supervising practitioner, and the building administrator. The signed document is returned to the Program Advisor as a part of the Application for Practicum packet.



Severe Disabilities Practicum Plan – Request to Complete Practicum while Employed

Practicum is a field-based experience within an approved Massachusetts program in the role and at the level of the license sought, during which a candidate's performance is supervised jointly by the university program supervisor and the supervising practitioner. Practicum is a **semester long, full-day, full-week practicum experience and MUST** be in the role and at the level of the license being sought. As a part of the practicum:

1. The Severe Disabilities license requires that candidates who are in a substantially separate setting spend **75** of their practicum hours in an inclusive general education setting. This may be met prior to practicum with approval.
2. The Severe Disabilities license requires that candidates spend 150 hours at each of any **two** of the following levels: PreK – 6, 5 – 8, and 8 – 12. One level may be met prior to practicum with approval. This approval does not shorten the practicum semester, which remains full-day, full-week, full- semester.
3. A minimum of **100** of the practicum hours must be spent in full responsibility, which includes the 2-week take over.

If you are not in the role of a Severe Disabilities teacher, include a detailed description of how you will serve in this role during the practicum, addressing the requirements listed in the table below.

Candidates in the Severe Disabilities practicum must design and deliver core content instruction as appropriate (English Language Arts, Mathematics, Social Studies, Science) to a consistent roster of students with severe disabilities, as well as assess learning outcomes, administer and evaluate testing, make decisions on instruction based on the assessment results, and participate in Special Education and IEP meetings with teams including parents for the students on that roster.

Initial that component will be met	Practicum Requirement
	I am the teacher-of-record for my desired practicum site and in the role of a Severe Disabilities teacher, <i>OR</i>
	If you are not in the role of a Severe Disabilities teacher-of-record, what is your role with Severe Disabilities students?
	My current role requires, or I will have the opportunity to, continuously design and deliver core content instruction as appropriate (ELA, Mathematics, Social Studies, Science) to students with severe disabilities.
	My current role requires, or I will have the opportunity to, continuously assess learning outcomes of students with severe disabilities.
	My current role requires, or I will have the opportunity to, continuously administer to and evaluate testing of students with severe disabilities.
	My current role requires, or I will have the opportunity to, continuously make decisions on instruction based on the assessment results for students with severe disabilities.
	My current role requires, or I will have the opportunity to, continuously participate in Special Education and IEP meetings with teams including parents of students with severe disabilities.

NOTE: Document the time spent in the above activities, and all other practicum experiences, on the *Documentation of Practicum Hours Form* that is maintained throughout the practicum.

I understand the above requirements for an approved practicum. My signature below provides assurance that the required components of the practicum will be met.*

***Teacher Candidate Signature:** _____ **Date:** _____

***Principal or Designee Signature:** _____ **Date:** _____

***Supervising Practitioner Signature:** _____ **Date:** _____

Program Chair/Designee Approval: _____ **Date:** _____

Director of Licensure/Designee Approval: _____ **Date:** _____