SPRINGFIELD COLLEGE

EDUCATOR PREPARATION HANDBOOK

Published August 2017
SPRINGFIELD COLLEGE
EDUCATOR PREPARATION HANDBOOK

Office of Educator Preparation & Licensure
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August, 2016

Note: To access the Educator Preparation web page, go to www.springfieldcollege.edu,
Academics, Educator Preparation & Licensure OR
go to PrideNet, Academics, Educator Preparation & Licensure
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SECTION I

SPRINGFIELD COLLEGE EDUCATOR PREPARATION PROGRAMS
WELCOME TO SPRINGFIELD COLLEGE!

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

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

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

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

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

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

P.S. KEEP THIS HANDBOOK ACCESSIBLE AND REFER TO IT OFTEN!
SPRINGFIELD COLLEGE
Educator Preparation Programs

CONTACT LIST

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

Contact the Office of Educator Preparation and Licensure, 209 Administration Building:
Dr. Linda Davis-Delano, Director  Ldelano@springfieldcollege.edu  748-3155
Eneida Gonzalez, Assistant Director  egonzalez@springfieldcollege.edu
Brenda deLiefde, Administrative Assistant  bdeliefd@springfieldcollege.edu

Program Specific Information

Physical Education and/or Health, Family and Consumer Sciences
Contact the Department of Physical Education and Health Education, HPER/Wellness Center:
Dr. Stephen Coulon, Chair  scoulon@springfieldcollege.edu  748-3029
Dr. Kathy Mangano, PEHE Liaison to Educator Prep  kmangano@springfieldcollege.edu  748-3147
Dr. Michelle Moosbrugger, Graduate Programs  mmoosbrugger@springfieldcollege.edu  748-3486
Linda Dubois, Administrative Secretary  748-3399

Elementary Education, Early Childhood Education, Secondary Education (e.g., Biology, English, History, Mathematics, Visual Art), Special Education (leading to Teacher of Students with Moderate Disabilities license)
Contact the Education Department, Third Floor, Locklin Hall:
Dr. Stephanie Logan, Chair  slogan2@springfieldcollege.edu  748-3356
Dr. Eileen Cyr, Graduate Coordinator  ecyr@springfieldcollege.edu  748-3312
Dr. Daniel Zukergood, Secondary Education  dzukergo@springfieldcollege.edu  748-3354
Kristen Bonanno-Sotiropoulos, Special Education  kbonanno-sotiropoulos@springfieldcollege.edu  748-3614
Katy Reed, Early Childhood & Elementary Education  kreed@springfieldcollege.edu  748-3656
Dr. Marilyn Ludolph, Literacy Specialist  mludolph@springfieldcollege.edu  748-3296
Education Department Administrative Assistant

School Guidance & Adjustment Counseling
Contact the Psychology Department, Third Floor, Locklin Hall:
Dr. Allison Cumming-McCann, Chair, Program Director  acumming@springfieldcollege.edu  748-3025
Shelly Gosselin, Administrative Assistant  748-3592
**Other Services**

**Registrar**
For information regarding registration, transcripts or transferring credits contact:
Keith Ingalls, Registrar  
kingalls@springfieldcollege.edu  
748-3151

**Career Services**
For information regarding career counseling, designing a resume or finding a job contact:
Michael Hill  
mhill@springfieldcollege.edu  
748-3464
Laurie Wrona  
lwrona@springfieldcollege.edu  
748-3222

**Provost & Vice President for Academic Affairs**
Dr. Martha Potvin  
748-3959

**School of Arts, Sciences & Professional Studies**
Dr. Anne Herzog, Dean  
748-3713

**School of Health, Physical Education & Recreation**
Dr. Tracey Matthews, Dean  
748-3397
## PROGRAMS OFFERED

All of our programs are Massachusetts state approved.

<table>
<thead>
<tr>
<th>Program</th>
<th>Level</th>
<th>Type</th>
<th>Level</th>
<th>Type</th>
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<tbody>
<tr>
<td>Elementary</td>
<td>1-6</td>
<td>initial undergraduate/graduate</td>
<td></td>
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<tr>
<td><strong>Early Childhood:</strong> Teacher of Students With/Without Disabilities</td>
<td>PreK-2</td>
<td>initial undergraduate/graduate</td>
<td></td>
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<tr>
<td><strong>Special Education</strong></td>
<td>PreK-8; 5-12</td>
<td>initial undergraduate PK-8 only/graduate</td>
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<tr>
<td>(leading to Teacher of Students with Moderate Disabilities license)</td>
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<td></td>
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<tr>
<td>Physical Education</td>
<td>PreK-8; 5-12</td>
<td>initial undergraduate/graduate</td>
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<tr>
<td>Physical Education</td>
<td>PreK-8; 5-12</td>
<td>professional graduate</td>
<td></td>
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<tr>
<td>Health/Family and Consumer Sciences</td>
<td>All</td>
<td>initial undergraduate</td>
<td></td>
<td></td>
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<tr>
<td>Secondary Education:</td>
<td>Biology (5-8; 8-12), English (5-8; 8-12), History (5-8; 8-12), Mathematics (5-8; 8-12), Visual Art (PreK-8; 5-12)</td>
<td>initial</td>
<td>undergraduate</td>
<td></td>
</tr>
<tr>
<td>Secondary Education (Variety of Fields):</td>
<td>Biology (5-8; 8-12), Chemistry (5-8; 8-12), Earth Science (5-8; 8-12), English (5-8; 8-12), General Science (5-8), History (5-8; 8-12), Mathematics (5-8; 8-12), Middle School Humanities (5-8), Middle School Mathematics/Science (5-8), Physics (5-8; 8-12), Political Science/Political Philosophy (5-8; 8-12)</td>
<td>initial</td>
<td>graduate</td>
<td></td>
</tr>
<tr>
<td>School Guidance Counselor</td>
<td>PreK-8; 5-12</td>
<td>initial graduate</td>
<td></td>
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<tr>
<td>School Social Worker/</td>
<td>All</td>
<td>initial graduate</td>
<td></td>
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<tr>
<td>School Adjustment Counselor</td>
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OVERVIEW AND STRENGTHS OF PROGRAMS

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

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

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

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

Springfield College educator preparation programs are fortunate to have been awarded several federal, state and private grants over the past several years. These grants have helped support our educator preparation programs as a whole and enabled us to establish some innovative programs in particular. They have enhanced our ability to prepare:
1. Quality educators who are in touch with best practices in the field of education.
2. Teachers who are better able to educate and meet the needs of urban youth.
3. Educators who are committed to serving their community.
4. Career changers to be teachers.
5. Teachers as leaders

Historically, our graduates have been employed in significant numbers and are well respected. Data from our alumni office indicate that there are over 600 Springfield College graduates (from all classes) serving as teachers, coaches and administrators in local area schools (greater
Springfield area). Other data collected by our Career Center show that approximately two-thirds of our bachelor's degree graduates get full-time jobs in their field and another one-fourth go on to graduate school.

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

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

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

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

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

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

Prior to being placed for a full semester practicum, all educator preparation students are required to maintain the requirements for admission, demonstrate their content knowledge through coursework and tests, and demonstrate their potential to teach or counsel through pre-practicum experiences. The practicum application process is detailed in section four of this handbook.
In order to successfully complete an educator licensure program and get endorsed by Springfield College, all undergraduate and graduate students must complete all program requirements. This includes the successful completion of all required coursework including the practicum, and being able to demonstrate, through systematic performance assessment, competence in the content knowledge and professional standards set forth in the Massachusetts Department of Elementary and Secondary Education Educator Licensure regulations for a particular license (teaching or counseling).

WAIVER OF PROGRAM COMPONENT

The Massachusetts Department of Elementary and Secondary Education has mandated that all requests for course substitutions or waivers for components of approved (accredited) preparation programs be institutionally approved. This approval process is defined under the waiver policies and procedures: “Sponsoring organizations with approved preparation programs have the authority to review prior course work and work experience of their candidates and waive otherwise required course work, including the first half of the practicum or practicum equivalent, when designing programs of study for them. Granting such waivers is the official responsibility of the sponsoring organization. Records of candidates for whom coursework or other program requirements have been waived must be available during onsite review.” 7.03(1) (b). Waiver of program components, Regulations for Education Licensure and Preparation Program Approval in Massachusetts. (Regulations amended 6/27/17)

The Office of Educator Preparation and Licensure will work together with the Academic Advising and Registrar’s offices to inform academic advisors and department chairs associated with educator preparation programs of waiver of program components policies and procedures.

Waiver/Substitution Request Process

1. Students will obtain the SC Course Substitution or Waiver Request form online, from Academic Advising or their advisor. This procedure is necessary when:
   a) Transferring in a course from another institution to meet a requirement of the approved educator preparation program,
   b) Substituting a course taken here for another that is part of the educator preparation program,
   c) Passing the CLEP test for a particular course, or
   d) Requesting the waiver of a course based on experience.

Whenever possible students should submit the request in advance of taking a course at another institution or taking a substitute course here at SC. It is recommended that all students in their final year submit Course Substitution or Waiver Request forms no later than December 1st (May/August grads) or May 1st (December grads).

2. Students will follow the instructions for completing the Course Substitution or Waiver Request form.
3. Students will assemble the documentation necessary to support the waiver for course waiver/substitution. (See documentation section)

4. Students will submit the waiver form and documentation (if needed) to the academic advisor associated with their educator preparation program. [Students with two advisors may submit the waiver form to either advisor.]

5. When the academic advisor is satisfied that the request for the waiver/substitution is justified and properly documented, he/she will sign the waiver (if a student is in an EDUC program and has two advisors, both signatures must be obtained) and will forward it and the supporting documentation to the appropriate department chair(s) for signature, who will forward it to the Director of Educator Preparation.

6. The Director of Educator Preparation and Licensure will review each waiver/substitution and determine whether or not the request for waiver/substitution is justified and properly documented. Once the Director is satisfied, he/she will sign the waiver form to indicate approval. A copy is made for the Educator Preparation files and then forwarded to the School Dean for final approval.

7. Once it has been signed by all required individuals it is to be submitted along with all supporting documentation to the SC Academic Advising Office for processing.

8. Academic Advising forwards the approved waiver/substitution with supporting documentation to the Registrar’s Office, where it will be kept in the student’s file.

9. The Registrar’s Office sends an email to the student, advisor(s), department chair(s), Director of Educator Preparation and School Dean verifying that the request was approved and inputs the substitution/waiver into the student’s degree audit.

10. Each Educator Preparation copy of a Course Substitution or Waiver Request form is stamped “approved” and dated based on when the request makes it through the appropriate channels and has institutional approval.

11. A list of substitutions/waivers is presented to EPC for informational purposes and to study trends that may lead to recommendations for curriculum revisions.

Documentation

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

1. A transcript copy that includes course title, year course was completed, and grade received.
2. A copy of the course syllabus and/or a copy of the official college/university course description.
3. A written description of the course readings, assignments, test, and other enabling activities.
For courses taken at Springfield College in departments outside the student’s major or program:
1. The form must be signed by the appropriate department chair.

For waiver based on experience:
1. Written materials that document experience (e.g., substitute teaching or coaching).

Transfer Student Course Substitution Policy

1. Academic Advising works with the Director of Educator Preparation to evaluate transfer students' transcripts to determine which courses are equivalent to SC courses.

2. Academic Advising will accept transfer courses as equivalent only after getting approval from the Director of Educator Preparation and appropriate department chairs (as needed).

3. Courses being transferred in that are deemed equivalent to SC educator preparation requirements will be noted on the degree audit and the SC transcript. A Course Substitution or Waiver Request will be filled out by the Educator Preparation Office for the course(s). “Transfer credit evaluation approved (date)” will be written in the signature block. No additional signatures are necessary.

4. A copy of the Transfer Credit Evaluation form together with the Course Substitution or Waiver Request form will be kept on file in the Educator Preparation Office.

5. The completed Course Substitution or Waiver Request is sent to advisors and other appropriate individuals. The approved course(s) will be added to the list distributed to the Educator Preparation Council.

6. If a transfer course is not deemed equivalent to an SC course but contains enough content to meet DESE competencies, a Course Substitution or Waiver Request form will need to be filled out and approved.

Note: For pre-approval of transfer credit, a similar protocol will be followed.
# Course Substitution or Waiver Request

For more information, contact the Academic Advising Center at 413-748-3379

## Part I - STUDENT INFORMATION

See instructions on page 2

| Name: | ________________________________ |
| ID: | _____________________________ |
| Major/Program(s): | ____________________________ |
| Advisor(s): | ____________________________ |
| Term/year matriculated (admitted): | ____________________________ |
| Term/year of expected graduation: | ____________________________ |

If you are in an educator licensure program, please identify which:

| Undergraduate student | Graduate student |

## Part 2 - REQUIREMENT INFORMATION

This is to request that I be allowed to modify my General Education, major, or program requirements as follows: (complete Boxes A, B, and C)

### A. The ORIGINAL requirement is:

Check all that apply, and fill out all appropriate blanks:

- A General Education category: (identify which category)

- A course specifically identified and required:

<table>
<thead>
<tr>
<th>Course code</th>
<th>Title</th>
<th># cr</th>
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</table>

  For the: (write in name or abbreviation of major, etc.)

<table>
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<tr>
<th>major</th>
<th>minor</th>
<th>concentration</th>
<th>program</th>
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- A selective requirement for the: (write in name/abbrev.)

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<tr>
<th>major</th>
<th>minor</th>
<th>concentration</th>
<th>program</th>
</tr>
</thead>
</table>

If a selective, you must list a selective option below that you do NOT plan to take:

<table>
<thead>
<tr>
<th>Course code</th>
<th>Title</th>
<th># cr</th>
</tr>
</thead>
</table>

### B. I request that this requirement be:

- Fulfilled by substitution of the alternate course:

<table>
<thead>
<tr>
<th>Course code</th>
<th>Title</th>
<th># cr</th>
</tr>
</thead>
</table>

  Term/year course was/will be taken: _________________

  See instructions on page 2 for information about substituting transfer courses.

- Waived

  Note: A waiver excuses the student from this requirement, but no credit is granted. Waivers are granted only in exceptional circumstances—substitutions are preferred.

### C. Justification for request: (additional documentation may be attached)

| ____________________________________________ |
| ____________________________________________ |
| ____________________________________________ |
| ____________________________________________ |

## Part 3 – SIGNATURES and DATES

Obtain signatures for Column D or Column E, as applicable

### D. For a major/minor/program requirement: (may also fill GenEd)

<table>
<thead>
<tr>
<th>Who MUST sign:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Advisor 1</td>
<td></td>
</tr>
<tr>
<td>Advisor 2</td>
<td></td>
</tr>
</tbody>
</table>

Only required if you are in an education preparation program:

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maj/min/ prog Chairperson 1</td>
</tr>
<tr>
<td>Chairperson 2</td>
</tr>
</tbody>
</table>

Only required if also intended to sub for/waive a GenEd category:

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Educ. Prep</td>
</tr>
<tr>
<td>School Dean</td>
</tr>
</tbody>
</table>

### E. For a GenEd requirement only:

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist. VP for Acad. Affairs</td>
</tr>
</tbody>
</table>

**Wvr**

**Sub**

**DA**

**TR notated:**

**DA notated:**

**rev. 2-1-13 AAC**

**Original to student file**

**E-mail to:** Student, w/ CC to all signatories
Instructions for Completing the Course Substitution or Waiver Request

Note: This form should be filled out for substitutions or waivers for ANY course requirement, including for graduate programs, undergraduate majors, minors, or the General Education Program. Failure to submit an approved form will result in an incomplete degree audit and will prevent you from completing your degree.

Part 1 – Fill out your contact and program information.

Part 2:
- **Box A** – identify the ORIGINAL requirement you wish to modify. Is it a GenEd category? Or a course specified as a requirement for a major, concentration, minor, etc.? (If so, identify the course and what program it is required for.) Or is the original requirement a list of selectives? (If so, you must identify one of the selective options that you do NOT plan to take, so that the alternate course or waiver can be recorded in its place on your degree audit.)
- **Box B** – identify the alternate course you wish to use instead (a substitution), or if you wish the requirement to be waived.
- **Box C** – explain why you believe the original requirement should be modified.

Part 3 – Obtain signatures for either:
- **Column D** – if it is a requirement for your major, minor, or program.
- **Column E** – if it is only for a General Education requirement

For **Column D (major/minor/program requirement)**, you need the following signatures/approvals – usually obtained in the order listed:
- **Your own**
- **Your advisor** (if you are in an EDUC program and have two advisors, obtain both signatures)
- **The chairperson** for that major, minor, or program (if you are in an EDUC program and have two chairpersons, obtain both)
- **If** you are in an educator preparation program, AND you are requesting a modification of your content major, the Education major, OR specific requirements for licensure – the **Director of Educator Preparation** (Administration Building, Room 209)
- **The dean of the school** overseeing the major, minor, or program
- **If** the course is also needed as a General Education requirement – the **Assistant VP for Academic Affairs** (Marsh Memorial, 2nd floor)

For **Column E (GenEd requirement only)**, you need the following signatures/approvals – usually obtained in the order listed:
- **Your own**
- **Your advisor** (if you are in an EDUC program and have two advisors, obtain both signatures)
- **Your chairperson** (if you are in an EDUC program and have two chairpersons, obtain both)
- **The Assistant VP for Academic Affairs** (Marsh Memorial, 2nd floor)

Signatories: If you are not approving the request, write “not approved” across the form, initial and date it, and forward it to the Academic Advising Center. The student and any previous signatories will be notified via SC e-mail.

Final step – If you are a traditional undergraduate student, the form should be returned to the **Academic Advising Center** (Administration Building, Room 108). If you are a graduate student or an SHS student, the form should be returned to the Registrar’s Office (Administration Building, 1st floor). An e-mail will be sent to your SC e-mail, verifying whether or not the substitution or waiver was approved and processed.
### Substitution/Waiver Approval Form

**Student Name:** _____________________________  **Student I.D.:** _____________________________

**Major/Program of Study:** _____________________________  **Advisor:** _____________________________

**Semester/Year Matriculated:** ______________  **Expected Date of Graduation:** ______________

<table>
<thead>
<tr>
<th>Course taken</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Circle which action applied) SUBSTITUTION WAIVER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course #: _____________________________  Title: _____________________________  Credits: __________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester course was taken: ______________</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>To substitute for the following requirement:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course #: _____________________________  Title: _____________________________  Credits: __________</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Semester course was taken: ______________</td>
<td></td>
<td></td>
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<tr>
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<tr>
<td>Course #: _____________________________  Title: _____________________________  Credits: __________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester course was taken: ______________</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>To substitute for the following requirement:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course #: _____________________________  Title: _____________________________  Credits: __________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*A waiver only waives the course requirement. Students are still responsible for meeting the minimum credit requirement.

**Student Signature** _____________________________  **Date** ______________  **Advisor’s Signature** _____________________________  **Date** ______________

**Department Chair** _____________________________  **Date** ______________  **Registrar’s Signature** _____________________________  **Date** ______________

**Director, Educator Preparation**  
(if appropriate) _____________________________  **Date** ______________
SPRINGFIELD COLLEGE
EDUCATOR PREPARATION & LICENSURE OFFICE
SUPERVISING PRACTITIONER WAIVER FORM

All supervising practitioners must hold or be specifically exempt from holding an appropriate license, have worked under the appropriate Initial or Professional license for at least three years and have received an evaluation rating of proficient or higher. In order to waive this requirement, a “Supervising Practitioner Waiver Form” must be completed and submitted to the Educator Preparation and Licensure Office. Waivers granted under this section must result from institutional action and notice of such must be recorded as an official act of the institution. Copies of Supervising Practitioner Waivers are kept in student files.

Procedure used in this decision: At Springfield College the practicum placement process is to seek a qualified supervising practitioner. When one is not available, we look for someone who is otherwise qualified. See rationale below.

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

Name ___________________________ License # ________________
(Supervising Practitioner)

Practicum/Internship Site ______________ Administrator ____________________

License(s) held in MA: yes _____ no _____ Other State(s) ____________________

Waiver for:
( ) License
( ) Professional experience
( ) Other

Name: ___________________________ MEPID# _______________________
(Student in Practicum/Internship)

License Sought _______________________ Level _______________________

Program Supervisor ___________________________
LICENSURE (check as appropriate)

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

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

( ) 3. Other (Explain)

PROFESSIONAL EXPERIENCE (check as appropriate)

( ) 1. Less than three years of experience under the appropriate Initial/Professional license.

( ) 2. Other (Explain)

Individuals involved in review and approval of waiver:
Reviewed by the Educator Preparation Council on ________________

Waiver is: Acceptable Not Acceptable

_________________________________________________ Date: ____________
Director of Educator Preparation & Licensure
Protocol/System:
1. Department Chair assigns faculty to advise each educator candidate.
2. Faculty meets with advisee a minimum of twice a year.
3. Faculty records all contact and keeps important documents in file.
4. Faculty forwards all documents from each student’s advisement file to department file at the end of each academic year.
5. Departments save files of students in Educator Preparation programs for 7 years after program completion and provide files to the Office of Educator Preparation upon request.
6. Office of Educator Preparation has a set of files with all practicum placement information and more. Ed Prep maintains student files for 7 years after program completion.

Contents:
Student advisement file (often kept by faculty academic advisor)
1. Record of all conversations, e-mails, and meetings with your advisee. Include the date of contact and write notes as appropriate.
   a. Keep this record/log of contact with advisees on the suggested form (see form designed by the office of academic advising).
   b. It is particularly important that there be a record of conversations reminding the students that they must pass the MTELs, maintain minimum grade point averages, and take certain pre-requisite courses, in order to make satisfactory progress in the licensure program and be eligible to do a practicum (see Educator Preparation Handbook for details).
2. Copies of e-mail correspondence as appropriate.
3. SC Program Sequencing Guide and Degree Audit (available in PrideNet)
   a. Maintain a checksheet in the student’s file. Record the semester/year course taken and grade received after completed.
   b. Make a note of any waivers/substitutions on the checksheet. [Make sure MA waiver of program components form (use SC substitution/waiver form) is completed and approved for waivers/substitutions of all prescribed courses. Transfer students usually have several to complete. See Educator Preparation handbook for more details.]
   c. Note: There are no program sequencing guides for graduate programs. The degree audits or department checksheets can be used instead.
4. Departmental checksheets (often formatted with suggested courses to be taken semester by semester).
5. Copies of unofficial transcripts.
6. Proof MTELs have been passed or history of MTEL results (found on PrideNet, academic history).
7. Copies of SC Registration Planning Form (with Must-Take, Should-Take and Could-Take Courses).
8. Record of all approved waivers (paper copies housed in the Office of Educator Preparation)
9. Transfer Credit Evaluation Form (for all transfer students) together with a copy of the student’s transcript from the transfer institution (sometimes kept in registrar’s office).

10. Undergrads only:
   a. Copy of Educator Preparation Admission Letter (“Congratulations… you are now an official candidate for licensure.”)
   b. Copies of paperwork completed and recommendations made prior to taking classes (e.g., pre-advising questionnaire, math assessment results).
   c. Copies of academic probation letters, etc.

11. Graduate students only:
   a. Copy of completed transcript review form with all back up documentation (copies of undergraduate transcripts, certificates of completion, etc.)

12. Any other documentation that is appropriate to track advisement (e.g., add/drop forms, minor tracking sheet)

Department Student files – Should eventually contain all of the documents found above in the advisement file, plus the documents listed below. [Note: In many cases the Education Department (as opposed to the Arts & Sciences Department) will keep certain back up documentation and pre-practicum/practicum documents.]

1. A record of all waivers approved. (Note: This is found by reviewing the degree audit - a paper copy may not be in the file).
2. Time record for all field-based experiences (e.g., early fieldwork, pre-practicum). These are sent to the Office of Educator Preparation upon request.
3. For pre-practicum experiences, record of site(s) and dates and all pre-practicum documents (e.g., observation forms, sample lesson plans, final evaluation and summary by program supervisor).
4. For practicum, all practicum documents (e.g., observations, midterm evaluation, sample unit plan with lessons).
5. Change of major form (if applicable).
6. (Graduate students only) Acceptance letter to graduate program
7. Copies of letters to student from department chairs, etc
8. Signed form where educator candidate acknowledges his/her responsibility to follow all policies & procedures detailed in Educator Preparation Handbook and abide by Professional Dispositions/Standards.

And possibly more…
FREQUENTLY ASKED QUESTIONS

Who do I contact if I have questions about my licensure program or my major?
Many of your questions can be answered by your advisor. See the contact list located at the beginning of this handbook for a list of program directors and department chairs. When in doubt contact the Office of Educator Preparation and Licensure (413-748-3155).

How do I know what my major is?
Undergraduate students: In many cases your major is different from your licensure program or you will have two majors. Students in the dual physical education & health education program and those preparing to be physical education teachers only major in Movement and Sport Studies (MOST), students preparing to be health teachers only major in Health Studies (HLTH). Students seeking elementary, special education or elementary & special education licensure major in Education and one of the following: American Studies (AMST), Mathematics and Computer Technology (MACT), or English (ENGL). Students preparing to be early childhood teachers major in Education and Psychology (PSYC) while students preparing for secondary level teaching major in Education and their content area, Biology, English, History, Mathematics or Art.

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

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

Who is my academic advisor? When will I find out this information?
In some cases you will have two academic advisors. For example undergraduate students in elementary and secondary education (biology, English, history, mathematics, and visual art) have one advisor in the education department and another in the content department (e.g., biology, social science). Your academic advisor(s) will be assigned prior to the start of your first semester of enrollment.
What if I want to change advisors?
Select a new advisor and make sure the individual is willing to advise you. Then, fill out a change of advisor form (available in the registrar’s office) and submit to the registrar’s office. Finally, notify your original advisor of the switch. Your advisement file will then be transferred to your new advisor.

I’m a transfer student. How do I know which courses I can substitute or waive for my program at Springfield College?
When you transferred to Springfield College your transcript was reviewed by the Academic Advising Office, the Director of Educator Preparation and selected department chairs as appropriate. Transfer coursework that is equivalent to SC coursework is noted on your degree audit. Additionally, coursework that was not deemed equivalent may, in some situations, be used to substitute for an SC course. Check with your academic advisor or the Director of Educator Preparation if you have questions about your transfer coursework.

Where can I get a waiver form?
SC Course Substitution or Waiver Request forms are available online, from Academic Advising or your advisor.

What is the process for requesting a waiver?
Students will submit the waiver form and documentation (if needed) to the academic advisor associated with their educator preparation program. [Students with two advisors may submit the waiver form to either advisor.]. Your advisor will forward the waiver to the appropriate individuals. For undergraduate students, once the waiver has all the necessary signatures it is submitted to the SC Academic Advising Office for processing. Academic Advising forwards the approved waiver/substitution with supporting documentation to the Registrar’s Office, where it will be entered into the student’s degree audit and kept in the student’s file. For graduate students, once the waiver has all signatures it is submitted directly to the Registrar’s Office.

How will I know whether or not the waiver was approved?
The Registrar’s Office sends an email to the student, advisor(s), department chair(s), Director of Educator Preparation and School Dean verifying that the request was approved and inputs the substitution/waiver into the student’s degree audit. [Note: In a few cases, the Office of Educator Preparation sends an email.]
SECTION II

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

1. Successfully complete required license specific content and professional preparation coursework;
2. Maintain minimum grade point averages;
3. Pass all required Massachusetts Tests for Educator Licensure (MTEL);
4. Successfully complete all required fieldwork;
5. Adhere to Professional Dispositions/Standards;
6. Earn the recommendation of the department chair or program director;
7. Demonstrate, through a performance assessment, professional standards/competencies for the license sought.

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

See the MTEL section of this handbook for strategies for taking the Massachusetts Tests for Educator Licensure (MTEL).
Springfield College Educator Preparation & Licensure

Internal Transfer Policy

[Note: This applies to all SC students wishing to add an EDUC, MOST or HLTH major together with a teaching licensure program (e.g., PE, HLTH, ELEM, HIST, SPED, etc.)]

Criteria for internal transfers with SATs (reading, writing and math) that meet the minimum for admission to teacher preparation (≥ 500 on each test).

1. One semester of successful academic work with a GPA of 3.0 or greater.

2. Interview with department chair to assess student’s potential.

3. Written request from student stating why s/he wants to become a teacher and clearly states that s/he understands the minimum requirements/standards, 2.75 GPA and pass all MTELs.

Criteria for internal transfers with SATs (reading, writing and math) that do NOT meet the minimum for admission teacher preparation (<500 on one or more tests)

1. Require students to have taken at least 2 semesters of coursework and have a GPA of 3.0.

2. Require students to pass at least one of the Communication & Literacy Skills Tests (reading or writing) before allowing to declare teacher preparation concentration.

3. Interview with department chair to assess student’s potential.

4. Written request from student stating why s/he wants to become a teacher and clearly states that s/he understands the minimum requirements/standards, 2.75 GPA and pass all MTELs.
Springfield College
Professional Dispositions/Standards
for Students in Educator Preparation Programs

Springfield College is a leader in the preparation of dedicated and talented educators (teachers and counselors). The College has a well-earned reputation for providing educators who are knowledgeable, dedicated to community service, and who demonstrate the highest professional standards and behaviors. As a student at Springfield College you have inherited this tradition of excellence, and now it is your turn to demonstrate all of the professional standards detailed below.

Standard I: Written and Oral Communication
1. Communicate effectively in writing and verbally, adhering to the conventions of standard written English when appropriate, as in assignments required in course work. Recognize the distinctions between formal and informal communication.
2. Use respectful language that demonstrates sensitivity to others in any interaction with peers, professors, supervising practitioners, parents and students in field-based settings. Demonstrate an awareness of the context in which you are interacting.
3. Be knowledgeable of and avoid the use of language that would contribute to discrimination based on race, class, gender, ethnicity, sexual orientation, gender identity, age, religion, national or regional origin, and disability.
4. Develop sensitivity to diction, keep up with evolving language use, and recognize the power of language and how it can affect others.

Standard II: Academic Integrity and Commitment to Studies
1. Be accountable for the academic integrity of your work. The basic policy and the consequences of violating the policy are located in the Academic Honesty and Integrity Policy section of the Student Handbook.
2. Satisfy Springfield College, major, and/or department grade point requirements, and other conditions in place for admission to the teacher preparation program. This includes passing all required Massachusetts Tests for Educator Licensure (MTEL) specific to the program.
3. Demonstrate adequate knowledge of and make timely progress toward meeting the required competencies for licensure/degree programs.
4. Present academic work that meets the standards of quality for the profession.

Standard III: Professional, Legal and Ethical Behaviors
1. Show interest in, knowledge of, and sensitivity to all people and especially to people from backgrounds different from your own (backgrounds based on race, gender, class, religion, physical ability, mental ability, national origin, sexual orientation, gender identity, and age). Avoid stereotyping, negative assumptions, offensive verbal and body language that demean others. Consider the impact of actions and words rather than the intent, and treat all people respectfully.
2. Promote and participate in pro diversity actions that lead to deeper understanding of differences as well as respectful dialogue between groups with conflicts.
3. Recognize, intervene, and refrain from participating in bullying, harassment and discrimination.
4. Demonstrate knowledge and understanding of relevant Professional Codes of Ethics, as well as departmental, college and school policies and procedures, and behave in accordance with them. This includes all aspects of professional conduct, such as being on time, wearing appropriate attire, using electronic devices when appropriate, and proper use of social media and other forms of electronic communication (e.g., email address, voice mail messages).

Standard IV: Commitment to Profession
1. Express a commitment to teaching excellence by exhibiting a high level of energy, interest, and enthusiasm for your chosen profession. Prepare every lesson that you teach in a timely manner, collaborate effectively with faculty, supervisors and peers, submit plans to supervisors in advance, and make sure that you are fully prepared and have all necessary materials/equipment.
2. Take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice. Strive for excellence and safeguard the freedom to learn and teach. Accept full responsibility for own actions without transferring blame or making excuses.
3. Keep in confidence information about students and colleagues, unless disclosure serves professional purpose or is required.
4. Be involved in professional development. Take the initiative to participate in professional organizations, conferences, workshops and other learning opportunities whenever possible. See yourself as a learner continuously seeking opportunities to draw upon current education policy and research to improve practice.
5. Demonstrate commitment to profession and to the Humanics philosophy by taking initiative, being self-directed, a leader, and participating in service projects whenever possible.

The expectation is that you will abide by the above Professional Dispositions/Standards.

The conduct of candidates for licensure will be continuously evaluated by Springfield College faculty and educational professionals in the field. When a concern arises or unacceptable conduct occurs, an intervention warning will be completed and the candidate will be required to meet with the department chair. The department chair will review the issues/concerns with the candidate and detail steps for improvement in writing. The completed form with attachments and all signatures will be submitted to the Director of Educator Preparation. The Director in consultation with the department chair will determine whether or not the candidate for licensure will be required to follow a plan of action, and/or receive an informal reprimand, or be dismissed from the educator preparation program at Springfield College.

Appeal Process (To be filed in the event the candidate disagrees with the determination/sanction.)
The educator candidate will have 5 business days to appeal. The appeal must be in writing and clearly explain the reason for the appeal. The appeal shall be delivered to the Director of Educator Preparation and Licensure. The chair of another department that houses an educator preparation program will review the appeal and make a recommendation to the Director of Educator Preparation and Licensure. If the appeal is upheld then the Director and original department chair will reconsider the original determination or sanction and makes a recommendation to the Educator Preparation Council where a final decision will be made.
SPRINGFIELD COLLEGE
EDUCATOR PREPARATION & LICENSURE
STUDENT PROFESSIONAL DISPOSITIONS/INTERVENTION WARNING

Any faculty member who prepares educator preparation students may complete this form if a student violates the Professional Dispositions/Standards Contract.

Student’s Name ___________________________ Date ___________ Cohort________

Program ___________ Faculty Member Completing Form___________________________

Course #/Title ________________________________________________________________

If a student receives a warning, s/he will be required to meet with the appropriate department chair in a timely manner. Receipt of more than one negative professional behavior evaluation on file may impact a student’s admission to or continuation in the educator preparation program.

Standard I: Written and Oral Communication
Standard II: Academic Integrity and Commitment to Studies
Standard III: Professional, Legal and Ethical Behaviors
Standard IV: Commitment to Profession

Identify Standard(s) of concern _______________________

Brief summary of concerns (Please attach a detailed description that includes all problems/concerns and steps needed for improvement.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Faculty who complete this form submit it to their Department Chair

Reviewed problems/concerns and steps for improvement with student. See attached.

Department Chair __________________________________ Date____________________

signature

I understand all of the problems and concerns detailed and will take the necessary steps for improvement.

Student’s Signature __________________________________ Date____________________

Submit completed form, with attachments and all signatures, to Educator Preparation Office. Copies will be distributed to: Advisor(s), Department Chair(s) and/or Program Director(s), Dean of Students, Student
Springfield College
Educator Preparation Program

I have received or know how to access the Educator Preparation Handbook and have had the policies and procedures explained. I was given an opportunity to ask questions about the policies, procedures and other portions of the Handbook.

I understand that I am to refer to this handbook at different points in my preparation program.

I am aware that I am responsible for following the policies and procedures outlined in the Educator Preparation Handbook and the Springfield College undergraduate catalogs, in addition to those of the program.

I am willing to abide by the Professional Dispositions/Standards I-IV found in this handbook.

Signed: ____________________________________________

Print Name: __________________________________________

Date: _______________    SS# __________________________

Licensure Program: ____________________________________

Expected Graduation Date: ______________________________

Cell Phone #: _________________________________________

Email: _______________________________________________

Box #: ___________    SC ID#: _______________________

Date of Birth: ___________    MEPID# _________________

White: Advisor    Yellow: Educator Preparation    Pink: Student
SPRINGFIELD COLLEGE
Requirements for Admission to Undergraduate Teacher Preparation Programs

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

1. Follow the appropriate course of study based on the field the student is interested in teaching. This includes majoring in an acceptable major for that licensure area and taking the required teacher preparation courses. This enables the student to fulfill the prerequisites needed to gain admission to a teacher preparation program. Examples of acceptable majors and licensure areas are psychology for early childhood; American studies, English, or mathematics and computer technology for elementary and/or special education; biology, English, history or mathematics for secondary; movement and sports studies for physical education or dual health & physical education; art/studio art concentration or art therapy for art education; and health studies for health education.

2. Complete or be in the process of completing all prerequisites identified for the specific program.

3. Earn a minimum 2.750 (3.250 MOST-PHE) cumulative grade point average for all designated licensure courses. This includes all subject matter knowledge coursework as well as teacher preparation professional coursework. See educator preparation homepage on SC website for specific lists of “Prerequisites and Program Requirements” for each licensure program. [Note: In all programs except physical education and health, the grade point average for the student’s major is calculated separately from the grade point average for professional preparation courses.]

4. Earn a minimum 2.500 (3.000 MOST-PHE) cumulative grade point average and minimum grades specified for designated courses.

5. Demonstrate the personal characteristics/professional behaviors needed to become a quality teacher (i.e., responsible, dependable, hard working, professional, committed to the teaching profession, etc.).

6. Be recommended for admission into a teacher licensure program by the appropriate major department and the Education Department. For students in health and physical education, the only recommendation required is from the Physical Education and Health Education Department.

7. Receive a passing score on the Communication and Literacy Skills Tests (reading and writing) of the Massachusetts Tests for Educator Licensure (MTEL).

8. Students must be admitted to a specific program prior to enrolling in their final pre-practicum.

Note: Students who have been admitted to a teacher preparation program must maintain all admission requirements through the semester preceding the practicum (student teaching) in order to be eligible to begin the practicum experience and must maintain minimum cumulative GPAs in order to successfully complete the program.
SPRINGFIELD COLLEGE
Admission to Undergraduate Teacher Preparation Programs
Directions for completing application

Once admission requirements 1-7 (previous page) have been met, the student must do the following:

1. Create an account in ELAR (Educator Licensure and Recruitment) so you can be assigned a MEPID Number (Massachusetts Education Personnel I.D.).
   - To create an ELAR account with the Department of Elementary & Secondary Education (DESE), go to [www.mass.gov/edu/gateway](http://www.mass.gov/edu/gateway). Choose “ELAR-Login” from the drop-down menu and create an ELAR profile.
     - Hint: You should use your most permanent address, not your SC address, when creating your ELAR profile.
   - Keep your ELAR username and password somewhere safe. You will need it while you are in your practicum.

2. Once you’ve created and submitted your profile you should end up back at the login page. Log in and choose “Update your Profile” from the menu.
   - Look at your profile page whether or not it shows your MEPID #. If yes, then save your MEPID in a safe place (e.g., cell phone) and be ready to provide the number to us when we request it.
   - The MEPID is not always assigned immediately. If your MEPID is not displayed, you can select “Edit your contact information” and then immediately hit “save.” Even if you do not make any changes to your contact information, selecting “save” should generate your MEPID.
   - If you still do not get assigned a MEPID, wait 48 hours, check again and then contact Dr. Davis-Delano (Ldelano@springfieldcollege.edu).

3. Go into “PrideNET” then click on “My Profile.”
   - Print a copy of your unofficial transcript. Then
   - Choose the “Academics” tab, → “Educator Preparation & Licensure” → “Admission to Teacher Preparation” → “Undergraduate Admissions to Teacher Preparation” and download the UG Admissions to Teacher Preparation Application and the correct Prerequisites/Program Requirement Worksheet for your program.

4. Fill out the top portion of the application for admission and print. Electronic signatures are acceptable.

5. Electronically enter your grades, earned credits and quality points into the program worksheet. Your GPA will automatically be calculated. Print out the completed worksheet.

6. Attach your unofficial transcript, completed program worksheet and ELAR profile to the admission application.

7. Bring the application with attached documents to the appropriate department(s) for recommendation(s)/signature(s).

8. The EDUC or PEHE department chair will submit completed applications to the Office of Educator Preparation & Licensure.

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

Once a student is formally admitted into the Springfield College Teacher Preparation Program, s/he is eligible to be enrolled as an official candidate for licensure with the Massachusetts Department of Elementary and Secondary Education.
SPRINGFIELD COLLEGE
Application for Admission to Undergraduate Teacher Preparation Program
Student to complete top portion of this application and attach all required documents

Name: ___________________________ SS #: ___________________________
SC Box: ___________________________ Cell Phone: ___________________________
Permanent Address: ___________________________ Home Phone: ___________________________
E-mail: ___________________________ Major/License Sought: ___________________________
ID #:____________ MEPID#________ DOB: ___________________________ Major Advisor: ___________________________
Gender: M F Ethnicity: Hispanic/Latino Y N Primary Language: English Other ___
Race (circle one or more): American Indian/Alaska Native Asian Black/African American Pacific Islander/Hawaii Native White

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

Signature: ___________________________ Date: ___________________________
(Attach unofficial transcript printed from PrideNET, GPA worksheet filled out electronically & ELAR Profile)

This section to be completed by the Department Chair(s)
Cumulative GPA in professional courses* _______ [minimum required = 2.75, 3.25 MOST-PHE]
*For PE & Health, SMK courses are included
Cumulative GPA in subject matter knowledge courses* _______ [minimum required = 2.75]
*Only complete if major is one of the following: PSYC, ARTS/ATPY, AMST, MACT, ENGL, HIST, BIOL, MATH
Cumulative career/overall GPA _______ [minimum required = 2.5, 3.0 MOST-PHE]
This student: has completed all prerequisites _______/______ Dept. Chair(s) initials
has met all minimum GPAs _______/______ Dept. Chair(s) initials
demonstrates appropriate personal characteristics _______/______ Dept. Chair(s) initials
is recommended for Admission to the Teacher Preparation Program:

Signatures:
EDUC, PEHE Department Chair ____________ Date ____________

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

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

This section to be completed by the Office of Educator Preparation
Approved by Director of Educator Preparation & Licensure Date ____________
MTEL tests passed: Reading ______ Writing ________ Date letter sent to student ____________
Undergraduate - Program Specific Prerequisites for Admission

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

Minimum Grade Point Averages

In order to be admitted to a specific teacher licensure program and become an official candidate for teacher licensure, the following minimum grade point averages (GPA) are required:

- Cumulative career/overall GPA of 2.5 (3.0 for MOST-PHE)
- Cumulative GPA for all professional and subject matter knowledge courses of 2.75 (3.25 for MOST-PHE)

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

See the admission application and instructions, together with the program specific “Prerequisites and Program Requirements” list for more details.
Prerequisites & Program Requirements
Elementary/Special Education
Professional Courses

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Earned CR</th>
<th>QP</th>
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</thead>
<tbody>
<tr>
<td>*EDUC 101: Diverse Learners (3)</td>
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<tr>
<td>*EDUC 162: Exceptional Children (3)</td>
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<tr>
<td>*EDUC 237: Found of Multicultural Ed (3)</td>
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<tr>
<td>*PSYC/EDUC 250: Child &amp; Adol Dev (3)</td>
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<tr>
<td>*SCIE 144: Learning &amp; Teaching Science (4)</td>
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<tr>
<td>*All required for teacher prep admission</td>
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<tr>
<td>EDUC 232: Teaching Elem Math (3)</td>
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<tr>
<td>EDUC 238: Pre-practicum (“B” or better) (1)</td>
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<tr>
<td>EDUC 327: Teaching Reading/Lang Arts (4.5)</td>
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<tr>
<td>EDUC 329: Sheltered English Instruction (3)</td>
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<tr>
<td>EDUC 330: Literacy Instruction (1.5)</td>
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<tr>
<td>EDUC 342: Curr/Assessment in Spec Ed (3)</td>
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<tr>
<td>EDUC 362: Inst Strategies for Except Lrnrs (3)</td>
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</tbody>
</table>

Total 0.0 0.00 Prof GPA ____ (QP/CR) minimum 2.75

Subject Matter Knowledge Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>QP</th>
<th>GPA</th>
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<tbody>
<tr>
<td>ENGL 113: College Writing I (3)</td>
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<tr>
<td>ENGL 114: College Writing II (3)</td>
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<tr>
<td>ENGL 209: World Literature (3)</td>
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<tr>
<td>ENGL 220: Grammar &amp; Usage (3)</td>
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<tr>
<td>ENGL 241/242: American Lit I/II (3)</td>
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<tr>
<td>HIST 103: World History (3)</td>
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<td>HIST 105: Colonial America – Civil War (3)</td>
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<td>HIST 106: Civil War – Modern America (3)</td>
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<td>HLTH 100: Wellness: A Way of Life (3)</td>
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<tr>
<td>MATH 101: Foundations of Math (3)</td>
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<tr>
<td>MATH 105: Survey of Algebra &amp; Geometry (3)</td>
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<tr>
<td>OR MATH 205: Geometry (MACT only) (3)</td>
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<tr>
<td>MATH 201: Contemp Apps of Math (3)</td>
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<tr>
<td>MOSK 140: Skill &amp; Mvmt Concepts (1)</td>
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<tr>
<td>PHSC 105/110: Phys Sci/Earth Science (4)</td>
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<tr>
<td>PSYC/EDUC 250: Child &amp; Adol Dev (3)</td>
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</tbody>
</table>

Total 0.0 0.00 SMK GPA ____ (QP/CR) minimum 2.75
Prerequisites & Program Requirements
Secondary Education - English

Professional Courses

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Earned CR</th>
<th>QP</th>
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<tbody>
<tr>
<td>*EDUC 101: Diverse Learners (3)</td>
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<tr>
<td>*EDUC 237: Found of Multicultural Ed (3)</td>
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<tr>
<td>*PSYC/EDUC 250: Child &amp; Adol Dev (3)</td>
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<tr>
<td>EDUC 162: Exceptional Children (3)</td>
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<tr>
<td>EDUC 234: CMO for Secondary Teachers (3)</td>
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<tr>
<td>EDUC 238: Pre-practicum (“B” or better) (1)</td>
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<tr>
<td>EDUC 271: Learning, Teaching &amp; Tech (3)</td>
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<tr>
<td>EDUC 318: Tutorial Pre-Pract (“B” or better) (3)</td>
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<tr>
<td>EDUC 328: Sheltered English Immersion (3)</td>
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<tr>
<td>EDUC 364: Pre-Prac in Sec Ed (“B” or better) (3)</td>
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<tr>
<td>ENGL 113: College Writing I (3)</td>
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<tr>
<td>ENGL 114: College Writing II (3)</td>
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</tbody>
</table>

Total 0.0 0.00 0.00 Prof GPA ____ (QP/CR) minimum 2.75

English – Subject Matter Knowledge Courses
“C-“ or better required for all courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>QP</th>
<th>GPA</th>
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</thead>
<tbody>
<tr>
<td>*ENGL 113: College Writing I (3)</td>
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<tr>
<td>*ENGL 114: College Writing II (3)</td>
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<tr>
<td>*ENGL 160: Intro to Literary Studies (3)</td>
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<tr>
<td>*Minimum of 3 200+ level ENGL courses req for admission</td>
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<tr>
<td>ENGL 209: World Literature (3)</td>
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<td>ENGL 220: Grammar &amp; Usage (3)</td>
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<td>ENGL 230: Post-Colonial Lit (3)</td>
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<tr>
<td>ENGL 241/251/261: Amer/African/Brit Lit I (3)</td>
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<tr>
<td>ENGL 242/252/262: Amer/African/Brit Lit II (3)</td>
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<tr>
<td>#ENGL 251/252/272/274/275/262 (3)</td>
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<tr>
<td>#Cannot use 251/252 if used above</td>
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<tr>
<td>*All required for teacher prep admission</td>
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<tr>
<td>ENGL 301: Advanced Composition (3)</td>
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<td>ENGL 377: History of the English Lang (3)</td>
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<td>ENGL 467: Shakespeare (3)</td>
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<td>ENGL 482: Seminar (3)</td>
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<tr>
<td>RELI 103/106: Old/New Testament (3)</td>
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<tr>
<td>Plus any other ENGL courses:</td>
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</tbody>
</table>

Total 0.0 0.00 SMK GPA ____ (QP/CR) minimum 2.75
**Prerequisites & Program Requirements**

**Secondary Education - Mathematics**

**Professional Courses**

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

<table>
<thead>
<tr>
<th>*EDUC 101: Diverse Learners (3)</th>
<th>Grade</th>
<th>Earned CR</th>
<th>QP</th>
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</thead>
<tbody>
<tr>
<td>*EDUC 237: Found of Multicultural Ed (3)</td>
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<tr>
<td>*PSYC/EDUC 250: Child &amp; Adol Dev (3)</td>
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<tr>
<td>*All required for teacher prep admission</td>
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<tr>
<td>EDUC 162: Exceptional Children (3)</td>
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<td>EDUC 234: CMO for Secondary Teachers (3)</td>
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<tr>
<td>EDUC 238: Pre-practicum (“B” or better) (1)</td>
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<tr>
<td>EDUC 271: Learning, Teaching &amp; Tech (3)</td>
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<tr>
<td>ENGL 114: College Writing II (3)</td>
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</table>

Total 0.0 0.00 Prof GPA ____ (QP/CR) minimum 2.75

**Mathematics – Subject Matter Knowledge Courses**

*“C-” or better required for all courses listed below*

<table>
<thead>
<tr>
<th>*CISC 105: Intro to Computer Concepts (3)</th>
<th>Grade</th>
<th>QP</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CISC 165/175: BASIC/C++ and Java (3)</td>
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<tr>
<td>*MATH 140: Calculus I (3)</td>
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<td>*MATH 142: Calculus II (3)</td>
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<tr>
<td>*MATH 201: Contemporary Apps of Math (3)</td>
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<td>*MATH 205: Geometry (3)</td>
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<td>*MATH 215: Probability &amp; Stats (3)</td>
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<tr>
<td>*MATH 220: Calculus III (3)</td>
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<tr>
<td>*MATH 235: Discrete Math I (3)</td>
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<tr>
<td>*MATH 305: Elem Diff Equations (3)</td>
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<tr>
<td>*All required for teacher prep admission</td>
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<tr>
<td>MATH 310: Linear Algebra (3)</td>
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<tr>
<td>MATH 335: Discrete Math II (3)</td>
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<td>MATH 382: Mathematics Seminar (3)</td>
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<td>MATH 405: Mathematical Analysis (3)</td>
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<tr>
<td>MATH 415: Abstract Algebra (3)</td>
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<td>Plus any other MATH/CISC courses:</td>
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</tbody>
</table>

Total 0.0 0.00 Prof GPA ____ (QP/CR) minimum 2.75
### Prerequisites & Program Requirements

#### Physical Education & Health Education

#### Professional & Subject Matter Knowledge Courses

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Grade</th>
<th>Earned CR</th>
<th>QP</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Biol 131: A &amp; P II (“C” or better) (3)</td>
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<tr>
<td>*Biol 133: A &amp; P II Lab (“C” or better) (1)</td>
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<tr>
<td>*Hlth 101: Physical Health &amp; Wellness (3)</td>
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<tr>
<td>*Hlth 210: Consumer/Environmental Health (3)</td>
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<td>*Hlth 260: Drugs &amp; Society (3)</td>
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<tr>
<td>*Hlth/Nusc 261: Intro to Nutrition (3)</td>
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<tr>
<td>*Phed 102: Instruct Strategies (“C” or better) (3)</td>
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<tr>
<td>*Phed 236: Methods/Pre-Prac PK-2 (“C” or better) (1.5)</td>
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<tr>
<td>*Phed 237: Methods/Pre-Prac 3-5 (“C” or better) (1.5)</td>
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<tr>
<td>*Phed 238: Methods/Pre-Prac 6-8 (“C” or better) (1.5)</td>
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<tr>
<td>*Phed 239: Methods/Pre-Prac 9-12 (“C” or better) (1.5)</td>
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<tr>
<td>All required for teacher prep admission</td>
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<tr>
<td>Aexs 313: Physiology of Exercise (3)</td>
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<tr>
<td>Aexs 319: Kinesiology/Biomechanics (3)</td>
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<tr>
<td>Biol 130: Anatomy &amp; Physiology I (3)</td>
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<tr>
<td>Biol 132: Anatomy &amp; Physiology I Lab (1)</td>
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<td>Danc 102: Introduction of Dance (3)</td>
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<td>Educ 237: Found of Multicultural Ed (3)</td>
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<tr>
<td>Educ 328: Sheltered English Immersion (3)</td>
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<tr>
<td>Enlg 113: College Writing I (3)</td>
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<tr>
<td>Enlg 114: College Writing II (3)</td>
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<tr>
<td>Hlth 304: Sec Health Methods (“C” or better) (3)</td>
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<tr>
<td>Hlth 355: Human Sexuality (3)</td>
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<tr>
<td>Hlth 360: Violence Prevent/Psychosocial Hlth (3)</td>
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<td>Hlth 365: Family &amp; Group Dynamics (3)</td>
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<tr>
<td>Mosk 101: Outdoor Pursuits (1)</td>
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<tr>
<td>Mosk 140: Skill Themes/Mvmt Concepts (0.5)</td>
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<td>MOST 105: Motor Development (3)</td>
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<td>MOST 206: Physics for Mvmt Sci Lab (0.5)</td>
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<td>MOST 224: Motor Learning (3)</td>
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<td>MOST 328: Psychology of Sport (3)</td>
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<tr>
<td>MOST 410: Assessment of Mvmt &amp; Sport (3)</td>
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<tr>
<td>MOST 439: Sociology &amp; Heritage of Sport &amp; PE (3)</td>
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<tr>
<td>PEAC 205/206: Lifeguard Training/WSI (1)</td>
<td></td>
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<tr>
<td>OR PEAC 104: Swimming (0.5) and PEAC 115: Fitness Swimming (0.5)</td>
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<tr>
<td>PEPC 100: Fit for Life (1)</td>
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<tr>
<td>PEPC 180: Educational Gymnastics (0.5)</td>
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<tr>
<td>PEPC 240: Target Games (0.5)</td>
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<tr>
<td>PEPC 244: Basketball (0.5)</td>
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<tr>
<td>PEPC 250: Territorial/Invasion Games (1)</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>PEPC 258</td>
<td>Volleyball (0.5)</td>
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<tr>
<td>PEPC 260</td>
<td>Striking Games (0.5)</td>
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<tr>
<td>PEPC 263</td>
<td>Track &amp; Field (0.5)</td>
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<tr>
<td>PEPC 270</td>
<td>Racket Sports (1)</td>
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<tr>
<td>PEPC 280</td>
<td>Outdoor Adventure (0.5)</td>
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<tr>
<td>PHED 308</td>
<td>Adapted PE (&quot;C&quot; or better) (3)</td>
<td></td>
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<tr>
<td>PHYS 205</td>
<td>Physics for Mvmt Science (3)</td>
<td></td>
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<tr>
<td>PHYS 206</td>
<td>Sports Physics Lab (0.5)</td>
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</tbody>
</table>

Coaching & Officiating Selective:
- PHED

Plus any other MOSK/PEAC/PEPC courses:
- [Remaining courses]

Total 0.0 0.00 Prof GPA ____ (QP/CR) minimum 2.75
**Springfield College**  
**Field-Based Experience & Pre-Practicum Time Record**

Record the hours spent at the field-based experience (including pre-practicum) site according to the categories described below.

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

**Assisting** - The supervising practitioner is in charge and the SC student is helping by providing individual attention, working with a small group, and performing other functions of someone assisting.

**Full Teaching Responsibility** - The SC student, under the supervision of the supervising practitioner, is responsible for taking on the full responsibility of the classroom.

<table>
<thead>
<tr>
<th>Student ____________________</th>
<th>School ____________________</th>
<th>Grade Level ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester ____________________</td>
<td>Start Date ________________</td>
<td>End Date __________</td>
</tr>
</tbody>
</table>

**Supervising Practitioner**

Student expected graduation date ________________ Today’s Date _______________

Check One:

- ART
- BIOL
- ECED
- ELEM
- ELEM/SPED
- ENGL
- HIST
- HLTH
- MATH
- PE
- PHE
- SPED

Did you work with English Language Learners?

- Yes  
- No

Check One:

- ATPY 309
- EDUC 628
- PHED 308/309
- EDUC 101
- EDUC 673
- PHED 636
- EDUC 225
- EDUC 685
- PHED 637
- EDUC 232
- HLTH 304
- PHED 638
- EDUC 238
- HLTH 386
- PHED 639
- EDUC 318
- HLTH 387
- PSYC 250
- EDUC 327
- MOST 105
- PSYC 645
- EDUC 330
- PHED 102/104
- PSYC 665
- EDUC 342
- PHED 236
- SCIE 144
- EDUC 362
- PHED 237
- SPCO 599
- EDUC 364
- PHED 238
- OTHER ________
- EDUC 627
- PHED 239

**Time Record (IN HOURS)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Observing Hours</td>
<td></td>
</tr>
<tr>
<td>Assisting Hours</td>
<td></td>
</tr>
<tr>
<td>Full Teaching Responsibility</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
</tr>
<tr>
<td>(Sum of hours above)</td>
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</tbody>
</table>

Students must complete and turn in this form to their professor/program supervisor. This time record will then get forwarded to the Ed. Prep. Office and placed in the student’s file.
Other Policies And Procedures For Undergraduate Teaching Candidates

Standards for practicum placement:
1. Maintain all the admissions requirements through the semester preceding the practicum (student teaching). This also pertains to students who graduate with a bachelor’s degree from SC and return to complete a practicum as a graduate student.
2. Complete prerequisite coursework defined by each program (see below).

**Elementary, Special Education, Early Childhood, Secondary Education:**
*Elementary and/or Special Education:*
ENGL 113, 114, 209, 220, 241 or 242; HIST 103, 105, 106; HLTH 100; MATH 101, 105 (MACT majors take MATH 205), 201; PHSC 105 or 110; SCIE 144; plus all EDUC courses except practicum and practicum seminar

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

*Secondary:* ENGL 113, 114; (ATPY majors take PSYC 109); plus all major requirements and EDUC courses except practica and practicum seminar

**Physical Education**
AEXS 313, 319; DANC 102; EDUC 237, 328; ENGL 113, 114; PHYS 205, 206; plus all required courses with the following prefixes: BIOL, HLTH, MOSK, MOST, PEAC, PEPC, PHED (except practica); plus current First Aid/CPR certification

**Health/Family and Consumer Sciences**
CHEM 101, 102; ENGL 113, 114; MOSK 101; NUSC 261; SOCI 220; plus all required courses with the following prefixes: BIOL, EDUC, HLTH (except practica), PEAC, PEPC; plus current First Aid/CPR certification

**Dual Health & Physical Education**
AEXS 313, 319; DANC 102; EDUC 237, 328; ENGL 113, 114; NUSC 261; PHYS 205, 206; plus all required courses with the following prefixes: BIOL, HLTH (except practica), MOSK, MOST, PEAC, PEPC, PHED (except practica); plus current First Aid/CPR certification

*See individual practicum application forms for a detailed listing of prerequisite courses.*
3. Receive a passing score on the required subject test(s) of the MTEL.
4. “B” or better in pre-practicum.
Exit requirements:
1. Maintain admission requirements including minimum GPA.
2. Complete all required coursework.
3. Demonstrate, through a performance assessment, subject matter knowledge requirements and the six essential elements stated in the Candidate Assessment of Performance Guidelines. Get the recommendation for licensure from a supervising practitioner and program supervisor.

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

2. Students are responsible for completing the educator licensure application process online at the Massachusetts Department of Elementary and Secondary Education website. Information about licensure application processes in Massachusetts and other states can be found in this handbook.
Requirements for Graduate (Post-Baccalaureate) Educator Preparation Programs (Teaching and Counseling)

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

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

Exit requirements:
1. Maintain admission requirements including minimum GPA.
2. Complete all required coursework
3. Demonstrate, through a performance assessment, subject matter knowledge requirements (where appropriate) and the professional standards for the license sought.
4. Attainment of recommendation for licensure from a supervising practitioner and program supervisor.

See the end of this section of the handbook for a description of the transcript review system and sample transcript review forms. Go online to www.springfieldcollege.edu to find all copies of the transcript review forms and other program specific requirements.

NOTE: Students are responsible for applying for their Springfield College degree and for their Massachusetts educator license.
SPRINGFIELD COLLEGE
Registration for Graduate Educator Preparation Program

Name: ______________________________ SS #: _______________________
Local Address: _______________________ Cell Phone: ___________________
Permanent Address (if different): _______________ E-mail: ________________
_____________________________ ID #: __________ MEPID #: __________
Graduate Program: ___________________ DOB: _______________________
License Seeking: _____________________ Advisor: _____________________
Grade Level Seeking: _______________ License(s) currently held: ________
Additional License(s) Seeking: ________ License # ___________________

Gender: M  F  Primary Language: English Other ________ Ethnicity: Hispanic/Latino Y N
Race (circle one or more):
American Indian/Alaska Native  Asian  Black/African American  Pacific Islander/Hawaii Native  White

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

List all MTELs passed _______________________________
Please provide the Educator Preparation Office copies of results that were not reported to Springfield College

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

_____ I have received or know how to access the Educator Preparation Handbook, I am responsible for
initial following the policies and procedures that pertain to my educator preparation program and I will
abide by the Professional Dispositions/Standards.

Signature: ____________________________ Date: ____________________

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

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

MTEL Tests Passed: R_____ W_____

Date Transcript Review Approved (Teaching candidates only) ______________________________

Other Notes ____________________________________________________________
Graduate Transcript Review System

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

1) Faculty completes a transcript review form with student.

2) Form is submitted with back-up documentation to the Educator Prep Office for approval.

3) The original and the pink copy are mailed to the graduate coordinator. The yellow copy is kept on file in the Educator Prep Office and the student is added to the cohort list.

4) The person receiving the white and pink copies will mail the pink copy to the student. The original (with back-up) will be filed in the student’s advisement file.

5) When students submit their practicum application to the Educator Prep Office, a copy of the transcript review form should be attached to the application. At this time students will be reminded of any requirements still pending.

6) In September and January when students begin the practicum, each student’s form will be checked to see if they have met all prerequisites and requirements. A letter will be generated for students with outstanding prerequisites/requirements, requesting that they submit documentation to show they have met everything needed to qualify for licensure.

7) A checklist will be kept to document the status of all transcript review forms. This list will be kept in front of the Transcript Review file.

8) When students have satisfied all requirements the director will initial and date the form on the upper right hand corner.

9) The checklist will be used when doing the final degree audit to ensure that all program prerequisites and requirements have been met.

10) When finished, the form will be filed in the student’s file.
This form is to be used when reviewing candidates’ transcripts who are seeking entrance into the Graduate Level Initial Teaching Licensure Program. The transcript review process allows Springfield College faculty the opportunity to determine whether the student meets the Massachusetts Department of Education subject matter knowledge requirements.

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

THE EFFECTIVE TEACHER OF PHYSICAL EDUCATION DEMONSTRATES KNOWLEDGE OF:

<table>
<thead>
<tr>
<th>Subject Matter Knowledge</th>
<th>Documented Courses, Work Experience or Tests</th>
<th>Still needed</th>
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</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology I &amp; II</td>
<td></td>
<td></td>
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<tr>
<td>Physiology of Exercise</td>
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<td></td>
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<tr>
<td>Biomechanics</td>
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<tr>
<td>Sports First Aid &amp; CPR</td>
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<td>Wellness (Fitness for Life)</td>
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<td>Lifetime, Team and Individual/Dual Sports</td>
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<tr>
<td>(4 selectives)</td>
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<tr>
<td>Aquatics (WSI or Lifeguard)</td>
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<tr>
<td>Outdoor/Leisure (Outdoor Adventure)</td>
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<tr>
<td>Movement Across Categories (Skill Themes &amp; Movement Concepts)</td>
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</table>

Comments:

______________________________  ______________________________
Graduate Coordinator, Physical Education and Health Education  Date:_____/_____/_______

______________________________  ______________________________
Director, Educator Preparation & Licensure  Date:_____/_____/_______

White – Advisor  Yellow – Educator Preparation  Pink - Student
SPRINGFIELD COLLEGE GRADUATE LEVEL INITIAL LICENSURE PROGRAM
SUBJECT MATTER KNOWLEDGE TRANSCRIPT REVIEW
ELEMENTARY / SPECIAL NEEDS PK-8 (Teacher of Students with Moderate Disabilities Licensure)

Candidate’s Name

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

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

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

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

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

Comments:

Education Department Advisor ___________________________ Date: _______/_______/_______

Arts and Sciences Faculty Reviewer (if necessary) ___________________________ Date: _______/_______/_______

Director, Educator Preparation & Licensure ___________________________ Date: _______/_______/_______

White – Advisor Yellow – Educator Preparation Pink - Student
SPRINGFIELD COLLEGE GRADUATE LEVEL INITIAL LICENSURE PROGRAM
SUBJECT MATTER KNOWLEDGE TRANSCRIPT REVIEW
HISTORY

_____________________________
Candidate’s Name

Undergraduate Institution Date of Graduation Undergraduate Major G.P.A.

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

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

THE EFFECTIVE TEACHER OF HISTORY DEMONSTRATES KNOWLEDGE OF:

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

Comments:

____________________________________________________________         Date:_______/________/________

Education Department Advisor

___________________________________________________________           Date:_______/________/________

Arts and Sciences Faculty Reviewer

____________________________________________________________         Date:_______/________/________

Director, Educator Preparation & Licensure

White – Advisor Yellow – Educator Preparation Pink – Student

45
FREQUENTLY ASKED QUESTIONS

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

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

What if I don’t meet the admissions requirements?
You should see your advisor first and department chair next to determine a plan of action.

(Undergraduate students only) When should I plan to take the MTEL Communication and Literacy Skills tests to be on track for admission to an Educator Preparation program? It is best to take the test for the first time at the end of your first year, no later than the fall semester of your sophomore year.

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

What if I do not pass the MTEL Communication and Literacy skills test? You should plan to retake the part(s) you didn’t pass as soon as possible (for CBT you must wait 45 days). In preparation for the test(s) you should either take the test prep course (SPCO 201) if you haven’t already taken it, or get help from the Academic Success Center or an individual tutor.

(Graduate teacher candidates only) When should I take the required subject test(s)? You should take the appropriate subject test for your discipline (e.g., general curriculum for elementary & special education, early childhood, history, math, physical education) immediately. The expectation is that you will pass this test by the end of your first semester in the program. [Note: Students in ELEM/ECED/SPED (TSMD) must pass a second subject test, the Foundations of Reading test.]

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

What resources are available to help me pass the test? See resources in the next section (section III) of this handbook.
SECTION III

MASSACHUSETTS TESTS FOR EDUCATOR LICENSURE (MTEL)
ALL educator preparation students must pass Communication & Literacy Skills Test (01)*

- Reading and writing subtests may be taken separately
- Should be taken not later than spring/summer of first year
- You do NOT need to pass both parts of Com/Lit before taking a subject test

*Note: Do NOT register for Vocational Technical Literacy Skills (91)

School Guidance and School Adjustment Counseling Licensure – ONLY Com/Lit required

Elementary/Moderate Disabilities (SPED) Teacher Licensure

- General Curriculum test (03)
  - Multi-subject subtest [language arts, history & science] + math subtest [or Elem. Math (53)]
    - Should be taken in the summer after sophomore year or fall of junior year
    - Subtests should be taken separately
  - Special Education 5-12 – one of the following MTEL subject matter tests can replace the general curriculum test: English, history/political science, math or science

- Foundations of Reading test (90) CBT test
  - Should be taken as you are completing EDUC 327 [typically Nov/Dec of junior year]

Early Childhood Teacher Licensure

- Early Childhood test (02)
  - Should be taken in the summer after sophomore year or fall of junior year

- Foundations of Reading test (90) CBT test
  - Should be taken as you are completing EDUC 327 [typically Nov/Dec of junior year]

Secondary Education Teacher Licensure – Biology, English, History, Mathematics, Visual Art

- Biology (13), English (07), History (06) Mathematics (09) or Visual Art (17) test
  - Should be taken in the summer after sophomore year or fall of junior year

Health or Physical Education Teacher Licensure

- Health/Family & Consumer Sciences (21) or Physical Education (22)
  - Should be taken in the summer after sophomore year or fall of junior year

Graduate students should take all required MTELs ASAP.
MTEL Protocol for Com/Lit
To ensure students are making satisfactory progress
(adopted 5/14; revised 8/15)

First-year students
- March 1st – first-year students sent e-mail reminding them they must take Com/Lit before September
- Before spring break – letter mailed to first-year parents about MTEL
- Before academic year starts rising sophomores who have yet to pass are reminded of this protocol

Sophomores
If a sophomore has passed both sections of Com/Lit (reading & writing) s/he is making satisfactory progress toward admission as an official candidate. 😊 😊

If a sophomore hasn’t passed both sections of Com/Lit, then s/he MUST send us proof by December 1 that s/he is registered to take Com/Lit before the start of the second semester.

December 1 – If we do not receive proof of Com/Lit registration, the student must attend a mandatory meeting with the Director of Educator Preparation where she will go over professional dispositions. [If the student has dropped out of the teacher prep program, there is no need to meet.] The student will sign a change of major/concentration form at this meeting. If we do not receive proof of test registration, s/he will be administratively withdrawn from the teacher prep program. A strong recommendation will be made for the student to take SPCO 201, if not already taken, and/or work with a tutor.

If s/he gets withdrawn and still wants to pursue teaching, the student will have to PASS Com/Lit before s/he can be readmitted.

January 25 – If a sophomore is unsuccessful with either Com/Lit subtest, the student must submit proof by January 25 that s/he is registered to retake by March 20 and that s/he attended or will attend SPCO 201 and/or receive tutoring

May 5 – If still unsuccessful, the student must submit proof by May 5 that s/he is registered to retake the test again by June 15 and that s/he is working with a tutor
### 2016-2017 SCORE REPORT DATES

**Communication and Literacy Skills (01), Early Childhood (02), Foundations of Reading (90), General Curriculum (03), and Vocational Technical Literacy Skills Test: Reading (91)**

<table>
<thead>
<tr>
<th>Test Dates</th>
<th>Score Report Date</th>
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<td>3/13/17–3/26/17</td>
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<td>6/5/17–6/18/17</td>
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<td>6/19/17–7/2/17</td>
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<td>1/2/17–1/15/17</td>
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<td>7/3/17–7/16/17</td>
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<td>1/16/17–1/29/17</td>
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<td>7/17/17–7/30/17</td>
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<tr>
<td>1/30/17–2/12/17</td>
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<td>7/31/17–8/13/17</td>
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**English (07), English as a Second Language (54), History (06), and Sheltered English Immersion (56)**

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<td>6/5/17–7/2/17</td>
<td>7/21/17</td>
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<td>8/18/17</td>
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<tr>
<td>2/13/17–3/12/17</td>
<td>3/31/17</td>
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**Biology (13), General Science (10), Mathematics (09), Mathematics (Elementary) (53), Mathematics (Middle School) (47), Physical Education (22), Reading Specialist (08)**

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<td>6/5/17–7/2/17</td>
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<tr>
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<tr>
<td>3/13/17–4/9/17</td>
<td>4/28/17</td>
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</table>
Business (19), Chemistry (12), Earth Science (14), Health/Family and Consumer Sciences (21), Mathematics/Science (Middle School) (51), Middle School Humanities (50), Music (16), Physics (11), Technology/Engineering (33), Theater (45), Visual Art (17), and Vocational Technical Literacy Skills Test: Writing (91)

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<td>7/31/17–9/24/17</td>
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<td>2/13/17–4/9/17</td>
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Academically Advanced (52), Adult Basic Education (55), Dance (46), Latin and Classical Humanities (15), Political Science/Political Philosophy (48), and Speech (44)

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Permission is granted to Massachusetts educators to photocopy this flyer for use within their institutions.

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For Additional Information

If you have questions about educator licensure requirements, including which test(s) to take, or how to apply for a license online, contact:

Massachusetts Department of Elementary and Secondary Education
Office of Educator Licensure
75 Pleasant Street
Malden, MA  02148-4906
Telephone: (781) 338-6600

If you have questions about test registration, fees, test dates and centers, test administration procedures, admission tickets, or score reports, contact:

Massachusetts Tests for Educator Licensure Evaluation Systems
Pearson
P.O. Box 660
Amherst, MA  01004-9013
Registration. Registration is a two-step process and is available only on the Internet by selecting "Register Now" on the MTEL web site (www.mtel.nesinc.com). The following guidelines apply to CBT registration:

- You may register to take one or both Communication and Literacy Skills subtests. All subtests you select in one registration will be administered in one four-hour test session.
- Once you have registered, you may not change your test selection for that one test session unless you withdraw your registration and register again. (See "Test Selection" for more information about test sessions and registration.)
- You should plan to register as early as possible before your desired testing window.
- You must wait 45 days after taking a computer-based test/subtest before retaking the same test/subtest.

Test administration. Candidates complete the tests by selecting answers on-screen to multiple-choice items and typing responses to open-response items. See "Reporting to the Test Site," "What to Bring to the Test Site," and "Test Site Rules" for details about the day of the test, including information about identification and security policies.

Score reporting. Results for Communications & Literacy Skills (01), Early Childhood (02), Foundations of Reading (90) and General Curriculum (03) will be reported three-five weeks from the date you took the test. Test results for the English (07) and History (06) tests will be reported three-seven weeks from the date you took the test. Test results for all other subject tests (e.g., mathematics, physical education, visual art) will be reported three-eleven weeks from the date you took the test.

Test fees

<table>
<thead>
<tr>
<th>Test Description</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Communication and Literacy Skills both subtests together</td>
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</tr>
<tr>
<td>Communication &amp; Literacy Skills reading subtest</td>
<td>$76</td>
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<tr>
<td>Communication and Literacy Skills writing subtest</td>
<td>$85</td>
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<tr>
<td>General Curriculum both subtests together</td>
<td>$139</td>
</tr>
<tr>
<td>General Curriculum multi-subject subtest</td>
<td>$94</td>
</tr>
<tr>
<td>General Curriculum mathematics subtest</td>
<td>$94</td>
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<tr>
<td>Subject matter test</td>
<td>$139</td>
</tr>
<tr>
<td>Sheltered English Immersion test</td>
<td>$155</td>
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</tbody>
</table>

Go to www.mtel.nesinc.com for further information and/or to register for MTEL
Attention Educator Preparation Students:

The MA Department of Elementary and Secondary Education has distributed a limited supply of test-fee vouchers to help students defray the cost of the MTEL fees. The vouchers will be awarded to students as deemed appropriate by the college, based primarily on financial need.

Each voucher covers the test fees for a single MTEL test. The vouchers are not transferable or replaceable. Each voucher permits a candidate to register for a single MTEL test. Vouchers cannot be applied to pay late registration fees, emergency registration fees, or any other fees incurred by a candidate, or to clear outstanding fees.

The MTEL test-fee vouchers must be used with internet registration services and completed in the Educator Preparation Office.

If you would like to be considered to receive a voucher, please download, complete and sign the attached request form and return by __________:

   Educator Preparation & Licensure Office
   Administration Building, Room 209

Please call with any questions and/or concerns 748-3155.

Name: _______________________________ UG/GR __________________ SC ID: ____________ (circle one)
SPRINGFIELD COLLEGE  
EDUCATOR PREPARATION & LICENSURE OFFICE  
MTEL TEST-FEE VOUCHER REQUEST

Email: ____________________________  Phone: ____________________________

Program: _________________________  Anticipated date of program completion:____

Please indicate the number of times you have taken each test:

_____ Reading   _____ Writing   _____ Subject   _____ Foundations of Reading

_____ General Curriculum, Math  _____ General Curriculum, Multi-Subject

How did you prepare for each test? (e.g. SPCO 201, orientation session, individual tutor, etc.)
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Briefly describe why you should be considered to receive a voucher:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Student’s authorization for exchange of information:

I ________________________________, hereby authorize the exchange of information
(Print)  
between the Springfield College Educator Preparation Office and the Springfield College Financial
Aid Office regarding financial aid awarded and my financial status and/or that of my family. I also
understand that the Springfield College Educator Preparation Office and the Springfield College
Financial Aid Office may discuss aspects of my financial aid circumstances as they may pertain to
my particular situation and my application for a MTEL Test Fee Voucher.

______________________________________________________  (Signature)  (Date)

Voucher is:  Approved for _____________________  Not Approved

Voucher #: ___________________________  Test Date: ___________________________

Director of Educator Preparation & Licensure __________________________

Please return to the Educator Preparation Office, Administration Bldg. Room 209
MTEL
Communication and Literacy Skills Test Overview

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

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

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

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

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

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

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

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

0001 Determine the meaning of words and phrases in the context in which they occur.
For example: identify the meaning of commonly used words; determine the meaning of a word
with multiple meanings; determine the meaning of an uncommon word or phrase; identify
synonyms or antonyms for words used in a given passage; and determine the meaning of
figurative language.

0002 Understand the main idea and supporting details in written material.
For example: identify the explicit main idea of a paragraph or passage; identify the implied main
idea of a paragraph or passage; and identify ideas, information, data, and details that support,
illustrate, or elaborate the main idea of a paragraph or passage.

0003 Identify a writer's purpose, point of view, and intended meaning.
For example: identify a writer's stated or implied purpose for writing; identify the audience for a
given piece of writing; identify why a writer has included specific information or examples;
identify the likely response of an audience to a writer's choice of words or phrases; and interpret
content, word choice, and phrasing to determine a writer's opinion or point of view.

0004 Analyze the relationship among ideas in written material.
For example: identify cause-and-effect relationships; identify the order of events or steps
described in written material; analyze relationships between similar ideas or ideas in opposition;
and draw conclusions from information stated or implied within a passage.

0005 Use critical reasoning skills to evaluate written material.
For example: identify the assumptions underlying a writer's argument; assess the relevance of
facts, examples, or data to a writer's argument; distinguish between statements of fact and
expressions of opinion; and assess a writer's objectivity or bias.

0006 Apply skills for outlining and summarizing written materials and interpreting information
presented in graphic form.
For example: identify an effective outline or graphic representation of information presented in a
paragraph or passage; identify an effective summary of information presented in a paragraph or
passage; interpret information presented in graphs, tables, charts, or diagrams; draw conclusions
based on information presented in graphs, tables, charts, or diagrams; and select the graphic form
best suited to the presentation of information contained in a paragraph or passage.

WRITING

0007 Understand methods for establishing and maintaining a central theme or main idea.
For example: identify effective thesis statements and topic sentences; identify information,
statements, or details that detract from the development of a main idea; identify ineffective
repetition and redundancy; reorganize sentences or paragraphs to achieve a logical sequence of
ideas; and identify effective transitions from one paragraph to another.
0008 Recognize common errors of sentence construction, grammar, and usage.
For example: identify sentence fragments and run-on sentences (comma splices, fused sentences); identify verbs in the wrong tense or form, incorrect shifts in tense or person, lack of subject-verb agreement, and wrong or missing verb endings; identify vague pronoun references, lack of agreement between pronouns and antecedents, and incorrect shifts in pronoun person and number; identify misplaced or dangling modifiers; identify wrong or missing prepositions; identify incorrect use of relative pronouns (that, which, who); identify imprecise or inappropriate words and phrases; and identify common errors in the use of homonyms (accept/except, affect/effect, its/it's, their/there/they’re, to/too/two, weather/whether, who's/whose, your/you're).

0009 Recognize common errors of spelling, capitalization, and punctuation.
For example: identify common spelling errors; identify common errors in standard capitalization; identify missing commas after an introductory phrase and missing commas in a compound sentence; and identify missing or misplaced apostrophes.

0010 Demonstrate the ability to analyze and revise sentences containing common errors of sentence construction, grammar, usage, spelling, capitalization, and punctuation.
For example: revise sentences to correct errors related to sentence construction; revise sentences to correct common errors related to grammar and usage; and revise sentences to correct common errors related to spelling, capitalization, and punctuation.

0011 Demonstrate the ability to prepare an effective summary.
For example: summarize the main ideas, key arguments, and significant supporting details presented in an extended passage; demonstrate effective paragraph and sentence construction; demonstrate command of standard English conventions of grammar and usage, without making common errors; and demonstrate command of standard English conventions of spelling, capitalization, and punctuation, without making common errors.

0012 Demonstrate the ability to prepare a well-organized and focused piece of writing for a given purpose and audience, using standard English conventions.
For example: take a position on an issue, proposition, or statement related to education and defend that position; maintain a central theme or main idea through the effective use of a thesis statement, topic sentences, and transitions; develop a well-organized argument using sound reasoning and relevant supporting information and/or examples; demonstrate effective paragraph and sentence structure and employ vocabulary appropriate for the audience and the purpose of the writing task; use precise and appropriate words and phrases; demonstrate command of standard English conventions of grammar and usage, without making common errors; and demonstrate command of standard English conventions of spelling, capitalization, and punctuation, without making common errors.

NOTE: AN OVERVIEW OF EACH OF THE SUBJECTS TESTS IS AVAILABLE ONLINE (www.mtel.nesinc.com) AND AT THE EDUCATOR PREPARATION OFFICE.
MTEL Review Sessions & Resources

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

MTEL 3-hour Orientation Sessions (for 1st time test takers)
• Designed to give students an overview of the reading and writing tests
• Register by calling the Office of Educator Preparation & Licensure (748-3155)

MTEL test prep course SPCO 201: Building Communication & Literacy Skills 0.5 s.h. credit
• Designed to help students prepare for the reading and/or writing tests
• Comprehensive test prep course (over 10 hours)
• Individual needs will be assessed and addressed
• Register by completing an add/drop form or through the regular registration process

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

MTEL Subject Test Review Sessions
• Designed by various departments to review the content on particular subject tests
• Register by calling the appropriate department (e.g., physical education, education, history)

For more information on subject test review sessions, call Katy Reed, MTEL Coordinator, at 413-748-3656 or the appropriate School or Department.

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

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

MTEL Practice tests are available online for:

Communications & Literacy
Early Childhood
General Curriculum – Multi-Subject
General Curriculum – Mathematics
Foundations of Reading
Physical Education
Health/Family & Consumer Sciences

Biology
Chemistry
Earth Science
English
History
Mathematics
Visual Art

www.mtel.nesinc.com
Strategies for taking the Massachusetts Tests for Educator Licensure (MTEL)

Undergraduate MTEL Strategies

Communications & Literacy Skills Test (Com/Lit)
Reflect upon your ability to take standardized tests.

☐ Take the on-line practice Com/Lit reading and writing subtests.

☐ If you feel you are a strong test-taker, you should attend the MTEL Orientation Session [if not enrolled in SPCO 201] and take the test in the spring/summer of your first year.
  ▪ If you do not pass Com/Lit, you should enroll in SPCO 201 for the fall and retake the test(s) in November/December of your sophomore year.
  ☑ If you still do not pass Com/Lit, you should contact the Academic Success Center and begin working with a tutor. You should also consider taking the reading and writing subtests on different dates. This will maximize the time you can spend on each subtest.

☐ If you do not consider yourself to be a strong test taker or would just like additional help, register for SPCO 201 in the spring of your first year and plan to take the Com/Lit test in May, June or July.
  ▪ Strongly consider taking the reading and writing subtests on different dates. This will maximize the time you can spend on each subtest.
  ▪ If you do not pass Com/Lit, you should contact the Academic Success Center and begin working with a tutor.

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

Subject tests
☐ You do NOT have to have passed both parts of Com/Lit before taking a subject test. For example, if you are an elementary and/or special education major and strong in math but struggling with part of the Com/Lit test, you may want to take the general curriculum – mathematics subtest while you are working on your Com/Lit skills.

☐ Take the on-line practice test for your subject(s).

☐ If you are NOT an elementary and/or special education major, you should plan to take your subject test November – March of your junior year.

☐ If you ARE an elementary and/or special education major, you should consider taking each of the general curriculum subtests separately. The best times to take these tests are during the summer after your sophomore year or the fall of your junior year.
If you ARE an early childhood, elementary and/or special education major, you should take the foundations of reading test as you are completing EDUC 327 in November/December of your junior year.

If you need tutoring help with a subject test, contact the corresponding department or the Educator Preparation Office.

Graduate MTEL Strategies

Communications & Literacy Skills test (Com/Lit)

Reflect upon your ability to take standardized tests.

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

Subject tests

- You do NOT have to have passed both parts of Com/Lit before taking a subject test.
- You should take the appropriate subject test for your discipline immediately (e.g., general curriculum for elementary & special education, early childhood, history, math, physical education). The expectation is that you will pass this test by the end of your first semester in the program. [Note: Students in ELEM/ECED/SPED (TSMD) must pass a second subject test, the Foundations of Reading test. This test should be taken at the end of the semester you are enrolled in EDUC 627: Teaching & Assessing Literacy Across the Content Areas.]
- Take the on-line practice test for your subject(s).
- If you ARE in the elementary and/or special education program, you should consider taking each of the general curriculum subtests separately.
- If you need tutoring help with a subject test, contact the corresponding department or the Educator Preparation Office.
Massachusetts Tests for Educator Licensure (MTEL)

**Academic Success Center**  Hickory Hall 109  413-748-3389

**MTEL Assistance Program**

- **Katy Reed**  MTEL Coordinator  413-748-3656 (by appt.)
  Locklin 303A  kreed@springfieldcollege.edu
- **Helen Kidess**  Writing Specialist  413-782-7547
- **John Weaver**  MTEL Test Prep Course  jweaver15@gmail.com  413-478-9510
- **Zack Richer**  Reading & Writing Specialist  ztkricher@yahoo.com  413-222-1963
- **David Nortz**  Mathematics Specialist  Davenortz@comcast.net  413-783-8664
- **Megan Leonard**  Early Childhood, General Curriculum Multi-Subject & Foundations of Reading  mleonard2@springfieldcollege.edu  413-204-7488
- **Amy Goldman**  Early Childhood, General Curriculum Multi-Subject & Foundations of Reading  amygoldman2@gmail.com  413-575-3073
- **Jen Zguro**  Physical Education Specialist  jzguro@gmail.com  413-250-8148
- **Michele Shibley**  Visual Art Specialist  micheleshibley@gmail.com  413-519-7521
- **Elaine Montuori**  Visual Art Specialist  montuorie@springfieldpublicschools.com  413-277-6052

**MTEL Faculty Tutors**

- **Ian Delahanty**  History Tutor  idelahanty@springfieldcollege.edu  413-748-3213
- **Fernando Gonzalez**  History Tutor  fgonzale@springfieldcollege.edu  413-748-3261
- **Hai Kinal**  Science Tutor  hkin@springfieldcollege.edu  413-748-3690

**Writing Support Services**  Hickory Hall 109  413-748-3207  asc_wss@springfieldcollege.edu

For many of the **subject tests**: Peer tutors are available through the Academic Success Center. Call the ASC Tutor Manager at 413-748-3389 or email asc@springfieldcollege.edu

For MTEL special accommodations, contact Deb Dickins at ASC 413-748-3747

For a list of volunteer MTEL tutors go to this link:
http://www.springfieldcollege.edu/academic-success-center/mtel-assistance-program
Massachusetts Tests for Educator Licensure (MTEL)
Communication & Literacy Skills

Resources for Reading & Writing Subtests

*MTEL Test Information Booklet Field 01: Communication and Literacy Skills.*


*Along These Lines: Writing Sentences and Paragraphs.* Biays & Wershoven. Pearson

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


*Critical Reading Workbook for the SAT* by Sharon Weiner Green, Barron’s Publishing.

*MTEL: Communication and Literacy Skills (01)* by Editors of Learning Express LLC.

*MTEL Communication and Literacy Test (Massachusetts Test for Educator License) – The Best Teachers’ Test Prep* by Gail Rae, M.A., Ann Jenson-Wilson, Bernadette Brick, Brian Walsh (Paperback: Research & Education Association, [www.rea.com](http://www.rea.com), 2006).

Websites - Mechanics/Grammar support

Capital Community College [http://grammar.ccc.commnet.edu/grammar](http://grammar.ccc.commnet.edu/grammar)

Grammar bytes [www.chompchomp.com](http://www.chompchomp.com)

Grammar book [www.grammarbook.com](http://www.grammarbook.com)

Purdue University [http://owl.english.purdue.edu](http://owl.english.purdue.edu)

Tidewater Community College [http://web.tcc.edu/students/resources/writcent/](http://web.tcc.edu/students/resources/writcent/)


Univ. of IL Grammar Handbook [www.cws.illinois.edu/workshop/writers/](http://www.cws.illinois.edu/workshop/writers/)
**Websites – Communications & Literacy basic skills**

*Other states offer practice tests for their teacher testing program. Though not identical, these will give you more practice (just complete reading and writing sections)*

Massachusetts Tests for Educator Licensure


THEA Practice Test [www.thea.nesinc.com/practice.htm](http://www.thea.nesinc.com/practice.htm)

CBEST Practice Test (CA Teacher’s Test) [www.cbest.nesinc.com](http://www.cbest.nesinc.com)


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**Massachusetts Tests for Educator Licensure (MTEL)**

**Subject Tests**


[http://www.lesley.edu/soe/certification/mtel-workshops.html](http://www.lesley.edu/soe/certification/mtel-workshops.html) Workshops for *general curriculum, early childhood & foundations of reading*


[www.GOHacademy.com](http://www.GOHacademy.com) mathematics. *general curriculum (math & multi-subject), early childhood & foundations of reading* workshops

[www.youtube.com/watch?v=i62SlqXqmE](http://www.youtube.com/watch?v=i62SlqXqmE) MTEL *general curriculum mathematics* practice

[www.doe.mass.edu/mcas/2013/release/default.html](http://www.doe.mass.edu/mcas/2013/release/default.html) 2013 MCAS test items with answer key for *mathematics*

*MTTEL Early Childhood 02 Teacher Certification Test Prep Study Guide (XAM MTTC)*, by Sharon Wynne

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

*MTTEL Math 03: Prepare for the New General Curriculum Subtest*, by Mary Desouza

*Biology*. Campbell and Reece (any edition) (*biology*)


*Biology Basic Concepts Sample Exams*. (*biology & general curriculum multi-subject*)


RICA Sample Questions [www.rica.nesinc.com](http://www.rica.nesinc.com) *(foundations of reading)*

CSET Practice Tests [www.cset.nesinc.com](http://www.cset.nesinc.com) *(subject tests)*

*Put Reading First: The Research Building Blocks for Teaching Children to Read*, 3rd Edition, 2006 [PDF] provides an excellent overview of all test content and is a good place to start. However, DISREGARD the advice on the bottom of page 5: “Phonemic awareness instruction is most effective when children are taught to manipulate phonemes by using the letters of the alphabet.” This theory contradicts the theory that serves as the basis for many of the FOR test questions (that phonemic manipulation exercises should not involve print).


Self-enroll in the MTEL Test Preparation for Physical Education Moodle Course designed by Dr. Pat McDiarmid. Students should go to: [https://scmoodle2.springfieldcollege.edu/course/view.php?id=8331](https://scmoodle2.springfieldcollege.edu/course/view.php?id=8331)


Contact the MTEL Coordinator if you are interested in any of these resources.
FREQUENTLY ASKED QUESTIONS

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

When and where do I take the MTEL exams? Computer-based testing is available year-round, by appointment, Monday through Saturday (excluding holidays), on a first-come, first served basis at numerous test sites nationwide.

Are all MTELS Computer-Based Tests (CBT)?
Yes.

How much will it cost to take each test?
- Communication and Literacy Skills both subtests together $112
- Communication & Literacy Skills reading subtest $76
- Communication and Literacy Skills writing subtest $85
- General Curriculum both subtests together $139
- General Curriculum multi-subject subtest $94
- General Curriculum mathematics subtest $94
- Subject matter test $139
- Sheltered English Immersion test $155

Will I get confirmation of my registration? Yes, you will receive an email confirmation of your registration. If you are taking a paper-based test (PBT), it is necessary to print the attached admission ticket. If you have not received your confirmation email (with admission ticket for PBT) well in advance, call (413) 256-2892.

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

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

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

How long does it take to get the test results? Test results for all MTELS will be reported within eleven weeks of the date on which you took the test.
Can I retake a test if I do not pass? Yes, you can repeat each test an unlimited number of times. However, you must wait 45 days after taking a computer-based test/subtest before retaking the same test/subtest.

I am not planning to teach in the state of Massachusetts, do I have to take the MTEL? All Springfield College students in educator preparation programs must pass the MTEL in order to successfully complete an approved program.

Will I have to take other tests if I want to get licensed and teach in another state? Yes, almost every state department of education has their own testing requirement. In most cases the Massachusetts Tests for Educator Licensure are not accepted by other states to meet their testing requirement.

FREQUENTLY ASKED QUESTIONS ABOUT COMPUTER-BASED TESTING

How do I register for the CBT? First, check for seat, date and time availability (see below), then follow this two-step process.

1) PART ONE
   a) Registration begins on MTEL website [http://www.mtel.nesinc.com/](http://www.mtel.nesinc.com/)
      i) Click on “Register now “
      ii) Click on “Create an Account “
      iii) Fill out your personal information, payment method, and follow the prompts.
      iv) You will be asked to select the test you wish to take from the tests listed above.

      Note: You may register to take one or both Communication and Literacy Skills subtests, reading and writing (if you wish to do both, be sure to check both boxes). All subtests you select in one registration will be administered in one four hour test sessions.

2) PART TWO
   a) After completing your registration on the MTEL website you will receive an e-mail within 1 business day that authorizes you to test.
   b) Once you receive the “Authorization to Test” email, visit the Pearson VUE web site @ [www.pearsonvue.com](http://www.pearsonvue.com) to select the following:
      i) Test Center
      ii) Test Date
      iii) Testing Time
   c) Finally, Pearson VUE will send you a confirmation once your test appointment is confirmed.

How do I check for Seat, Date, and Time availability for the CBT?
1) Go to [www.mtel.nesinc.com](http://www.mtel.nesinc.com)
   a) Choose “Before you register” from the panel on the left side of the webpage and the go to the sub headings and click “Test Dates”
      i) Choose “Computer-Based Testing” (this should bring you to a page with a title “Test Dates for Computer-Based Testing”)
(1) Under the page title, **carefully** read through the written information.
(2) There will be two blue links
   (a) “Register Now”
   (b) **www.pearsonvue.com/mtel** ← Click This

2) Once you are on the Pearson VUE web page, carefully read through the information
   a) Look to the right side of the screen, there will be grey boxes that read:
      i) **Seat Availability** ← CLICK THIS
      ii) Locate Test Center
      iii) Schedule a Test
      iv) Reschedule a Test
      v) Cancel a Test
      vi) My account
      vii) Customer Service

3) Once you have clicked Seat Availability you will be asked to select the exam(s) you wish to
   schedule

   ➔ **NOTE: THIS IS NOT YOUR REGISTRATION** ←

   a) Scroll through and check the box(es) of your exams (MTEL…)
   b) Click the next button

4) You will be asked to find a test center by filling out the information required (Note: there may be
   a test center close to your home, even if you do not live in MA)
   a) Click search
   b) The bottom half of the screen will then show the closest test sites to you.
   c) Select the test(s) site(s) that are most convenient for you.
   d) Click next

5) You should be brought to a page that says “Seat Search: View Availability”
   a) On this page all the information you have selected will appear:
      i) The Exam(s) you selected
      ii) The test center(s) you selected
   b) On this page you will also find a calendar
      i) Choose the month you wish to take your exam(s)
      ii) Choose a week/date to view available appointments (Note: If a red line appears
          through a date, e.g., 28, the test is full)
      iii) If there is a time & date available that works for you, be sure to return to the MTEL
          website **www.mtel.nesinc.com** and click the subheading **REGISTER NOW**

**NOTE:** Dates fill up quickly so it is important to go to the MTEL website and register right away
and then go back into the Pearson test center website to select/reserve a specific testing center,
date and time.
What else do I need to know?

1) Register at least 30 days in advance to get an appointment at your desired test center and date that is convenient for you. Reserving test dates and times is first come, first serve.

2) Registration for computer-based testing is by Internet only; payment must be made by VISA or MasterCard.

3) Test appointments are scheduled on a first-come, first-served basis.

4) If you arrive late to your scheduled testing time, you may be refused admission, in which case you will be considered absent and will receive no refund or credit of any kind.

5) You must bring proper identification to be admitted to the testing room (e.g. driver’s license).

6) You must wait 45 days after taking a computer-based test/subtest before retaking the same test/subtest.

7) Review the “CBT Tutorials” found on the MTEL website.

8) If you need alternative testing arrangements, apply for them prior to registering so that your accommodations will be met. You will also need to register by calling on the phone rather than on the computer once your accommodations have been approved (more information follows).

How do I make Alternative CBT Arrangements?

1) Deadline for requests
   a) Candidates who wish to request alternative testing arrangements for a computer-based administration should:
      i) Apply for alternative testing arrangements as early as possible in advance of their desired test date because of the additional time needed to process the registration and to schedule the test administration date.
      ii) You must mail or fax a completed Alternative Testing Arrangements Request Form for Computer-Based Testing and any required documentation.
         (1) For accommodations please go to http://www.mtel.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AlternativeArrangements.html

2) Wait to receive confirmation of your alternative testing arrangements before scheduling your exam(s) to ensure your accommodations will be met and avoid cancellation.
   a) Most candidates will be contacted regarding the resolution of a request for alternative testing arrangements via e-mail within three weeks after the request form and all required documentation have been received.

3) Once you have been approved it is time to Register.
   a) The e-mail you receive will have important information about scheduling your test appointment.
   b) To ensure your approved accommodations are appropriately applied to your test appointment and available for your test session, you must schedule your test appointment by phone with the Pearson VUE.
      (1) You must verify you have been approved for accommodations
      (2) Provide your desired test date, time, and test center
Please be aware that some accommodations may require up to three weeks prior to the date of your test appointment to make the necessary arrangements for staff, space, and materials. Please schedule your test appointment as soon as possible after your request has been resolved in order to allow time for such arrangements to be made and to avoid a potential delay in your test date.

NOTE: See below for a checklist of the documents that you will need to submit.

### Documentation Checklist

Before submitting your Alternative Testing Arrangements Request Form and any required documentation, use the checklist below and the information above to confirm that your documentation is complete.

You may wish to share this information with the qualified professional with whom you have consulted.

This checklist does not apply to candidates registering for an alternative test date for religious reasons (see "Registering for an alternative test date for religious reasons" above).

All documentation must meet all of the following requirements:

- It must include a signed statement by a qualified professional, written on that person's professional letterhead, whose license or credentials are appropriate to describe or diagnose the disability.
- It must include a diagnosis of the disability or disabilities.
- It must include recommended test administration modifications that are specifically related to the disability and that are reasonable within the context of this licensing test.

Additionally, if you are requesting alternative testing arrangements because of a disability other than physical, your documentation must meet the following requirements:

- It must include the name and date of diagnostic test(s), including the diagnostic test scores, designed for purposes other than screening. The diagnostic test(s) should
  - be current, i.e., completed within the past five years;
  - demonstrate a significant discrepancy in your performance and your expected capability level;
  - demonstrate the current functional impact of your disability.

Documentation, in itself, does not automatically support the granting of alternative testing arrangements.
SECTION IV

PRACTICUM POLICIES AND PROCESS
AND SAMPLE FORMS USED IN CONJUNCTION WITH THE PRACTICUM
Practicum Policies

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

1. All practicum placements for students in educator preparation programs must be arranged by (or arranged in conjunction with) the Office of Educator Preparation and Licensure.

2. Students make application or submit a practicum information form to the Educator Preparation Office to be placed in a practicum. They must also follow all other practicum placement procedures detailed in this section of the handbook for their specific program.

3. Students must be admitted to an educator preparation program (which makes them an official candidate for licensure) and meet all of the standards for practicum placement in order to be eligible to apply. This includes, among other things, maintaining minimum grade point averages, passing all required Massachusetts Tests for Educator Licensure (MTEL), and satisfactorily completing prerequisite courses. See Section II of this handbook for detailed information about admission to educator preparation programs and standards for practicum placement.

4. In order to guarantee placement for a particular semester, students must satisfy all requirements (see practicum procedures for details) and meet all deadlines specified by the Educator Preparation Office.

5. Students in all Educator Preparation Programs fill out a practicum application listing their preferences related to placement sites (e.g., travel time/distance, type of school & grade level). In addition to this, there is a place to detail any other information that is important in the determination of the site. If at all possible, students will not be placed where they have previously held a position (voluntary or paid) or have any “connections” (e.g., mother is the principal, aunt teaches in the school, neighbor is secretary to the superintendent). In most cases, students will not be placed at a school they attended or their pre-practicum site and should indicate preferences that give them a diversity of experience (e.g., urban, suburban).

6. Students are typically placed at a Massachusetts public school within a 15-mile radius of Springfield College. For physical education only, students may be placed within a 30-mile radius of the college. Students are responsible for their own transportation to and from their practicum site.

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

7. All practicum placements are made so the candidate has a field-based experience in the role and at the level of the license sought. Students must fulfill the minimum clock hour requirements specified in the Massachusetts Department of Elementary and Secondary Education (DESE) Regulations for Educator Licensure. Additional hours may be required by Springfield College, see program specific requirements. The starting and ending dates are determined in advance by the Director of Educator Preparation and Licensure. The daily schedule and calendar of the practicum school must be followed.

8. All practicum experiences are jointly supervised by a program (college) supervisor and supervising practitioner. For some programs, two program supervisors may be assigned.

9. Students are placed with supervising practitioners who meet the minimum qualifications specified in the Massachusetts DESE Regulations for Educator Licensure. School district administrators supply Springfield College with a list (the “list” may contain only one name) of the names of teachers (or counselors) who the school district recommends and who are both interested and qualified (worked under the appropriate Initial or Professional license for at least three years and rated proficient or higher on most recent summative evaluation) to act in the role of a supervising practitioner. Supervising practitioners are eligible for a tuition grant or a stipend.

10. All program supervisors hold/held a license in the field and at the grade level of the license sought or the equivalent and/or have professional experience or expertise in the field and at the grade level of the license sought. For example, some program supervisors have conducted research, taught courses or hold a degree in the licensure field.

11. Practicum students may NOT be financially compensated for work performed during time for which the student expects to receive course credit. This prohibition includes substitute teaching. Students seeking an exception to this policy must make a written request, with rationale, to the Director of Educator Preparation & Licensure. A determination will be made whether or not the employment in the school will enable the practicum student to fulfill all practicum requirements and whether or not proper supervision is possible. For example, it is most likely NOT possible for an individual employed as a teacher’s aide to fulfill the practicum requirements while still working as an aide in the classroom. Another example is that it may not be possible to arrange for the supervision required per MA DESE regulations when someone is employed as the teacher of record in a school.

12. All sites and supervisors must be approved by the Director of Educator Preparation and Licensure.

13. Students are discouraged from holding a full-time or part-time position during the practicum, or from participating on an athletic team. These outside activities/ responsibilities are not prohibited, but the student must be aware that conflicts between
practicum and employment/participation on an athletic team often arise, and that practicum responsibilities must take precedence. At the start of the practicum, students should inform their program supervisors of any outside responsibilities that could impact their practicum.

14. Practicum students will be required to fill out a Criminal Offender Record Information (CORI) form for each placement site. In addition, all students will be required to get fingerprinted. Students who have a concern about the CORI check or fingerprinting requirement should contact the Director of Educator Preparation.

15. Students must be registered for a practicum experience during the semester they are placed out in the schools. See individual course of study to register for the appropriate practicum course and the correct number of credits. All students will attend a seminar in conjunction with their practicum experience (in some cases the seminar is part of the practicum course and in other cases students will register for a separate seminar course).

16. Students typically report full-time (all day) to their practicum site. The number of days/weeks of the practicum experience will vary depending on the field and levels of licensure a student is seeking. Many students have two experiences at two different sites, some for half a semester each (e.g., early childhood and health) while some will be part-time during one semester and full-time during the other semester. Others will be at the same placement site for the full semester. The total minimum number of practicum clock hours required by Springfield College for each practicum is 300 for all teaching licenses. Counseling requires 450 clock hours for school guidance counselor and 900 for school social worker/school adjustment counselor licensure.

17. Practicum students are expected to call the school, their supervising practitioner, their program supervisor and the Educator Preparation Office if they have to miss a day. Practicum students are expected to report to their practicum site every day. Students most often will have to make up days missed. (Note: In some cases up to two days missed may be allowed without a makeup.)

18. All candidates must save all of their work electronically. The candidates are responsible for following the procedures detailed in the Candidate Assessment of Performance (CAP). They must demonstrate that they have knowledge of content and that they have met each professional standard for the license they are seeking. In most cases, specific information regarding practicum requirements is included in the practicum handbook and the program specific supplements.

19. All practicum experiences provide multiple measures of student progress in an ongoing assessment of the candidate’s performance during the practicum experience. Program supervisors must make a minimum of three observations/visits to the candidate at various stages in the practicum experience, and complete one of the college’s observation forms for each visit, (a sample of this form is included at the end of this section). Supervising practitioners make daily observations of the candidates, and they are required to complete
one formal observation per week using the Springfield College observation form, and to provide an ongoing/formative evaluation on a weekly basis.

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

As part of the summative assessment, supervisors fill out and sign-off on the official Candidate Assessment of Performance (CAP) for each candidate. A sample of this form is included at the end of this section. This form requires each supervisor to indicate whether or not the candidate has demonstrated his/her competence in the professional standards for the license. The first page of the CAP also contains other pertinent information needed for accurate and complete record keeping.

20. Students will receive a letter grade (A-F) for their practicum. Students who receive a letter grade of "B-" or above will be recommended for licensure. Students who receive a "C+" or lower may or may not be recommended for licensure. Students who receive a "D+" or below will not be recommended for licensure. Students not recommended for licensure will NOT receive credit for an official practicum, instead they will receive credit for SPCO 599: Fieldwork in an Educational Setting. (Institutional licensure recommendations/endorsements are noted on the College transcripts.)

21. Sample copies of many of the forms described above are at the end of this section. Copies of all program specific forms and additional program specific policies and procedures related to the practicum may be found in the practicum handbook and the program specific supplements.

Minimum Requirements for Practicum Placement for Non-Springfield College Students

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

1. Successful completion (achieved a C+ or better) of a Springfield College discipline-specific methods course that includes a pre-practicum experience.

2. Personal statement detailing coursework and experience that is related to the license being sought and answering the question, "Why do you want to become an educator?"

3. Transcript Review to ensure that all content knowledge has been demonstrated through coursework or experiences and that all waivers and other documentation are on file.

4. Passing scores on all required MA Tests for Educator Licensure (MTEL). This typically includes the MTEL Communication and Literacy Skills test and one or two subject tests.

5. Statement of good standing from previous higher education institution.
INSTITUTIONAL VERIFICATION OF GOOD STANDING

SECTION A

TO BE COMPLETED BY APPLICANT

<table>
<thead>
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<th>1. NAME</th>
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<th>M.I.</th>
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<td>5. TELEPHONE:</td>
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SECTION B

TO BE COMPLETED BY COLLEGE/UNIVERSITY

The applicant has requested to complete an educator preparation program at Springfield College. Please complete information in this section regarding the applicant. To be valid, this form must be signed by the dean of the college or school of education or the department chair where the applicant completed his/her coursework. RETURN THIS FORM TO THE SPRINGFIELD COLLEGE OFFICE OF EDUCATOR PREPARATION & LICENSURE.

A. The applicant is known and regarded as a person of good moral character and possesses those personal qualities and professional knowledge and skill necessary to enter an educator preparation program

   Yes_____   No_____

   If the answer is no, please explain:

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

B. Do you know of any reason why this person should not be allowed to enter an educator preparation program?

   Yes_____   No_____

   If the answer is yes, please explain:

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

Name of College/University _________________________________________

Address ____________________________________________________________

Telephone________________________ email address _________________________

Name (printed) and title_______________________________________________

Signature of dean or department chair_________________________ Date__________
**Practicum Application Process**

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

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

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

   Application forms can be found on the Springfield College website in “PrideNet.” Click on “Academics,” “Educator Preparation & Licensure,” “Practicum Applications,” and then click on the application pertaining to your program. Type your information directly onto the screen, rename and save as a “Word” document, then print. Sample applications are provided in this section of the handbook.

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

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

3. **Transcripts**
   Students fill out an unofficial transcript request form so that we may obtain a copy of an unofficial transcript to use as part of the practicum placement process.
4. **Approval of Tentative Sites**
   Once tentative site requests have been determined, an email will be sent to students with their tentative sites. Students have an opportunity to approve the tentative site by responding to their email. If a student does not give email approval, it is assumed that the student has no preference. If a student is not satisfied with a particular site, the student must immediately notify the Educator Preparation Office.

5. **Placement Request**
   The Educator Preparation Office sends a request letter to the desired school district so they can send a list (the “list” may contain only one name) of the names of teachers (or counselors) who the school district recommends and who are both interested and qualified (worked under the appropriate Initial or Professional license for at least three years and was rated proficient or higher on most recent summative evaluation to act in the role of supervising practitioner). A copy of the student’s resume and transcript is sent with this request letter.

6. **The Interview and Interview Record**
   Students should not call the schools until asked to set up interviews(s). Students will be notified when the principal and/or supervising practitioner at the school requested expresses an interest in interviewing the student. It then becomes the responsibility of the student to set up an interview following the established protocol and submitting a record of the interview(s) to the Office of Educator Preparation and Licensure immediately after the interview. All students who will be doing more than one placement will be requested to go for multiple interviews.

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

7. **TB Test**
   Practicum students may be required to present the results of a tuberculosis skin test to the school district where they are being placed. The TB test is available at the Health Center for a $10.00 fee.

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

INCLUDED ON THE FOLLOWING PAGES ARE THE PRACTICUM WAIVER POLICY & FORM, SAMPLE PRACTICUM APPLICATION FORMS AND THE INTERVIEW RECORD FORM.
Students who wish to do their practicum at a distance, at a private school or at a school district outside of Massachusetts must submit the “Practicum Placement Policy Waiver” form and send an email with the rationale to the Director of Educator Preparation and Licensure, Dr. Davis-Delano (Ldelano@springfieldcollege.edu).

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

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

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

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

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

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

If the request is approved, you are expected to attend all required meetings/seminars scheduled during the practicum. It is your responsibility to ensure that any additional district requirements are completed on time (e.g., a Criminal Offender Record Information (CORI), fingerprinting, etc.) Note: Fees may apply.

I understand that I will not be placed until I have met all placement requirements and fully agree to the above conditions.

__________________________  _________________________
Student’s Signature                  Date

*The Massachusetts Department of Elementary & Secondary Education has mandated that all requests for completion of the practicum in a setting other than a Massachusetts public school be institutionally approved.
SPRINGFIELD COLLEGE
Educator Preparation & Licensure Office
Practicum Placement Policy Waiver

Springfield College requires that all out-of-state/at-a-distance/private school practicum placement requests be pre-approved. You must be able to meet Massachusetts standards and all MA “Candidate Assessment of Performance” (CAP) requirements while out-of-state.

Name: __________________________________ Program: ___________ SC ID: ______
Address/Box: ______________________________________________________________________
Phone: _______________________________ Social Security #: ____________________________
Semester/Year of practicum: ____________________
Site/area you are requesting: ____________________________________________________________

Waiver for (please check one):  Out-of-state____  At-a-distance____  Other ______
Rationale (please check all that apply):  ____ Personal  ____ Financial  ____ Medical
  ____ Transportation  ____ Institutional Decision

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

This section to be completed by the Educator Preparation Office

Criteria met:
  ▼  ____ Ability to secure a suitable quality practicum site
  ▼  ____ Ability to secure a program (college) supervisor affiliated with Springfield College
  ▼  ____ Student is in good academic standing

Individuals involved in review of waiver: __________________________________________________

Waiver is:  Acceptable  Not Acceptable

_________________________________________  ______________________________
Director of Educator Preparation & Licensure  Date
OFFICE OF EDUCATOR PREPARATION & LICENSURE
UNDERGRADUATE PRACTICUM APPLICATION
Physical Education

Instructions:
1. **Type** all entries. Be sure to complete all four pages of this application. A sample application is located in the handbook. Contact the Office of Educator Preparation and Licensure with any problems.
2. Print this application.
3. Make a copy of your current CPR & First Aid Certification
4. Get approval from the Department of Physical Education and Health Education. Make sure page four gets signed and dated.
5. Return this form along with the copy of your CPR & first aid certification to the Office of Educator Preparation & Licensure (Room 209 in the Administration Building 748 – 3155) before the specified deadline.

More detailed instructions are available on the Educator Preparation and Licensure Office’s PrideNET page and in the handbook.

If you have any questions or concerns with this form or your practicum experience email the Educator Preparation Office at teacher@springfieldcollege.edu or call (748 – 3155).

**Personal Information**

Name ___________________________________________ ID # ________________
MEPID ___________________ Date of birth ___________________ Box # ________________
Cell/Local Phone # ___________________ Email __________________________

**Permanent Address**
Street _____________________ City _____________________ State _____ Zip ________

**Elementary School Attended**
Name ___________________________________________ City _____________________ State _____

**High School Attended**
Name ___________________________________________ City _____________________ State _____
OFFICE OF EDUCATOR PREPARATION & LICENSURE
UNDERGRADUATE PRACTICUM APPLICATION
Physical Education

Placement Preference Information
Schools are assigned by the Office of Educator Preparation in collaboration with the Department of Physical Education. To assist us in determining an appropriate match, please provide the following information.

**Will you have a car?**
- [ ] Yes
- [ ] No
  Time/distance willing to drive____________________

**Where will you live?**
- [ ] Springfield
- [ ] Other ____________

Springfield College places students in a variety of environments. Different environments offer different experiences and are different distances from the college. Urban schools are typically 3-15 miles away or 10-20 minutes. Suburban schools are typically 10-30 miles or 20–45 minutes away.

**Placement site Location Preference**
- [ ] Urban
- [ ] Suburban

Your placement will consist of student teaching one semester full time and one semester part time.

**I would like to be placed full time in the**
- [ ] Spring
- [ ] Fall

Your practicum will consist of two placements. One placement will be full time for 10 weeks and one will be full time for 5 weeks and part time for 15 weeks. One of these placements will be at the PreK-8 level and one will be at the 5-12 level.

**I want my 10 week full time placement to be**
- [ ] PreK-8
- [ ] 5-12

**I would like my PreK-8 site to be a**
- [ ] Elementary
- [ ] Middle school

**I would like my 5-12 site to be a**
- [ ] High School
- [ ] Middle school

Note: You can only select middle school once

Give any additional information/preferences you consider to be important in the determination of the site and semester of your practicum assignment here:
Pre-requisite Information
For each pre-requisite listed record your grade as well as the semester and year in which the course was taken. If you have not completed a pre-requisite check either “enrolled now” or “will enroll”. All courses listed below must be completed prior to the beginning of the practicum.

<table>
<thead>
<tr>
<th>Course Information</th>
<th>Course Completed</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name and ID</strong></td>
<td><strong>Grade</strong></td>
<td><strong>Fall/Spring</strong></td>
</tr>
<tr>
<td>AEXS 313 Physiology of Exercise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AEXS 319 Kinesiology/Biomechanics</td>
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<tr>
<td>BIOL 130 Anatomy &amp; Physiology I</td>
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<tr>
<td>BIOL 131 Anatomy &amp; Physiology II*</td>
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<tr>
<td>BIOL 132 Anatomy &amp; Physiology I Lab</td>
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<tr>
<td>BIOL 133 Anatomy &amp; Physiology II Lab*</td>
<td></td>
<td></td>
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<tr>
<td>DANC 102 Introduction to Dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 237 Foundations of Multicultural Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 328 Sheltered English Immersion</td>
<td></td>
<td></td>
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<tr>
<td>HLTH 101 Physical Health &amp; Wellness</td>
<td></td>
<td></td>
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<tr>
<td>MOSK 140 Skill Themes/Movement Concepts</td>
<td></td>
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<tr>
<td>MOST 105 Motor Development</td>
<td></td>
<td></td>
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<tr>
<td>MOST 206 Physics for Movement Science Lab</td>
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<tr>
<td>MOST 224 Motor Learning</td>
<td></td>
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<tr>
<td>MOST 328 Psychology of Sport</td>
<td></td>
<td></td>
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<tr>
<td>MOST 410 Assessment of Movement and Sport</td>
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<td></td>
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<tr>
<td>MOST 439 Sociology and Heritage of Sport &amp; PE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PEPC 100 Fit for Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHED 102 Instructional Strategies*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHED ... Coaching Selective</td>
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<td></td>
</tr>
<tr>
<td>PHED 236 PE Methods PreK-2*</td>
<td></td>
<td></td>
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<tr>
<td>PHED 237 PE Methods 3-5*</td>
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<tr>
<td>PHED 238 PE Methods 6-8*</td>
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<tr>
<td>PHED 239 PE Methods 9-12*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHED 308 Adapted PE*</td>
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<tr>
<td>PHYS 205 Physics for Movement Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 206 Sports Physics Lab</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Denotes a class with a grade requirement of a C or better
OFFICE OF EDUCATOR PREPARATION & LICENSURE
UNDERGRADUATE PRACTICUM APPLICATION
Physical Education

Pre-Practicum information
Fill out the prompts below for PHED 236
School ____________________________ City ____________________________
Dates _______________ Grade level _________ Hours__________

Fill out the prompts below for PHED 237
School ____________________________ City ____________________________
Dates _______________ Grade level _________ Hours__________

Fill out the prompts below for PHED 238
School ____________________________ City ____________________________
Dates _______________ Grade level _________ Hours__________

Fill out the prompts below for PHED 239
School ____________________________ City ____________________________
Dates _______________ Grade level _________ Hours__________

Other Information
Date admitted to Educator Preparation Program ___________

A CPR & First Aid Certification is also a pre-requisite for student teaching. Please drop off a copy of your valid CPR & First aid Certification along with this application.

Students must have a minimum cumulative academic index of 2.5 in all subjects and a minimum cumulative professional index of 2.75 prior to the beginning of the practicum semester.

Approval

Application Approval: ____________________________ Date ___________
Signature of Department Chair or Program Director

MTEL Tests
For each MTEL either check the box to indicate you have passed or record the date you plan to take the test.

<table>
<thead>
<tr>
<th>Test</th>
<th>I Passed!</th>
<th>Date planned for test</th>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>MTEL Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTEL PE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OFFICE OF EDUCATOR PREPARATION & LICENSURE
UNDERGRADUATE PRACTICUM APPLICATION
Elementary and/or Special Education

Instructions:
1. **Type** all entries. Be sure to complete all four pages of this application. A sample application is located in the handbook. Contact the Office of Educator Preparation and Licensure with any problems.
2. Print this application.
3. Get approval from the Department of Education. Make sure page four gets signed and dated by the department chair and your education advisor.
4. Return this form to the Office of Educator Preparation & Licensure (Room 209 in the Administration Building 748 – 3155) before the specified deadline.

More detailed instructions are available on the Educator Preparation and Licensure Office’s PrideNET page and in the handbook.

If you have any questions or concerns with this form or your practicum experience email the Educator Preparation Office at teacher@springfieldcollege.edu or call (748 – 3155).

**Personal Information**
Name ___________________________________________ ID # __________________________
MEPID __________________ Date of birth __________________ Box # __________________________
Cell/Local Phone # ___________________________ Email ___________________________________
Major ___________________________ Program ________________________________________

**Permanent Address**
Street ___________________________ City __________________ State _____ Zip _______

**Elementary School Attended**
Name __________________________________________ City ________________________ State______

**High School Attended**
Name __________________________________________ City ________________________ State______
Schools are assigned by the Office of Educator Preparation in collaboration with the Education Department. To assist us in determining an appropriate match, provide the following information.

**Will you have a car?**
☐ Yes ☐ No Time/distance willing to drive_______________________

**Where will you live?**
☐ Springfield Other __________
OFFICE OF EDUCATOR PREPARATION & LICENSURE
UNDERGRADUATE PRACTICUM APPLICATION
Elementary and/or Special Education

Placement Preference Information
Springfield College places students in a variety of environments. Different environments offer different experiences and are different distances from the college. Urban schools are typically 3-15 miles away or 10-20 minutes. Suburban schools are typically 10-30 miles or 20–45 minutes away.

Placement Site Location Preference
☐ Urban    ☐ Suburban

Elementary Grade Level Preference (ignore if TSMD (SPED) only)
☐ 1    ☐ 2    ☐ 3    ☐ 4    ☐ 5    ☐ 6

Moderate Disabilities Grade Level Preference (ignore if ELEM only)
☐ PreK-2    ☐ 3-5    ☐ 6-8

Choose one of 3 options
☐ Option 1: Elementary or Moderate Disabilities
The student will complete 450 hours of student teaching in Elementary or Special Education during one full time semester.

Subject ☐ Elementary  ☐ Special Education
Semester Preference ☐ Spring  ☐ Fall

☐ Option 2: Elementary and Moderate Disabilities with 1 endorsement
The student will complete a full 300 hour practicum in Elementary or Special Education and do 150 hours of fieldwork experience in the other subject during one full time semester.

Primary subject (300 hours) ☐ Elementary  ☐ Special Education
Semester Preference ☐ Spring  ☐ Fall

☐ Option 3: Elementary and Moderate Disabilities with 2 endorsements
Note: Option 3 is only available to students who pass all required MTEL tests at least two semesters before graduation.
The student will complete two placements. One placement will be full time for 10 weeks and one will be full time for 5 weeks and part time for 15 weeks. One of the placements will be in elementary and one will be in special education.

Semester for Full time Placement
☐ Spring  ☐ Fall

I want my 10 week full time placement to be
☐ Elementary  ☐ Special Education

Give any additional information/preferences you consider to be important in the determination of the site and semester of your practicum assignment here:
### Pre-requisite Information

For each pre-requisite listed record your grade as well as the semester and year in which the course was taken. If you have not completed a pre-requisite check either “enrolled now” or “will enroll”.

All courses listed below must be completed prior to the beginning of the practicum.

<table>
<thead>
<tr>
<th>Course Name and ID</th>
<th>Course Completed</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Information</strong></td>
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<td><strong>Incomplete</strong></td>
</tr>
<tr>
<td><strong>Course Name and ID</strong></td>
<td><strong>Grade</strong></td>
<td><strong>Fall/ Spring</strong></td>
</tr>
<tr>
<td>EDUC 101</td>
<td>Schools, Society and Diverse Learners</td>
<td></td>
</tr>
<tr>
<td>EDUC 162</td>
<td>Exceptional Children</td>
<td></td>
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<tr>
<td>EDUC 237</td>
<td>Foundations of Multicultural Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 232</td>
<td>Teaching Elementary Math</td>
<td></td>
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<tr>
<td>EDUC 238</td>
<td>Pre-Practicum*</td>
<td></td>
</tr>
<tr>
<td>EDUC 250</td>
<td>Childhood and Adolescent Development (formerly PSYC)</td>
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</tr>
<tr>
<td>EDUC 327</td>
<td>Teaching Reading and Language Arts</td>
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<tr>
<td>EDUC 329</td>
<td>Sheltered English Instruction</td>
<td></td>
</tr>
<tr>
<td>EDUC 330</td>
<td>Pre-Practicum in Literacy Instruction</td>
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<tr>
<td>EDUC 342</td>
<td>Curr. and Assessment in Special Ed.</td>
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<tr>
<td>EDUC 362</td>
<td>Instr. Strat. to Support Excep. Learners</td>
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<tr>
<td>ENGL 113</td>
<td>College Writing I</td>
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<tr>
<td>ENGL 114</td>
<td>College Writing II</td>
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<tr>
<td>ENGL 209</td>
<td>World Literature</td>
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<tr>
<td>ENGL 220</td>
<td>Grammar and Usage</td>
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<tr>
<td>ENGL 241/242</td>
<td>American Literature I / II</td>
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<tr>
<td>HIST 103</td>
<td>World History</td>
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<tr>
<td>HIST 105</td>
<td>Colonial America – Civil War</td>
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<tr>
<td>HIST 106</td>
<td>Civil War – Modern America</td>
<td></td>
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<tr>
<td>HLTH 100</td>
<td>Wellness: A Way of Life</td>
<td></td>
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<tr>
<td>MATH 101</td>
<td>Foundations of Math</td>
<td></td>
</tr>
<tr>
<td>MATH 105/205</td>
<td>Survey of Algebra and Geo. (or higher) Or Geometry (MACT majors only)</td>
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</tr>
<tr>
<td>MATH 201</td>
<td>Applications of Math</td>
<td></td>
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<tr>
<td>PHSC 105/110</td>
<td>Physical Science / Earth Science</td>
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</tr>
<tr>
<td>SCIE 144</td>
<td>Learning and Teaching Science</td>
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</tr>
</tbody>
</table>

* Denotes a class with a grade requirement of a B or better
OFFICE OF EDUCATOR PREPARATION & LICENSURE
UNDERGRADUATE PRACTICUM APPLICATION
Elementary and/or Special Education

Pre-Practicum information
Fill out the prompts below for EDUC 327
School ________________________________ City ________________________________
Dates _______________ Grade level _________ Hours__________

Other Information
Date admitted to Educator Preparation Program ____________
Students must have a minimum cumulative academic index of 2.5 in all subjects and a minimum cumulative professional index of 2.75 prior to the beginning of the practicum semester.

Approval

<table>
<thead>
<tr>
<th>Application Approval: ________________________________</th>
<th>Date ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Education Advisor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application Approval: ________________________________</th>
<th>Date ________</th>
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</thead>
<tbody>
<tr>
<td>Signature of Education Department Chair</td>
<td></td>
</tr>
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</table>

MTEL Tests
For each MTEL either check the box to indicate you have passed or record the date you plan to take the test.

<table>
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<td></td>
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<tr>
<td>MTEL Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTEL Foundations Of Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTEL General Curriculum: Multi-Subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTEL General Curriculum: Math</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Educator Preparation & Licensure Office
School Counseling Graduate Practicum Application

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

Name ___________________________ MEPID# ___________ DOB ___________

Box # _______ Cell/Local Phone # __________________________ Email _____________

Permanent Address: Street _______________________________________________________

City __________________________ State __________________________ Zip ___________

Elementary School Attended __________________________ school __________ city ______ state ____

High School Attended __________________________ school __________ city ______ state ____

Are you doing AmeriCorps? Yes ☐ No ☐ If yes, where? __________________________

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

First Adjustment Counseling Placement Spring of 20______

School Guidance Placement Fall of 20______

Second Adjustment Placement Spring of 20______ OR Continue Guidance Placement Spring of 20____

Do you plan on doing AmeriCorps Fall second year Guidance? Yes ☐ No ☐

Do you plan on doing AmeriCorps Spring second year Adjustment Counselor? Yes ☐ No ☐

Suggested site as agreed upon with program director: __________________________

Schools are assigned by the Educator Prep office in collaboration with the program director. To assist us in determining an appropriate match, if we cannot place you are your suggested site, please choose the level and type of school setting you prefer:

- High School ☐
- Middle School ☐
- Elementary School ☐

Placement site: ☐ No Preference

- Urban (within 20 mins./3-15 miles) ☐
- Suburban (20-45 mins./10-30 miles) ☐

Give any information/preferences you consider to be important in the determination of the site and semester of your practicum assignment: (i.e. plan to do middle school for one and high school for another) __________________________
### Counseling Courses (Give semester and year)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Grade Received</th>
<th>Enrolled Now</th>
<th>Semester You Will Enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>*PSYC 601: Dev School Guid Counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 603: Psychological Testing</td>
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</tr>
<tr>
<td>PSYC 614: Counseling Diverse Populations</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>PSYC 615: Child Development &amp; Counseling or PSYC 639: Human Lifespan Development</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>or PSYC 640: Coun the College Bound Student</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PSYC 622: Principles of Counseling</td>
<td></td>
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<tr>
<td>PSYC 631: Psychopathology</td>
<td></td>
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<tr>
<td>PSYC 643: Career Development &amp; Counseling</td>
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<tr>
<td>PSYC 645: Prevention &amp; Group Counseling</td>
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<tr>
<td>*PSYC 665: Family Counseling in Schools</td>
<td></td>
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<tr>
<td>PSYC 685: Counseling Practicum</td>
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<tr>
<td>EDUC 640: Behavior Management (required for Adjustment Counseling)</td>
<td></td>
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<tr>
<td>EDUC 658: Exceptional Learners</td>
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</tbody>
</table>

**Students MUST complete all these courses to be considered eligible for a practicum.**

### Pre-Practicum Information

**Example:** 9/7-12/21/00 Agawam High School Agawam, MA 9-12 60 Hrs.

<table>
<thead>
<tr>
<th>Course</th>
<th>mm/dd/yr</th>
<th>school</th>
<th>city</th>
<th>school grade</th>
<th>clock hours</th>
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</thead>
<tbody>
<tr>
<td>PSYC 601</td>
<td>mm/dd/yr</td>
<td>school</td>
<td>city</td>
<td>school grade</td>
<td>clock hours</td>
</tr>
<tr>
<td>PSYC 665</td>
<td>mm/dd/yr</td>
<td>school</td>
<td>city</td>
<td>school grade</td>
<td>clock hours</td>
</tr>
</tbody>
</table>

If completing a CAGS, attach a copy of the Transcript Review form.

Application approval: [Signature] Date

MTEL Passed: Reading __________ Writing __________
SAMPLE EDUCATOR RESUMES

<table>
<thead>
<tr>
<th>NAME</th>
<th></th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Temporary Address</th>
<th>Permanent Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**OBJECTIVE**

A physical education practicum at an elementary or secondary level. Also interested in coaching a variety of sports, particularly volleyball and basketball.

**EDUCATION**

Springfield College, Springfield, MA  
Bachelor of Science in Movement and Sport Studies, May 2003  
License: Physical Education: PreK-12  
Passed all MA Tests for Educator Licensure  
Professional GPA: 3.85/4.0

**AWARDS**

Eastern District Association Outstanding Student Major, 2003  
Massachusetts Association of Health, Physical Education, Recreation, and Dance (MAHPERD) Outstanding Student Major, 2003  
Kappa Delta Pi Honor Society, 2000-2003  
American Alliance of for Health, Physical Education, Recreation, and Dance (AAPHPERD) Past President’s Scholarship Award, 2000  
National Association for Sport and Physical Education (NASP) Eric Palmer Memorial Award 1995  
Nominated for Springfield College Parent’s Association Award, 2001

**TEACHING EXPERIENCE**

- **ELEMENTARY**
  - Southampton Road Elementary School, Westfield, MA  
  - Spring 2002  
  - Designed unit and lesson plans, prepared and taught daily educational games, dance, fitness, volleyball, movement concepts, and gymnastic lessons for students in grades pre K-6th  
  - Independent teaching experience at kindergarten and pre-kindergarten levels  
  - Daily objectively evaluated student performance  
  - Assisted in planning two field days at the elementary level  
  - Planned and organized a large scale Super Saturday of activities for kindergarten through grade eight as President of the Physical Education Majors Club

- **SECONDARY**
  - Rebecca Johnson School, Springfield, MA  
  - January-May 2003  
  - Taught lessons in gymnastics, aquatics, and rope climbing, aerobics (water and step), volleyball, archery, tennis, ping-pong, badminton, and new and field games  
  - Developed written and skill evaluations  

Westfield High School, Westfield, MA  
- Spring 2002  
- January-May 2000  

Westfield High School, Westfield, MA  
- January-May 2000

LAST NAME, Pg 2
RELATED PROFESSIONAL

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

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

Lieutenant in Lifeguard Corp, Nassau County Parks and Recreation, East Meadow, NY
  ▪ Head Swimming Instructor and Lifeguard
  ▪ Supervised Lifeguards and organized daily schedule
  ▪ Enforced Board of Health and NY State Sanitary coded
  ▪ Coordinated three two week swimming sessions, implemented American Red Cross criteria and guideline, from level I through VI

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

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

Pioneer Valley American Red Cross, Springfield, MA 2000-2002
  ▪ Taught classes for lifeguards and other Park personnel
  ▪ Taught contract classes for local high school and businesses in the Pioneer Valley area

Volleyball Assistant Court Coach and Counselor
  ▪ NCAA Volleyball YES Clinic Student Mentor, 2001
  ▪ Dearing Volleyball School, Summer 2000
  ▪ Western Massachusetts High School Volleyball Clinics

COMMUNITY SERVICE

Note-taker for hearing impaired student, 2001

Springfield College Ambassador Program, 2001

Easter Seals Gymnasium Program Spring 2001

Pioneer Valley Boy Scout Jamboree, Spring 2000

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

MEMBERSHIPS & CERTIFICATIONS

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

Massachusetts Alliance of Health, Physical Education, Recreation, and Dance American Red Cross Lifeguard; Water Safety Instructor; Lifeguard Training Instructor; Waterfront Instructor; Head Lifeguard instructor; Community CPR and First Aid Instructor; CPR for the Professional rescuer Instructor

American Sport Education Program

ATHLETICS

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

ACTIVITIES

Fellowship of Christian Athletes

Intramural Volleyball Basketball, and Softball, President 1994-present

Teacher Preparation Committee Student Representative, 2000-2001

Student Advisory Committee 2001-2003
NAME
EMAIL

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

Permanent Address
Street
City, State, Zip
Telephone

OBJECTIVE
A Fall 2003 elementary education practicum

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

TEACHING EXPERIENCE
Center Elementary School, Longmeadow, MA Fall 2003
- Implemented daily routines and classroom management program
- Created an integrated, hands-on, and cooperative thematic unit on "The Thirteen Colonies"
- Effectively managed and instructed 21 students of diverse learning abilities
- Actively engaged in parent/teacher interactions for the support of student's growth as learners
- Devised sample questions to prepare students for the MCAS exams

Blueberry Hill Elementary School, Longmeadow, MA Fall 2002
- Team taught homogeneous suburban first grade classroom
- Developed weekly lesson plans involving cooperative learning
- Assisted teacher with daily activities of the class

Brunton Elementary School, Springfield, MA Fall 2002
- Observed and taught lessons to fourth grade class in urban setting
- Worked with both groups and individuals in the lower reading level
- Learned and applied many behavior modification techniques

RELATED EXPERIENCE
America Reads Program, Springfield, MA 2002 - 2003
After School Program Tutor
- Assisted students ages 5-7 with homework assignments
- Increased reading opportunities for inner city children

Partners Program, Springfield, MA 2001
Tutor and Mentor for inner city children
- Worked with students from DeBerry Elementary School
- Guided students with homework assignments in all subjects
NAME
18 Solo Drive
Agawam, MA 01095
(413) 000-0000
xxxx@yyy.com

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

EDUCATION

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

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

GUIDANCE EXPERIENCE

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

RELATED EXPERIENCE

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

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

Mediplex Skilled Nursing and Rehabilitation Center
Student Intern / Per Diem employee
Holyoke, MA
1996-1997
- Worked in areas of social services, mental health counseling, case management, and cognitive therapy with mental health and traumatic brain injury clientele
- Organized and facilitated cognitive therapy and recreation groups
- Completed social history and psychosocial assessments
INTERVIEW PROTOCOL: Steps to follow when setting up an interview.
1. Call the school, introduce yourself as a student from Springfield College who has requested to do your practicum at their school. Tell them you are calling to set up an interview to meet with your potential supervising teacher and the school principal. Remind the secretary that the SC Office of Educator Preparation & Licensure already sent an official request letter to the principal and he/she responded that they were interested in possibly having you in his/her school for your practicum placement.
2. SET UP AN INTERVIEW with your supervising teacher or other individuals(s) listed below. (MAKE SURE YOU GET DIRECTIONS TO THE SCHOOL.)
3. Dress appropriately for the interview. Arrive a little early.
4. Bring a copy of your transcript and resume.
5. After the interview, fill out the bottom portion of this interview record and return the entire form to the Educator Preparation Office ASAP.

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

NAME ___________________________________ LICENSURE ____________________________
SITE/SCHOOL PLACED ______________________ PHONE ________________________________
DATES FOR PRACTICUM __________________________
SUPERVISING PRACTITIONER Email: __________________________
OR OTHER INDIVIDUALS (e.g., department chair) ______________________________________

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

DATE OF INTERVIEW __________________________

INDIVIDUAL(S) YOU MET __________________________________________________________________

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

DID THE INTERVIEW GO OKAY? ________________________________

IS EVERYTHING ALL SET? _____________________________________

OTHER COMMENTS _________________________________________________________________________

================================================================================================

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

How do I apply for my practicum placement?
Students planning to do a practicum must attend a “Practicum Application Meeting.” These are scheduled early in the fall and in early February. The students will fill out an application listing their placement site preferences (e.g., travel time/distance, type of school & grade level) and detailing completion of other requirements (coursework/pre-practicum). Once a student has met the requirements for practicum placement, the student will be placed.

How long is the practicum experience?
Students typically report full-time (all day) to their practicum site. The number of days/weeks of the practicum experience will vary depending on the field and levels of licensure a student is seeking. Many students have two experiences at two different sites, some for half a semester each (e.g., early childhood and health) while some will be part-time during one semester and full-time during the other semester. Others will be at the same placement site for the full semester. The total minimum number of practicum clock hours required by Springfield College for each practicum is 300 for all teaching licenses. Counseling requires 450 clock hours for school guidance counselor and 900 for school social worker/school adjustment counselor licensure.

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

What if I want to do my practicum out-of-state or at-a-distance?
Students may request placement out-of-state or at-a-distance by submitting a “Practicum Placement Waiver Form” and an email to the Director of Educator Preparation & Licensure stating the rationale.

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

When can I contact my teacher?
You should not contact any schools or teachers until after the school approves the request and the Educator Preparation Office contacts you. Every student will go for an interview for each potential practicum site/placement.

How should I dress when I go for the interview?
Students should dress appropriately for the interview in business casual attire.

What if I don’t like the school or my site supervisor after I go for my interview?
If you have any concerns regarding your placement you must notify the Educator Preparation Office immediately.
I already filled out a CORI form. Why do I need another one?
The CORI you filled out is for the Springfield Public Schools (SPS) District only. CORIs are confidential and are not shared with any other school districts so if you are placed outside of SPS you will have to fill out another CORI. If you are placed in two different districts, then you must complete a CORI for each one. You will not be permitted in the school if you have not done a CORI.

Why do I have to get fingerprinted?
The state mandates all pre-service teachers to be fingerprinted.

Who will be my college supervisor?
Program (college) supervisors are assigned by directors/coordinators of the various programs. Students will be notified of their supervisor at the first “Practicum Seminar” meeting prior to the start of their practicum.
SECTION V

PRACTICUM RESOURCES/FORMS
DESCRIPTION OF PRACTICUM FORMS

All students are required to use the Practicum Moodle classroom. All forms will be posted there and/or in the DESE CAP online platform.

**Self-Assessment and Draft Preliminary Professional Practice Goal**
Prior to the start of the practicum the candidate will reflect on their previous teaching experience and fill out the *Self-Assessment Form* and the Draft *Professional Practice Goal* in the DESE CAP online platform.

**Finalized Goal & Implementation Plan**
This form is completed in the DESE CAP online platform within the first week of the practicum and is finalized after the first announced observation at the first three-way meeting. [Note: This form also includes a section on the Measure of Student Learning.]

**Baseline Ratings Form**
The supervising practitioner and program supervisor record agreed upon baseline ratings for each element on this form and upload it to the DESE CAP online platform in conjunction with the first three-way meeting.

**Practicum Observation Forms (DESE & SC)**
The supervising practitioner and program supervisor complete the appropriate DESE observation forms in the DESE CAP online platform, to formally document progress and guide student development. The program supervisor and the supervising practitioner will complete the appropriate form two times together and one time each independently during the practicum (minimum total of 4 forms). It is important to provide timely feedback to the candidate so he/she can reflect on the feedback between observations. In addition, supervisors will use Springfield College (SC) observation forms to gather evidence to use on the DESE observation forms. The completed SC forms get uploaded into the DESE CAP online platform.

**Candidate Self-Reflection Form**
Following an announced or unannounced observation, candidates fill out this form (found in Moodle) as they reflect on the lesson they just taught. The completed form must be uploaded to the DESE CAP online platform within 24 hours of the observation.

**Candidate Assessment of Performance (CAP) Forms**
The CAP formative and summative assessment forms are to be completed by the supervising practitioner and the program supervisor in the DESE CAP online platform. The formative and summative ratings are shared with DESE. At the end of the experience the signature form must be signed by both supervisors and the candidate and submitted to the Office of Educator Preparation & Licensure. These CAP forms, including the information page, are the MA DESE official forms for documenting the performance of every teacher candidate doing a practicum and indicating whether or not the candidate is “Ready to Teach” (should be recommended for licensure). These forms become part of the candidate’s permanent file.
**Intervention Warning Form**
This form should be filled out at the midterm (formative assessment) if there is any chance the practicum student may not meet the readiness thresholds for all six essential elements that are part of the professional standards for teachers. Fill out this form and submit it to the Educator Preparation Office, if the candidate is at risk of not being deemed “Ready to Teach” at the end of the practicum and thus not eligible to be recommended for licensure.

**Time Record and Activity Report**
This form is to be completed at the end of the practicum. All students are responsible for keeping track of their hours throughout the experience and entering them onto this form. It will be uploaded to the DESE CAP online platform and submitted to the Office of Educator Preparation and Licensure, where it will be checked for accuracy and to ensure minimum clock hour requirements have been met (e.g., minimum of 100 hours of teaching). Total clock hours will also be calculated and entered on the information page of the CAP. This form will be kept on file for state review.

**Student Evaluation of Program Supervision**
Students will be provided with a link so they can fill out the “Student Evaluation of Program Supervisor” survey. It provides evaluation information on the program supervisor.

**Teacher Candidate Evaluation of the Practicum**
Students will be provided with a link so they can fill out the “Teacher Candidate Evaluation of the Practicum” survey. It provides evaluation information so that Springfield College can monitor all Educator Preparation Programs and make appropriate adjustments and improvements when needed.

**Supervising Practitioner Evaluation of the Practicum**
Supervising Practitioners will be provided with a link so they can fill out the “Supervising Practitioner Evaluation of the Practicum” survey. It provides evaluation information so that Springfield College can monitor all Educator Preparation Programs and make appropriate adjustments and improvements when needed.

**Program Supervisor Evaluation of the Supervising Practitioner**
Program Supervisors will be provided with a link so they can fill out the “Program Supervisor Evaluation of the Supervising Practitioner” survey. It provides evaluation information on the supervising practitioner and the site.

WHAT FOLLOWS ARE SAMPLES OF SOME OF THE FORMS LISTED ABOVE. SOME OF THESE FORMS ARE PROGRAM SPECIFIC. PROGRAM SPECIFIC FORMS CAN BE FOUND IN THE PRACTICUM HANDBOOK AND THE PROGRAM SPECIFIC SUPPLEMENTS.
Candidate Self-Assessment Form

Directions: Independently, reflect on your performance in each dimension of an element. Use the performance descriptors from the CAP Rubric to help ground your assessment. Authenticity is encouraged. Consider the following in rating your current level of performance (as applicable):

- Skills acquired in coursework
- Experiences in pre-practicum
- Targeted feedback you have received about your practice
- Evidence of impact with students
- Reflection on performance in Announced Observation #1

### I.A.4: Well-Structured Lessons

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-A-4.</td>
<td>Develops lessons with inappropriate student engagement strategies, pacing,</td>
<td>Develops lessons with only some elements of appropriate</td>
<td>Develops well-structured lessons with challenging, measurable objectives and appropriate student</td>
<td>Develops well-structured and highly engaging lessons with challenging, measurable objectives and</td>
</tr>
<tr>
<td>Well-</td>
<td>sequence, activities, materials, resources, and/or grouping for the intended</td>
<td>engagement strategies, pacing, sequence, activities,</td>
<td>student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.</td>
<td>appropriate student engagement strategies, pacing, sequence, activities, materials, resources,</td>
</tr>
<tr>
<td>Structured</td>
<td>outcome or for the students in the class.</td>
<td>materials, resources, and grouping.</td>
<td></td>
<td>technologies, and grouping to attend to every student’s needs. Is able to model this element.</td>
</tr>
<tr>
<td>Lessons</td>
<td></td>
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</tbody>
</table>

#### Quality
- Needs Improvement
- Proficient
- Exemplary

#### Scope
- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

#### Consistency
- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

### I.B.2: Adjustment to Practice

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<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-B-2.</td>
<td>Makes few adjustments to practice based on formal and informal assessments.</td>
<td>May organize and analyze some assessment results but</td>
<td>Organizes and analyzes results from a variety of assessments to determine progress toward intended</td>
<td>Organizes and analyzes results from a comprehensive system of assessments to determine progress</td>
</tr>
<tr>
<td>Adjustment to Practice</td>
<td></td>
<td>only occasionally adjusts practice or modifies future instruction based on the findings.</td>
<td>outcomes and uses these findings to adjust practice and identify and/or implement appropriate</td>
<td>toward intended outcomes and frequently uses these findings to adjust practice and identify and/or</td>
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<tr>
<td></td>
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<td></td>
<td>differentiated interventions and enhancements for students.</td>
<td>implement appropriate differentiated interventions and enhancements for individuals and groups of</td>
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<td></td>
<td></td>
<td></td>
<td>students and appropriate modifications of lessons and units. Is able to model this element.</td>
</tr>
</tbody>
</table>

#### Quality
- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

#### Scope
- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

#### Consistency
- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

**Dimensions of Readiness: Quality:** ability to perform the skill, action or behavior; **Consistency:** the frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality; **Scope:** the scale of impact (e.g., one student, subset of children, all students) to which the skill, action or behavior is demonstrated with quality
### II.A.3: Meeting Diverse Needs

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<tbody>
<tr>
<td></td>
<td>Uses limited and/or inappropriate practices to accommodate differences.</td>
<td>May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.</td>
<td>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.</td>
<td>Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality</th>
<th>Scope</th>
<th>Consistency</th>
</tr>
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### II.B.1: Safe Learning Environment

<table>
<thead>
<tr>
<th>II-B.1. Safe Learning Environment</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students’ learning.</td>
<td>May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students’ learning.</td>
<td>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.</td>
<td>Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality</th>
<th>Scope</th>
<th>Consistency</th>
</tr>
</thead>
</table>

**Dimensions of Readiness:** **Quality:** ability to perform the skill, action or behavior; **Consistency:** the frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality; **Scope:** the scale of impact (e.g., one student, subset of children, all students) to which the skill, action or behavior is demonstrated with quality.
### II.D.2: High Expectations

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>II-D-2. High Expectations</td>
<td>Gives up on some students or communicates that some cannot master challenging material.</td>
<td>May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.</td>
<td>Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.</td>
<td>Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students’ misconceptions about innate ability. Is able to model this element.</td>
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</tbody>
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### IV.A.1: Reflective Practice

<table>
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<tr>
<th>Dimension</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV-A-1. Reflective Practice</td>
<td>Demonstrates limited reflection on practice and/or use of insights gained to improve practice.</td>
<td>May reflect on the effectiveness of lessons/units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.</td>
<td>Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.</td>
<td>Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.</td>
</tr>
</tbody>
</table>

**Dimensions of Readiness:**
- **Quality:** ability to perform the skill, action or behavior.
- **Consistency:** the frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality.
- **Scope:** the scale of impact (e.g., one student, subset of children, all students) to which the skill, action or behavior is demonstrated with quality.
Candidate Self-Assessment: Summary Sheet

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Directions: In the table below, please record the rating for each element. Use the following key: Exemplary (E), Proficient (P), Needs Improvement (NI), Unsatisfactory (U)

<table>
<thead>
<tr>
<th>Self-Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element</strong></td>
</tr>
<tr>
<td>1.A.4: Well-Structured Lessons</td>
</tr>
<tr>
<td>1.B.2: Adjustment to Practice</td>
</tr>
<tr>
<td>2.A.3: Meeting Diverse Needs</td>
</tr>
<tr>
<td>2.B.1: Safe Learning Environment</td>
</tr>
<tr>
<td>2.D.2: High Expectations</td>
</tr>
<tr>
<td>4.A.1: Reflective Practice</td>
</tr>
</tbody>
</table>

Based on your Self-Assessment, briefly summarize your areas of strength and high-priority areas for growth.

<table>
<thead>
<tr>
<th>Area(s) of Strength</th>
<th>Evidence/Rationale</th>
<th>Element/Dimension</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Area(s) for Growth</th>
<th>Evidence/Rationale</th>
<th>Element/Dimension</th>
</tr>
</thead>
</table>

Please share your Self-Assessment Summary as well as the Goal Setting & Plan Development Forms with your Program Supervisor and Supervising Practitioner at least three days in advance of the initial Three-Way Meeting, or earlier upon request.
**Preliminary Goal-Setting & Plan Development Form**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Prompt:** Identify/Clarify a **Focus or Goal Topic** *(Essential Element, See Self-Assessment Form)*

**Strategic Prompt:** Why is this topic/focus area important?

**Objective:**

**Specific, Rigorous, Results-Focused** Prompt: **What** skills, knowledge, or practice will I acquire or develop through achieving this goal?

**Realistic, Timed** Prompt: **When** will I achieve this goal?

**Action-Oriented, Tracked** Prompt: **How** will I demonstrate progress toward this goal? *(Include potential sources of evidence demonstrating goal progress)*

**Measured** Prompt: **How** will I know the goal has been achieved?

**Draft Professional Practice Goal:**

<table>
<thead>
<tr>
<th>What actions will you take to achieve the goal?</th>
<th>What actions/supports/resources will you need from your Program Supervisor and Supervising Practitioner?</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

[Massachusetts Department of Elementary and Secondary Education]
Finalized Goal & Implementation Plan Form

Name: ___________________________ Date: ___________________________

**Measure of Student Learning:** In addition to attaining the professional practice goal, the candidate will also be assessed based in part on their impact on student learning. The Supervising Practitioner, in coordination with the Program Supervisor, has set the following measure(s) of student learning.

<table>
<thead>
<tr>
<th>Measure of Student Learning</th>
<th>Impact Rating</th>
<th>Parameters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moderate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td></td>
</tr>
</tbody>
</table>

**Goal(s):** Based on the candidate’s self-assessment and feedback from the Program Supervisor and Supervising Practitioner, the candidate has set the following S.M.A.R.T professional practice goal:

CAP Professional Practice Goal

<table>
<thead>
<tr>
<th>Essential Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.A.1: Reflective Practice</td>
</tr>
<tr>
<td>Additional element(s):</td>
</tr>
</tbody>
</table>

**Implementation Plan:** In support of attaining the goal(s), the candidate, Program Supervisor and Supervising Practitioner agree on the following actions (*add more rows as needed)*:

<table>
<thead>
<tr>
<th>Action</th>
<th>Related Evidence/Artifact(s)</th>
<th>Supports/Resources from</th>
<th>Timeline/Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Observation Overview**

Observations are one of the most critical sources of evidence collected by assessors in the Candidate Assessment of Performance (CAP). The protocol and forms that follow are designed to support candidates and assessors in engaging in observations that:

1) Collect and document evidence of performance for the six Essential Elements (use Springfield College observation forms to collect data)
2) Provide focused, actionable feedback to candidates about their performance

Under CAP, assessors are required to conduct a minimum of four observations, two announced and two unannounced. Program Supervisors and Supervising Practitioners are encouraged to conduct additional observations; Sponsoring Organization may set additional requirements for the context of their programs that exceed the minimum number of observations required.

It is the expectation that each (announced and unannounced) observation include all of the following:

- Active evidence collection during the observation (see below for more information)
- Analysis and synthesis of the evidence by the Program Supervisor/Supervising Practitioner following the observations; linking evidence to the six essential elements and identifying strengths and areas for improvement
- Self-reflection by the candidate
- Targeted feedback to the candidate that will improve his/her practice

Announced observations must include all of the above and the following:

- Review of candidate’s lesson materials (e.g., plan, assessment goals, relevant student artifacts) by Program Supervisor/Supervising Practitioner in advance
- Conversation prior to the observation about goals for the lesson and areas of focus for evidence collection and feedback (driven by candidate’s goals and Essential Elements)

The forms that follow are designed to document implementation of the observations according to the expectations outlined above. These forms must be retained in candidate files.

*Note on Active Evidence Collection*: ESE expects that the assessor conducting the observation actively collect evidence during the observation; including teacher moves/behaviors and student actions/behaviors. It is important to note that assessors should avoid making judgments about performance DURING the observation. Active evidence collection should serve solely to document what happens during the observation. After the observation, assessors should refer to the evidence to support claims about candidate performance. There are several methods that may be deployed in order to accomplish this including; time-stamped scripting, videotaping, audio recording, etc.

In addition to the observation forms, ESE has also provided a model protocol (see SC Practicum Handbook). The Model Observation Protocol is designed to be supportive of Program Supervisors and Supervising Practitioners as they facilitate all aspects of the observation process including: preparing for the pre-conference; conducting the pre-conference; selecting refinement and reinforcement objectives; and conducting a post-conference. **The model is provided as a resource only**; it is optional to use. Supervisors may adopt or adapt the model protocol to meet their needs, or use something else entirely.
## CAP Observation Form

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Observation #: ____**

**Type (Announced/Unannounced):**

**Observed By:**

- Supervising Practitioner
- Program Supervisor

### Focus Elements:

<table>
<thead>
<tr>
<th>Element</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A.4: Well Structured Lessons</td>
<td>(#1 Announced, #1 Unannounced)</td>
</tr>
<tr>
<td>1.B.2: Adjustments to Practice</td>
<td>(#2 Announced, #2 Unannounced)</td>
</tr>
<tr>
<td>2.A.3: Meeting Diverse Needs</td>
<td>(#2 Announced)</td>
</tr>
<tr>
<td>2.B.1 Safe Learning Environment</td>
<td>(#1 Unannounced)</td>
</tr>
<tr>
<td>2.D.2 High Expectations</td>
<td>(#1 Announced)</td>
</tr>
<tr>
<td>4.A.1 Reflective Practice</td>
<td></td>
</tr>
</tbody>
</table>

**Date of Lesson:**

**Time (start/end):**

### Content Topic/Lesson Objective:

- Whole Group
- Small Group
- One-on-One
- Other

---

**Active Evidence Collection occurred during the observation and is synthesized and categorized below.**

<table>
<thead>
<tr>
<th>Element</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A.4</td>
<td></td>
</tr>
<tr>
<td>1.B.2</td>
<td></td>
</tr>
<tr>
<td>2.A.3</td>
<td></td>
</tr>
<tr>
<td>2.B.1</td>
<td></td>
</tr>
<tr>
<td>2.D.2</td>
<td></td>
</tr>
<tr>
<td>4.A.1</td>
<td></td>
</tr>
</tbody>
</table>

### Focused Feedback

**Reinforcement Area/Action:** *(strengths)*

---

**Refinement Area/Action:** *(areas for improvement)*

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

## Detailed Lesson Plan Available: YES___ NO____

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Grade</th>
<th>Focus</th>
<th>Observer</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Well-Structured Lessons (I.A.4)</strong></td>
<td>Observed Evidence - Teacher Behaviors &amp; Student Behaviors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Develops well-structured lessons with challenging, measurable objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses appropriate student engagement strategies that are motivational</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Pacing, sequencing, transitions good</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses appropriate materials, equipment, resources and technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses thoughtful grouping strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II. Adjustment to Practice (I.B.2)</strong></td>
<td>Observed Evidence - Teacher Behaviors &amp; Student Behaviors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Organizes and analyzes informal/formal assessment results; determines progress toward intended outcomes and implements differentiated interventions and enhancements (extensions) for students (when planning &amp; during lesson)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses results of assessments to make adjustments and provide appropriate corrective/specific feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>III. Meeting Diverse Needs (II.A.3)</strong></td>
<td>Observed Evidence - Teacher Behaviors &amp; Student Behaviors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses tiered instruction/scaffolds based on student needs, interests, levels of readiness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses appropriate strategies for teaching students with disabilities and ELLs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses strategies/practices that affirm and demonstrate respect for differences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Responds appropriately to misunderstandings based on differences in backgrounds, languages and identities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IV. Safe Learning Environment (II.B.1)</strong></td>
<td>Observed Evidence - Teacher Behaviors &amp; Student Behaviors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses rituals and routines that create and maintain a safe physical and intellectual environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses appropriate preventative strategies and responses to address student behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Fosters students taking academic risks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provides students opportunities to learn/collaborate with diverse peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>V. High Expectations (II.D.2)</strong></td>
<td>Observed Evidence - Teacher Behaviors &amp; Student Behaviors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Models and reinforces ways that students can master challenging material</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Instruction, materials and assessments adapted to meet students where they are, challenging all students to grow</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Challenges all to put forth strong effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VI. Reflective Practice (IV.A.1)</strong></td>
<td>Observed Evidence - Teacher Behaviors &amp; Student Behaviors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reflects on the effectiveness of lessons and interactions with students; improves teaching that results in learning gains</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses ideas for improving practice from resources, supervisors, and colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strengths**

**Areas needing improvement**

---

White: Supervisor  Yellow: Student  Pink: Supervising Practitioner
## Springfield College Observation and Feedback Form

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Grade</th>
<th>Focus</th>
<th>Observer</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student &amp; Teacher Behaviors</th>
<th>Questions, Comments, Suggestions, Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

White: Supervisor

Yellow: Student

Pink: Supervising Practitioner
Candidate Self-Reflection Form

Directions: Following an announced or an unannounced observation, please use the form below to reflect on the lesson. Submit the form to your Supervising Practitioner/Program Supervisor within 24 hours of the observation.

<table>
<thead>
<tr>
<th>Observation Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Time (start/end):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Topic/ Lesson Objective:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Type of Observation:</th>
<th>Observed by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announced</td>
<td>Supervising Practitioner</td>
</tr>
<tr>
<td>Unannounced</td>
<td>Program Supervisor</td>
</tr>
</tbody>
</table>

**Reflection Prompt:** What do you think went particularly well? How did this strength impact your students’ learning?

**Reflection Prompt:** If you could teach this lesson again, is there anything you would do differently? How would this have impacted your students’ learning?

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>Evidence: Where possible, provide one piece of evidence that you believe demonstrates your performance relative to the quality, consistency or scope of each element.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Well-Structured Lessons (1.A.4)</td>
<td></td>
</tr>
<tr>
<td>2. Adjustments to Practice (1.B.2)</td>
<td></td>
</tr>
<tr>
<td>3. Meeting Diverse Needs (2.A.3)</td>
<td></td>
</tr>
<tr>
<td>4. Safe Learning Environment (2.B.1)</td>
<td></td>
</tr>
<tr>
<td>5. High Expectations (2.D.2)</td>
<td></td>
</tr>
</tbody>
</table>
# Massachusetts Department of Elementary and Secondary Education

**Candidate Assessment of Performance (CAP) Form**

## Section 1: General Information (to be completed by the Candidate and the Program Supervisor)

### Candidate Information

<table>
<thead>
<tr>
<th>Name:</th>
<th>MEPID #:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City/Town:</th>
<th>State:</th>
<th>Zip:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Massachusetts license number (if applicable):

### Program Information

<table>
<thead>
<tr>
<th>Sponsoring Organization:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Area &amp; Grade Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Have any components of the approved program been waived? 603 CMR 7.03(1)(b)

- [ ] Yes
- [ ] No

### Practicum Information

<table>
<thead>
<tr>
<th>Practicum/Equivalent Course Number:</th>
<th>Practicum</th>
<th>Practicum Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum/Equivalent Course Title:</th>
<th>Credit hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum/Equivalent Seminar Course Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum/Equivalent Site:</th>
<th>Grade Level(s) of Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Number of Practicum Hours:</th>
<th>Number of hours assumed full responsibility in the role:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Supervisor:</th>
<th>Position/Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Supervising Practitioner Information (to be completed by the Program Supervisor)

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School District:</th>
<th>Position:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>License Field(s):</th>
<th>MEPID or License #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># of years experience under license:</th>
<th>Initial</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To the best of my knowledge (per the Supervising Practitioner’s Principal/Evaluator), the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his most recent evaluation.

- [ ] Yes
- [ ] No
# Candidate Assessment of Performance Form

## Section 2: Total Hours and Signatures

<table>
<thead>
<tr>
<th>Three-Way Meetings</th>
<th>Signatures Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Three-Way Meeting</td>
<td>Candidate</td>
</tr>
<tr>
<td><strong>Date:</strong></td>
<td>Supervising Practitioner</td>
</tr>
<tr>
<td></td>
<td>Program Supervisor</td>
</tr>
<tr>
<td>2nd Three-Way Meeting</td>
<td>Candidate</td>
</tr>
<tr>
<td><strong>Date:</strong></td>
<td>Supervising Practitioner</td>
</tr>
<tr>
<td></td>
<td>Program Supervisor</td>
</tr>
<tr>
<td>Final Three-Way Meeting</td>
<td>Candidate</td>
</tr>
<tr>
<td><strong>Date:</strong></td>
<td>Supervising Practitioner</td>
</tr>
<tr>
<td></td>
<td>Program Supervisor</td>
</tr>
</tbody>
</table>

### Total Number of Practicum Hours:

<table>
<thead>
<tr>
<th>practicum hours on page 1</th>
<th>Number of hours assumed full responsibility in the role:</th>
</tr>
</thead>
<tbody>
<tr>
<td>based on the candidate’s performance as measured on the CAP Rubric, we have determined this candidate to be:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ready to Teach</th>
<th>Not Yet Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervising Practitioner Signature</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Supervisor Signature</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mediator Signature (if necessary see: 603 CMR 7.04(4))</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
# Formative & Summative Assessment Form

<table>
<thead>
<tr>
<th>I.A.4: Well-Structured Lessons</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.</td>
<td>Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.</td>
<td>Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.</td>
<td>Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.</td>
</tr>
<tr>
<td>Quality</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Scope</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Consistency</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Evidence:
# I.B.2: Adjustment to Practice

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes few adjustments to practice based on formal and informal assessments.</td>
<td>May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.</td>
<td>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.</td>
<td>Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.</td>
<td></td>
</tr>
</tbody>
</table>

**Quality**

**Scope**

**Consistency**

**Evidence:**

---

[Massachusetts Department of Elementary & Secondary Education]
## II.A.3: Meeting Diverse Needs

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>II-A.3.</strong></td>
<td>Uses limited and/or inappropriate practices to accommodate differences.</td>
<td>May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.</td>
<td>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.</td>
<td>Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.</td>
</tr>
<tr>
<td>Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scope</td>
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<tr>
<td>Consistency</td>
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</tr>
</tbody>
</table>

**Evidence:**

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**SAMPLE**
## II.B.1: Safe Learning Environment

<table>
<thead>
<tr>
<th>Quality</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students’ learning.</td>
<td>May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students’ learning.</td>
<td>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.</td>
<td>Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.</td>
</tr>
<tr>
<td>Scope</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Consistency</td>
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<td></td>
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</tbody>
</table>

**Evidence:**

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**Sample:**

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### II.D.2: High Expectations

<table>
<thead>
<tr>
<th>II-D-2.</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Expectations</td>
<td>Gives up on some students or communicates that some cannot master challenging material.</td>
<td>May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.</td>
<td>Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.</td>
<td>Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students’ misconceptions about innate ability. Is able to model this element.</td>
</tr>
</tbody>
</table>

**Quality**

| Quality | * |

**Scope**

| Scope | * |

**Consistency**

<p>| Consistency | * |</p>
<table>
<thead>
<tr>
<th>IV-A.1: Reflective Practice</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV-A-1. Reflective Practice</td>
<td>Demonstrates limited reflection on practice and/or use of insights gained to improve practice.</td>
<td>May reflect on the effectiveness of lessons/units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.</td>
<td>Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.</td>
<td>Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.</td>
</tr>
<tr>
<td>Quality</td>
<td>*</td>
<td></td>
<td></td>
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<tr>
<td>Scope</td>
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</tbody>
</table>

Evidence:
## Formative & Summative Assessment – Calibration

### Summary of Ratings

<table>
<thead>
<tr>
<th>Element</th>
<th>Quality</th>
<th>Scope</th>
<th>Consistency</th>
<th>Readiness Thresholds Met? (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A.4: Well-Structured Lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1.B.2: Adjustment to Practice</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.A.3: Meeting Diverse Needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.B.1: Safe Learning Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.D.2: High Expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.A.1: Reflective Practice</td>
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</tbody>
</table>

*Note: The following section is only used for the Formative Assessment*

### Reinforcement Area

<table>
<thead>
<tr>
<th>Element</th>
<th>Quality</th>
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<td>1.B.2: Adjustments to Practice</td>
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<td></td>
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</tr>
<tr>
<td>2.D.2: High Expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.A.1: Reflective Practice</td>
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</tbody>
</table>

### Refinement Area

<table>
<thead>
<tr>
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<th>Scope</th>
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<th>Readiness Thresholds Met? (Y/N)</th>
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</thead>
<tbody>
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<tr>
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<td>2.B.1: Safe Learning Environment</td>
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<td>2.D.2: High Expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.A.1: Reflective Practice</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Suggestions for Candidate

- [ ] 1.A.4: Well Structured Lessons
- [ ] 2.B.1 Safe Learning Environment
- [ ] 1.B.2 Adjustments to Practice
- [ ] 2.D.2 High Expectations
- [ ] 2.A.3 Meeting Diverse Needs
- [ ] 4.A.1 Reflective Practice
You are currently not making satisfactory progress in meeting your practicum requirements. Students who fail to meet practicum requirements are at risk of failing and will not be recommended for licensure.

<table>
<thead>
<tr>
<th>Date</th>
<th>Program/Grade</th>
<th>Student</th>
<th>Level</th>
<th>Supervising Practitioner</th>
<th>Program Supervisor</th>
<th>School</th>
<th>City/State</th>
</tr>
</thead>
</table>

Area Needing Improvement (cite specific elements and dimensions of readiness as appropriate)

Steps to be taken to make satisfactory progress

Program Supervisor Signature

Supervising Practitioner Signature

Date met with Director of Educator Preparation & Licensure

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

Student’s Signature
SPRINGFIELD COLLEGE
PRACTICUM TIME RECORD AND ACTIVITY REPORT

Record the hours spent at the practicum site according to the categories described below. Please note, Massachusetts typically requires at least 300 clock hours for each teaching license (in some cases the 300 clock hours are split between two different sites and two levels for the same licensure field). A minimum of 100 clock hours must consist of time when the practicum student assumes full responsibility of the classroom. See the Springfield College Educator Preparation Handbook for the specific clock hour requirement for each program. (Note: ECED & HLTH do two placements and have unique clock hour requirements.)

Student __________________________ School __________________________

Supervising Practitioner __________________________________________

Date Started ___________ Date Ended ___________ Grade Levels ________

Program: [ ] ECED [ ] ELEM [ ] SEC [ ] SPED [ ] PE [ ] HLTH

Did you work with English Language Learners? [ ] Yes [ ] No

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

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

Full Responsibility - The practicum student, under the supervision of the supervising practitioner, is responsible for taking on the full responsibility of the classroom. (A minimum of 100 hours is required)

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing</td>
<td></td>
</tr>
<tr>
<td>Assisting</td>
<td></td>
</tr>
<tr>
<td>Full Responsibility</td>
<td></td>
</tr>
<tr>
<td>Other Duties Include</td>
<td></td>
</tr>
<tr>
<td>Parent Conferences</td>
<td></td>
</tr>
<tr>
<td>Cafeteria Duty</td>
<td></td>
</tr>
<tr>
<td>Homeroom</td>
<td></td>
</tr>
<tr>
<td>Bus Duty</td>
<td></td>
</tr>
<tr>
<td>Faculty Meeting</td>
<td></td>
</tr>
<tr>
<td>Prep during school</td>
<td></td>
</tr>
<tr>
<td>Misc: _________</td>
<td></td>
</tr>
<tr>
<td>Total Other</td>
<td></td>
</tr>
<tr>
<td>(Sum of hours in gray box)</td>
<td></td>
</tr>
<tr>
<td>Total Time Spent</td>
<td></td>
</tr>
<tr>
<td>(Observing + Assisting + Full Responsibility + Total Other)</td>
<td></td>
</tr>
</tbody>
</table>

See the back of this sheet for help with calculating practicum hours

Snow Days ___________ Delayed Starts ___________ Early Dismissals ___________

(Put total number on appropriate line above and include specific dates below.)

Specific Dates __________________________________________

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SPRINGFIELD COLLEGE
STUDENT EVALUATION OF PROGRAM SUPERVISOR

Name of Program Supervisor __________________ Program ____________ UG/GR Dates _________

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

<table>
<thead>
<tr>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Neither agree/disagree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

1. My program supervisor’s number of visits was satisfactory
   Comments: 4 3 2 1 0

2. The quality of my program supervisor’s observations/visits was excellent
   Comments: 4 3 2 1 0

3. My program supervisor’s expectations were clear
   Comments: 4 3 2 1 0

4. My program supervisor was available for appointments & discussions
   Comments: 4 3 2 1 0

5. My program supervisor gave excellent feedback on written work
   Comments: 4 3 2 1 0

6. My program supervisor has knowledge and experience in the field
   Comments: 4 3 2 1 0

7. My program supervisor made good suggestions for evaluating and improving my teaching skills
   Comments: 4 3 2 1 0

8. My program supervisor was knowledgeable about how to be a supervisor
   Comments: 4 3 2 1 0

9. My program supervisor provided feedback that improved my practice
   Comments: 4 3 2 1 0

10. Considering everything, my program supervisor was excellent
    Comments: 4 3 2 1 0
SPRINGFIELD COLLEGE
TEACHER CANDIDATE EVALUATION OF THE PRACTICUM

Name ___________________________ Supervising Practitioner________________ Dates ____________

School ___________________________ Program ________________________ UG/GR

TEACHER CANDIDATE BACKGROUND
1. What type of position do you currently hold/what are your plans?
   ___ A teaching position in a MA public school
   ___ A teaching position in a MA public charter school
   ___ A teaching position in a MA private or parochial school
   ___ A teaching position outside of Massachusetts
   ___ A non-teaching position in education
   ___ A position outside of the field of education
   ___ Currently seeking a teaching position
   ___ Graduate school

2. What were your reasons for choosing your teacher preparation program? (Check all that apply)
   ___ Reputation of the program/organization
   ___ Faculty
   ___ Program offering(s)
   ___ Scheduling of courses
   ___ Price/tuition
   ___ Program’s partnership with specific district
   ___ Campus environment
   ___ Location
   ___ Admitted to the organization in a major other than education
   ___ Other

3. How long did it take you to complete your teacher preparation program?
   ___ 1 year
   ___ 2 years
   ___ 3 years
   ___ 4 years
   ___ 5+ years

4. What was the length of the practicum you completed?
   ___ Fewer than 8 weeks
   ___ 8 weeks
   ___ 10 weeks
   ___ 12 weeks
   ___ 16 weeks
   ___ Full year
   ___ Other (please specify)

5. Were you employed as a teacher of record before or during your teacher preparation program?
   ___ Yes
   ___ No

6. Which performance assessment did you use in your field-base experiences?
   ___ Candidate Assessment for Performance (CAP)
   ___ Pre-service Performance Assessment (PPA)

   Agree  Somewhat Agree  Neither agree/disagree  Somewhat Disagree  Disagree
   4     3     2     1     0

7. Please rate the extent to which you agree or disagree that each item below was helpful to you in your practicum experiences.
   a. Practicum Handbook
   b. Moodle Page
   c. Practicum Seminar
   d. DESE CAP Online Platform
   e. Other (please specify)

   Agree  Somewhat Agree  Neither agree/disagree  Somewhat Disagree  Disagree
   4     3     2     1     0

OVERALL EXPERIENCE
In this section, please think about your overall experience at Springfield College while enrolled in the educator preparation program. For each question, please indicate the extent to which you agree or disagree with the following statements.

1. The admission processes rigorously screened candidates for skills and qualities that are important in the licensure role
   4  3  2  1  0
2. The program ensured access to the resources required for learning (e.g., technology, facilities, personnel) 4 3 2 1 0
3. My faculty/instructors were effective at preparing educators 4 3 2 1 0
4. I was effectively advised throughout my program 4 3 2 1 0
5. There were checkpoints throughout the program to make sure candidates were meeting the standards 4 3 2 1 0
6. The program solicited my feedback about the overall program 4 3 2 1 0
7. The program acted upon or made programmatic changes based on my feedback 4 3 2 1 0
8. My experience in this program prepared me to be an effective educator 4 3 2 1 0
9. I would recommend this program to others 4 3 2 1 0

COURSEWORK

In this section, we would like to know about the impact that your coursework had on your ability. In other words, how did your coursework improve your ability as an educator? Your answers here should reflect the quality of coursework, not your own ability in each area.

1. The coursework provided me with the content knowledge necessary to be an effective educator 4 3 2 1 0
2. The coursework provided me with the pedagogical content knowledge necessary to be an effective educator 4 3 2 1 0
3. Coursework prepared me to make a positive impact on the PK-12 student learning 4 3 2 1 0

FIELD-BASED EXPERIENCES

In this section, we would like to know more about the impact that your field-based experiences had on your ability. In other words, how did your field-based experiences improve your ability as an educator? Your answers here should reflect the quality of field-based experiences, not your own ability in each area.

1. I benefited from the relationship that my program had with the school/district that I had my field-based experiences in 4 3 2 1 0
2. My field-based experiences were explicitly connected to my coursework 4 3 2 1 0
3. My pre-practicum experience prepared me for my full student-teaching experience in the practicum 4 3 2 1 0
4. During my field-based experiences, I worked with students from diverse ethnic, racial, socioeconomic and exceptional groups 4 3 2 1 0
5. Please rank the following five activities in order of most time spent to least time spent in pre-practicum experience
   ___ Observations
   ___ Small group work
   ___ One on one work
   ___ Whole class instruction
   ___ Meeting with school-based professionals
6. To what extent do you agree or disagree with the following statements about the assessment used during your practicum (e.g., PPA or CAP)?
   a. My teaching practice improved as a result of undergoing an assessment in my field-based experiences 4 3 2 1 0
   b. I will use the feedback that I received as part of my performance assessment to identify professional development, trainings, and other resources to improve my practice 4 3 2 1 0
   c. The training I received on my performance assessment contributed to a consistent and rigorous assessment 4 3 2 1 0
   d. Participating in a performance assessment in my teacher education program prepared me to participate in the MA Educator Evaluation system 4 3 2 1 0

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7. How many observations did you receive during your field-based experiences?
   ___ 0   ___ 1   ___ 2   ___ 3   ___ 4   ___ 5   ___ 6+

8. My field-based experiences prepared me to be an effective educator  
   Comments:

   SUPERVISING PRACTITIONER
   To what extent do you agree or disagree with the following statements about your supervising practitioner?
   1. My supervising practitioner was an effective educator
   2. My supervising practitioner was knowledgeable about how to be a supervisor
   3. My supervising practitioner provided feedback that improved my practice
   4. My supervising practitioner provided quality observations
   5. Overall, my supervising practitioner was excellent

   QUALITY OF PREPARATION AGAINST STANDARDS OF PRACTICE
   In every standard, we ask you to rate the extent to which you were prepared in each standard. Specifically, your readiness to teach in the skill must be as a consequence of participating in your preparation program (e.g., you may be skilled in classroom management but that skill may/may not be attributable to something specific in your preparation program). In identifying the extent of preparation provided per item, please consider both coursework and field-based experiences.

   1. Standard I: Curriculum, Planning and Assessment
   Teacher promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives. Please reflect on your experiences within the classroom over the last year and respond to the following statements.

   Due to the experiences and courses in my teacher preparation program, I am able to:
   a. Integrate language acquisition into content instruction so English Language Learner students learn as they build language skills
   b. Design formative assessments to check student understanding
   c. Use intellectual engagement strategies that require students to support their answers or reasoning in class
   d. Consistently model and use academic language that can be understood by English Language Learner students at all proficiency levels so they can build their content knowledge
   e. Develop well-structured lessons that incorporated students’ interests in the planning of class activities
   f. Consistently use assessment data to guide changes to my instructional practice
   g. Design units of instruction that help students develop many ways to think deeply about an activity or a problem
   h. Scaffold and unpack content so all students can understand the material
   i. Develop interdisciplinary curriculum
   j. Use assessment data to differentiate instruction for different groups of students within the classroom (e.g., English Language Learners, Special Needs)
   k. Analyze student performance data to provide students with timely feedback that enables them to improve their work
   l. Use assessment methods that enable students to rate their own understanding of student learning objectives
   m. Use technology to analyze and track student achievement
Overall, how well were you prepared to meet performance expectations outlined in this standard?
___ Exemplary     ___ Proficient     ___ Needs improvement     ___ Unsatisfactory

2. Standard II: Teaching All Students

Teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency. Please be sure to respond with reference to how well you feel the Springfield College teacher preparation program prepared you in each skill or practice.

Due to my experiences and courses in my teacher preparation program, I am able to:

a. Provide learning experiences that encourage students to be supportive of each other’s success 4 3 2 1 0
b. Respond appropriately to misunderstandings between students that arise from difference in backgrounds, languages or identities 4 3 2 1 0
c. Effectively guide students to refocus their efforts in class when they become distracted 4 3 2 1 0
d. Teach so, when asked, students can explain what they are learning and why 4 3 2 1 0
e. Effectively engage students who resist wanting to learn 4 3 2 1 0
f. Create a learning environment where the teacher has the same high academic expectations for her or his English Language Learner students as she or he does for her native English learners 4 3 2 1 0
g. Use instructional practices that encourage students to challenge each other’s thinking in the classroom 4 3 2 1 0
h. Use classroom management techniques that promote students’ staying on task (e.g., routines, transition and response strategies). 4 3 2 1 0
i. Use student generated ideas to further student understanding during a lesson 4 3 2 1 0
j. Connect students with socio-emotional problems with appropriate supports 4 3 2 1 0
k. Instill in students a growth mindset (perseverance, learn from mistakes, high expectations valued) so all students believe in their ability to learn 4 3 2 1 0
l. Detect and prevent potential behavioral problems from happening in the classroom 4 3 2 1 0
m. Differentiate instruction so all students are challenged at all times during a lesson 4 3 2 1 0
n. Plan effective techniques (e.g., use of visuals, model discussion, group work) for making content accessible to English Language Learners such that English Language Learners of mixed proficiency can participate 4 3 2 1 0
o. Comfortably take instructional risks (e.g., deviate from planned instruction) to make student learning more accessible 4 3 2 1 0
p. Translate knowledge of the diverse experiences that students bring to class to improve the effectiveness of my instruction 4 3 2 1 0
q. Choose instructional strategies (e.g., tiered instruction, scaffolding, connections) that support student understanding of complex concepts 4 3 2 1 0
r. Create a cooperative but cognitively demanding learning environment where students support each other to strengthen their work 4 3 2 1 0

Overall, how well were you prepared to meet performance expectations outlined in this standard?
___ Exemplary     ___ Proficient     ___ Needs improvement     ___ Unsatisfactory


Teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations. Please reflect on your experiences within the classroom and respond to the following statements.
Due to the experiences and courses in my teacher preparation program, I have improved in my ability to:

a. Make strategies available to parents so they can help support and reinforce student learning at home and in school
   
   Overall, how well were you prepared to meet performance expectations outlined in this standard?
   
   ___ Exemplary     ___ Proficient     ___ Needs improvement     ___ Unsatisfactory

b. Listen to a parent’s concerns regarding the progress of their child and use the information to adapt my instruction towards the child
   
   4 3 2 1 0

c. Connect families to resources outside of school to support student learning in school

   4 3 2 1 0

d. Communicate effectively with families from diverse backgrounds and cultures

   4 3 2 1 0

e. Effectively implement two-way communication strategies (e.g., back-to-school nights, office hours) to include parent perspectives in the classroom

   4 3 2 1 0

f. Demonstrate cultural responsiveness when communicating with English Language Learner students’ families

   4 3 2 1 0

4. Standard IV: Professional Culture

   Teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice. Please reflect on your experiences within the classroom and respond to the following statements.

   Overall, how well were you prepared to meet performance expectations outlined in this standard?
   
   ___ Exemplary     ___ Proficient     ___ Needs improvement     ___ Unsatisfactory

OVERALL BENEFIT OF TEACHER PREPARATION PROGRAM

Indicate your level of agreement with the following statements:

1. My experience in this program prepared me to be an effective educator
   
   Overall, how well were you prepared to meet performance expectations outlined in this standard?
   
   ___ Exemplary     ___ Proficient     ___ Needs improvement     ___ Unsatisfactory

2. I would recommend this program to others

Please provide any additional information you would like about your experience with your teacher preparation program. We would welcome suggestions for topics that you would like to include in this evaluation of your teacher preparation program.
SPRINGFIELD COLLEGE
SUPERVISING PRACTITIONER EVALUATION OF THE PRACTICUM

Name_______________________   Student Candidate____________________ Dates_____________________

School_____________________________ Licensure Program/Subject__________________________

How would you rate the adequacy of the Springfield College teacher preparation program? Identification of specific strengths and weaknesses and positive suggestions for program improvement would be most helpful. Your comments are greatly appreciated!

SUPERVISING PRACTITIONER BACKGROUND
1. How many years of experience do you have as a teacher?  
   ___ 16+ years  ___ 11-15 years  ___ 6-10 years  ___ 3-5 years  ___ 0-2 years

2. How many candidates have you supervised for Springfield College?  
   ___ 16+  ___ 11-15  ___ 6-10  ___ 3-5  ___ 0-2

3. Have you supervised teacher candidates for other providers as well?  
   ___ yes  ___ no

4. Do you work in a:  
   ___ public school  ___ charter school (public)  ___ private or parochial school

5. What were your reasons for choosing to be a Supervising Practitioner? (Check all that apply)  
   ___ Enjoy working with student teachers  ___ Program’s partnership with my school/district  
   ___ View it as part of my professional development  ___ Financial support received for participating  
   Enables me to stay current on latest innovations  ___ Support the next generation of teachers  
   ___ Other: _____________________

6. What was the length of the candidate’s practicum he/she completed?  
   ___ Fewer than 8 weeks  ___ 16 weeks  
   ___ 8 weeks  ___ Full year  
   ___ 10 weeks  ___ Other (please specify)  
   ___ 12 weeks

Comments:

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<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Somewhat Agree</td>
<td>Neither agree/disagree</td>
<td>Somewhat Disagree</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

7. Indicate your level of agreement with each statement about the candidate’s practicum supervision:  
   a. I felt I was able to effectively support (e.g., materials, resources, inspiration) the candidate  
      4  3  2  1  0
   b. I feel confident that the feedback I gave to the candidate improved her/his teaching  
      4  3  2  1  0

FIELD-BASED EXPERIENCES
To what extent do you agree or disagree with the following statements?  
1. The candidate benefited from the relationship that his/her program had with your school district  
   4  3  2  1  0
2. The candidate’s field-based experiences were explicitly connected to his/her coursework  
   4  3  2  1  0
3. The candidate’s pre-practicum experience prepared him/her for his/her full student-teaching experience in the practicum 4 3 2 1 0
4. During his/her field-based experiences, he/she worked with students from diverse ethnic, racial, socioeconomic and exceptional groups 4 3 2 1 0
5. To what extent do you agree or disagree with the following statements about your supervision of the candidate?
   a. I was knowledgeable about how to be a supervisor 4 3 2 1 0
   b. I provided feedback that improved the practice of the candidate 4 3 2 1 0
6. To what extent do you agree or disagree with the following statements about the supervision of the candidate by the sponsoring organization’s program supervisor?
   a. The candidate’s program supervisor was knowledgeable about how to be a supervisor 4 3 2 1 0
   b. The candidate’s program supervisor provided feedback that improved the practice of the candidate 4 3 2 1 0
7. Which performance assessment did the candidate use during his/her field-based experiences?
   ___ Candidate Assessment for Performance (CAP)
   ___ Pre-service Performance Assessment (PPA)
   ___ Combination of CAP and PPA Candidate Assessments
8. To what extent do you agree or disagree with the following statements about the assessment used during the candidate’s practicum (e.g., PPA or CAP)?
   a. The candidate’s teaching practice improved as a result of undergoing an assessment in his/her field-based experiences 4 3 2 1 0
   b. Candidate will use the feedback that he/she received as part of his/her performance assessment to identify professional development, trainings, and other resources to improve his/her practice 4 3 2 1 0
   c. I received training on the performance assessment that contributed to a consistent and rigorous assessment of the candidate 4 3 2 1 0
   d. Participating in a performance assessment in the candidate’s teacher education program prepared him/her to participate in the Massachusetts Educator Evaluation system 4 3 2 1 0
9. How many observations did the candidate receive during his/her field-based experiences? 0 1 2 3 4 5 6+
10. The candidate’s field-based experiences prepared him/her to be an effective educator 4 3 2 1 0

QUALITY OF PREPARATION AGAINST STANDARDS OF PRACTICE
In every standard, we ask you to rate the extent to which the candidate was prepared in each standard. Specifically, the candidate’s readiness to teach in the skill must be as a consequence of participating in his/her preparation program (e.g., he/she may be skilled in classroom management but that skill may/may not be attributable to something specific in his/her preparation program).

1. Standard I: Curriculum, Planning, and Assessment
   Teacher promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives. Please reflect on the candidate’s experiences within the classroom and respond to the following statements.
Due to the experiences and courses in his/her teacher preparation program, the candidate is able to:

a. Integrate language acquisition into content instruction so English Language Learner students learn as they build language skills 4 3 2 1 0
b. Design formative assessments to check student understanding 4 3 2 1 0
c. Use intellectual engagement strategies that require students to support their answers or reasoning in class 4 3 2 1 0
d. Consistently model and use academic language that can be understood by English Language Learner students at all proficiency levels so they can build their content knowledge 4 3 2 1 0
e. Develop well-structured lessons that incorporated students’ interests in the planning of class activities 4 3 2 1 0
f. Consistently use assessment data to guide changes to his/her instructional practice 4 3 2 1 0
g. Design units of instruction that help students develop many ways to think deeply about an activity or a problem 4 3 2 1 0
h. Scaffold and unpack content so all students can understand the material 4 3 2 1 0
i. Develop interdisciplinary curriculum 4 3 2 1 0
j. Use assessment data to differentiate instruction for different groups of students within the classroom (e.g., English Language Learners, Special Needs) 4 3 2 1 0
k. Analyze student performance data to provide students with timely feedback that enables them to improve their work 4 3 2 1 0
l. Use assessment methods that enable students to rate their own understanding of student learning objectives 4 3 2 1 0
m. Use technology to analyze and track student achievement 4 3 2 1 0

Overall, how well was the candidate prepared to meet performance expectations outlined in this standard?

___ Exemplary     ___ Proficient     ___ Needs improvement     ___ Unsatisfactory

2. **Standard II: Teaching All Students**
Teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency. Please be sure to respond with reference to how well you feel the Springfield College teacher preparation program prepared the candidate in each skill or practice.

Due to experiences in his/her teacher preparation program, the candidate is able to:

a. Provide learning experiences that encourage students to be supportive of each other’s success 4 3 2 1 0
b. Respond appropriately to misunderstandings between students that arise from difference in backgrounds, languages or identities 4 3 2 1 0
c. Effectively guide students to refocus their efforts in class when they become distracted 4 3 2 1 0
d. Teach so, when asked, students can explain what they are learning and why 4 3 2 1 0
e. Effectively engage students who resist wanting to learn 4 3 2 1 0
f. Create a learning environment where the teacher has the same high academic expectations for her or his English Language Learner students as she or he does for her native English learners 4 3 2 1 0
g. Use instructional practices that encourage students to challenge each other’s thinking in the classroom 4 3 2 1 0
h. Use classroom management techniques that promote students’ staying on task (e.g., routines, transition and response strategies) 4 3 2 1 0
i. Use student generated ideas to further student understanding during a lesson 4 3 2 1 0
j. Connect students with socio-emotional problems with appropriate supports 4 3 2 1 0
k. Instill in students a growth mindset (perseverance, learn from mistakes, high expectations valued) so all students believe in their ability to learn 4 3 2 1 0
l. Detect and prevent potential behavioral problems from happening in the classroom 4 3 2 1 0
m. Differentiate instruction so all students are challenged at all times during a lesson 4 3 2 1 0
n. Plan effective techniques (e.g., use of visuals, model discussion, group work) for making content accessible to English Language Learners such that English Language Learners of mixed proficiency can participate 4 3 2 1 0
o. Comfortably take instructional risks (e.g., deviate from planned instruction) to make student learning more accessible 4 3 2 1 0
p. Translate knowledge of the diverse experiences that students bring to class to improve the effectiveness of his/her instruction 4 3 2 1 0
q. Choose instructional strategies (e.g., tiered instruction, scaffolding, connections) that support student understanding of complex concepts 4 3 2 1 0
r. Create a cooperative but cognitively demanding learning environment where students support each other to strengthen their work 4 3 2 1 0

Overall, how well was the candidate prepared to meet performance expectations outlined in this standard? ___ Exemplary ___ Proficient ___ Needs improvement ___ Unsatisfactory


Teacher promotes the learning and growth of all student through effective partnerships with families, caregivers, community members, and organizations. Please be sure to respond with reference to how well you feel the Springfield College educator preparation program prepared the candidate in each skill or practice.

Due to experiences in his/her teacher preparation program, the candidate is able to:

a. Make strategies available to parents so they can help support and reinforce student learning at home and in school 4 3 2 1 0
b. Listen to a parent’s concerns regarding the progress of their child and use the information to adapt his/her instruction towards the child 4 3 2 1 0
c. Connect families to resources outside of school to support student learning in school 4 3 2 1 0
d. Communicate effectively with families from diverse backgrounds and cultures 4 3 2 1 0
e. Effectively implement two-way communication strategies (e.g., back-to-school nights, office hours) to include parent perspectives in the classroom 4 3 2 1 0
f. Demonstrate cultural responsiveness when communicating with English Language Learner students’ families 4 3 2 1 0

Overall, how well was the candidate prepared to meet performance expectations outlined in this standard? ___ Exemplary ___ Proficient ___ Needs improvement ___ Unsatisfactory

4. Standard IV: Professional Culture

Teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice. Please be sure to respond with reference to how well you feel the Springfield College educator preparation program prepared the candidate in each skill or practice.

Due to experiences in his/her teacher preparation program, the candidate is able to:

a. Reflect on his/her practice to develop challenging professional practice goals 4 3 2 1 0
b. Use evaluation data (e.g., your feedback) to diagnose his/her strengths and weaknesses and make adjustments to his/her practice (e.g., instructional goals, learning objectives) 4 3 2 1 0
c. Reflect on his/her practice in order to identify areas for professional growth (e.g., professional development opportunities) 4 3 2 1 0
d. When established, apply school expectations for student behavior  
   4 3 2 1 0

e. Effectively act upon colleagues’ ideas and/or suggestions to improve her students’ learning  
   4 3 2 1 0

Overall, how well was the candidate prepared to meet performance expectations outlined in this standard?  
   ___ Exemplary  ___ Proficient  ___ Needs improvement  ___ Unsatisfactory

OVERALL BENEFIT OF TEACHER PREPARATION PROGRAM
Indicate your level of agreement with the following statements:
1. The information, materials, and forms received from Springfield College were useful  
   4 3 2 1 0
2. The candidate’s experience in this program prepared him/her to be an effective educator  
   4 3 2 1 0
3. I would recommend this program to others  
   4 3 2 1 0

Please provide any additional information you would like about your experience with this candidate’s teacher preparation program. We would welcome suggestions for topics that you would like to include in this evaluation of this teacher preparation program.
SPRINGFIELD COLLEGE
PROGRAM SUPERVISOR EVALUATION OF THE SUPERVISING PRACTITIONER

Name_______________________   Student Candidate_______________________  Dates____________
Supervising Practitioner ____________  School_______________________  Licensure Program/Subject__________

4 3 2 1 0
Agree Somewhat Agree Neither agree/disagree Somewhat Disagree Disagree

1. To what extent do you agree or disagree with the following statements about your supervision of the candidate?
   a. I was knowledgeable about how to be a supervisor
      Agree: 4 3 2 1 0
   b. I provided feedback that improved the practice of the candidate
      Agree: 4 3 2 1 0
   c. I felt I was able to effectively support (e.g., materials, resources, inspiration) the candidate
      Agree: 4 3 2 1 0

2. Indicate your level of agreement with the following statements:
   a. The information, materials, and forms received from Springfield College were useful
      Agree: 4 3 2 1 0
   b. The candidate’s experience in this program prepared him/her to be an effective educator
      Agree: 4 3 2 1 0
   c. I would recommend this program to others
      Agree: 4 3 2 1 0

The following items deal with characteristics of supervising practitioners and placement sites. Please complete each item by selecting the response you feel is appropriate and making comments/suggestions.

1. The supervising practitioner developed an effective mentoring relationship with the candidate
   Agree: 4 3 2 1 0
   Comments:

2. Expectations were communicated clearly to the candidate
   Agree: 4 3 2 1 0
   Comments:

3. Feedback was provided to the candidate on a timely basis
   Agree: 4 3 2 1 0
   Comments:

4. The supervising practitioner encouraged the candidate to assume teaching responsibilities in a timely fashion
   Agree: 4 3 2 1 0
   Comments:

5. Overall, the supervising practitioner was excellent
   Agree: 4 3 2 1 0
   Comments:

6. Overall, the practicum site was excellent
   Agree: 4 3 2 1 0
   Comments:

7. I would recommend this site for future use
   Agree: 4 3 2 1 0
   Comments:

Describe the type of student who would be most successful with this supervising practitioner at this site:
FREQUENTLY ASKED QUESTIONS

What happens if I have to miss a day? Practicum students are expected to call the school, their supervising practitioner, the Educator Prep Office, and program supervisor if they have to miss a day. Practicum students are expected to report to their practicum site every day. The Director of Educator Preparation, in consultation with the program supervisor, determines when missed days must be made up.

What does my supervising practitioner get?
Students are placed with supervising practitioners who meet the minimum qualifications specified in the Massachusetts DESE Regulations for Educator Licensure. Generally speaking, supervising practitioners must hold a professional license in the field and at the grade level of the license sought. Supervising practitioners receive Professional Development Points (PDPs), a choice of a $250 stipend or tuition grants, plus access to Springfield College parking and some facilities. See supervising practitioner’s ‘perks’ packet for more details.

What do I do if I have problems with my placement after the practicum has begun?
If you have problems/issues with your placement after your practicum experience begins, you should contact your program supervisor immediately. Then you should contact the Director of Educator Preparation and Licensure. Every effort will be made to resolve any problems/issues. If this is not possible then you may be moved to a different site.
SECTION VI

EDUCATOR LICENSURE APPLICATION PROCESS
Massachusetts Educator Licensure Application Process

There are two methods for applying for Licensure in Massachusetts.

1. Apply online through the MA Department of Elementary & Secondary Education home page known as ELAR (Electronic Licensure and Recruitment). **This is the preferred method.**
2. Apply through regular surface mail by filling out an application and sending it with other required documents through the mail.

**STEPS FOR APPLYING ONLINE  Deadline – Anytime BEFORE graduation**

1. Go to [www.mass.gov/edu/gateway](http://www.mass.gov/edu/gateway) and click on the ELAR logo.
   - After logging into ELAR, you may be asked to update some information or you may be directed right to the welcome screen. Select “apply for a new license, apply for an endorsement, or advance to the next level license”
   - New licenses & applications – select field (Academic: Teacher or Academic: Professional Support Personnel)
   - Select field (e.g., elementary, physical education, school guidance counselor)
   - Select level (e.g., PreK-8, 5-12, 8-12, all)
   - Select type (select initial)
   - If you are applying for more than one level or license, repeat these steps with additional level or license
     - If you completed a Sheltered English Immersion course:
       - New licenses & applications – select field (Endorsements)
       - Select field (select **Sheltered English Immersion – Teacher**)
       - Select level (level depends on prereq license)
       - Select type (Endorsement)

   You will need a credit card number for payment ($100 for first initial, $25 for each additional license). There is no charge for the SEI Endorsement but you MUST apply for it.

2. While you are online, print the “Step 4 – Confirm Application” page that shows which license(s) you are requesting. (You can also print the “Inquiry-Activity Summary” page.)

3. Proof of name change if necessary (e.g., marriage certificate).

4. a. Fill out a Springfield College Educator Preparation transcript request form. Be sure to sign the request form and specify the “mail to address” as “Educator Prep.” Take it to the Business Office where you will pay $6.00 per transcript requested. **After your transcript request form is marked PAID, submit it to the Educator Preparation Office.**

   b. If you earned your bachelor’s degree at another college or took courses required for your licensure program at another college, request official transcript(s) to be sent directly to:

   **Dr. Linda C. Davis-Delano**  
   **Office of Educator Preparation**  
   **Springfield College**  
   **263 Alden Street**  
   **Springfield, MA 01109**

5. Complete the Springfield College Licensure Application checklist and submit to the Educator Preparation & Licensure Office so your official transcript can be sent to the state. (A copy of your signed candidate assessment of performance will be mailed home at the end of the semester.)
 STEPS FOR SENDING APPLICATION THROUGH THE MAIL
Deadline: Submit all materials listed below to the Springfield College Educator Preparation and Licensure office prior to graduation.

1. Fill out the application form completely (front and back). Remember to sign the form on the back at the bottom.

2. Enclose a money order for $100.00 ($25.00 each for any additional licenses).
   MAKE MONEY ORDER PAYABLE TO:
   Massachusetts Department of Elementary and Secondary Education
   Office of Educator Licensure
   75 Pleasant Street
   Malden, MA  02148

   OR if paying by credit card, complete additional form and enclose with application.

3. Proof of name change if necessary (e.g., marriage certificate).

4. Candidates for administration licenses only – Submit a letter from your Superintendent or Principal validating the field, grade level and dates of your experience teaching (you must have at least 3 years of teaching experience).

5. a. Fill out a Springfield College transcript request. Be sure to sign the request form and specify the “mail to address” as “Educator Prep.” Take it to the Business Office where you will pay $6.00 per transcript requested. After your transcript request form is marked PAID, submit it to the Educator Preparation Office.

   b. If you earned your bachelor’s degree at another college or took courses required for your licensure program at another college, request official transcript(s) to be sent directly to:
      Dr. Linda C. Davis-Delano
      Office of Educator Preparation
      Springfield College
      263 Alden Street
      Springfield, MA 01109

6. Complete the Springfield College Licensure Application checklist and submit to the Educator Preparation & Licensure Office so your official transcript can be sent to the state. (A copy of your candidate assessment of performance will be mailed home at the end of the semester.)
Licensure Application Checklist
(Please fill this out & hand deliver to the Educator Prep Office with all other items needed)

Name: ____________________________ MEPID#: ___________________

Birthdate: ________________________ Expected Grad Date: ________________

Complete the following steps:
1. ___ Apply online (any time prior to graduation) Date Applied: ____________

**BE SURE TO CHOOSE THE CORRECT LICENSE TYPE: **INITIAL

2. ___ Print “Step 4 – Confirm Application” page (Submit to Educator Preparation). If you forget this step while applying for licensure, go to the ELAR welcome page, choose “check license status and history, make a payment” and print those pages.

3. ___ Fill out a Springfield College Educator Preparation transcript request form. Take it to the Business Office where you will pay $6.00 per transcript requested. After your transcript request form is marked PAID, submit it to the Educator Preparation Office.

If you plan on having our office submit a transcript to any other state besides Massachusetts, please request an additional transcript and include proof of application with this form. Transcripts may also be requested for personal use.

If more than one copy, where should others be sent? __________________________

4. ___ Proof of name change if necessary (e.g., marriage certificate).

5. ___ If you earned a bachelor’s degree or took courses required for licensure at another institution, an official transcript (one for each state you are applying to) must be sent to Dr. Linda Davis-Delano, Educator Preparation Office. (Students who hold a preliminary license do NOT need to get their undergraduate transcript for MA licensure.)

6. ___ Hand Deliver items 2, 3 & this checklist (and 4-6 if needed) to the Educator Preparation Office

DEADLINE: No later than the week prior to graduation

Office Use Only
___ All forms submitted (see above)
___ # of transcripts _____________ send to: ________________________________
___ License Area __________________ Level(s) ______________ Stage Initial ___
Springfield College
Official Transcript Request Form
For the Office of Educator Preparation

STUDENT MUST BRING ALL COPIES OF THIS FORM TO EDUCATOR PREPARATION

Name__________________________________________

Current Address_____________________________________

City, State, Zip Code___________________________________

Social Security Number____________________ ID#_____________

Telephone Number_____________________________________

Signature_________________________ Date_____________

Anticipated graduation date__________________________

If you are a graduate student, did you receive your undergraduate degree from Springfield College?  Y  N

_____ transcript(s) to be sent to Educator Preparation Office
  One  For MA license  _____ For other state license (list states)_____________________

_____ transcript(s) to be sent to self at address listed above

_____ transcript to be sent to: Name_________________________
Address_________________________________________________
City_____________________ State___________
Zip________

_____ Total number of transcripts requested

_____ Total amount owed @ $6.00 per transcript

Bring this form along with payment (cash or check) to the Business Office. Once it has been marked “paid,” bring it to the Educator Preparation Office.

*These transcripts will not be sent until completion of your degree and/or licensure.
*All financial obligations to the College must be reconciled before transcripts will be processed.
*Transcripts are $6.00 each.
MA DESE AFFIDAVIT

State law requires applicants for licensure to affirm certain information. If you have previously entered affidavit information, it should be listed below. If not, you will be asked to create an affidavit at this time. Please visit http://www.doe.mass.edu/educators/cori.html for the CORI policy.

Affirm/Reaffirm the following statements are true (a check mark indicates the statement is true).
- Click on the box next to any statement to check/unclick it.
- Please explain any unchecked boxes in the area provided at the bottom of the screen.
- When finished, click SIGN to save your changes.

Since completion of my last licensure or renewal application, I certify that:

- I have never appeared in any federal or state court in the Commonwealth of Massachusetts or any other commonwealth, state, district, territory or country as a defendant for any criminal offense. (You must leave this blank and provide an explanation regardless of the outcome of the case if you appeared as a defendant. Generally speaking, any process before a court where you are required to enter a plea or where you could be placed on probation prior to entering a plea is considered an appearance as a defendant. Failure to disclose criminal court appearances will be grounds for license denial or revocation.)

- I have not been identified by any child protection agency as a perpetrator of child abuse or neglect.

- I have not been dismissed for cause from any position I held.

- I have not been asked to resign from any position or resigned from any position while under investigation or as a result of discipline.

- I have not had a professional license or certificate denied, revoked, suspended, surrendered or annulled, and no action is pending to revoke or suspend any professional license or certificate I hold.

- In accordance with MA General Laws Chapter 62C, Section 49A, I have filed all state tax returns and paid all Massachusetts taxes required by law, and I am in compliance with all Massachusetts laws relating to payment of child support.

Important: If you have not resided or earned income in Massachusetts, in most cases, you do not owe any Massachusetts income tax and can answer the above question in the affirmative. If you are unsure about the correct answer, please consult a tax professional before you leave this question blank.

- I have read MA General Laws Chapter 119, Section 51A, https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXVII/Chapter119/Section51A, which requires educators and others who are paid to care for or work with children to make a report immediately to the Department of Social Services or to the person in charge of the school or institution if there is reasonable cause to believe a child under 18 is suffering physical or emotional injury as a result of abuse, including sexual abuse, or neglect. I understand my obligations under Section 51A and the penalties for failure to comply.
☐ I understand and acknowledge that as a condition of holding an educator license, a criminal background check may be conducted for criminal and pending case information as authorized by the Criminal History Systems Board and that a criminal record will not automatically disqualify me.

☐ This application contains no misrepresentations or falsehoods. I understand that misrepresentations or falsehoods may be cause for denial or revocation of my educator license.

☐ I understand that I must notify the Commissioner of the Massachusetts Department of Elementary and Secondary Education in writing within ten days if in the future the answers to any of these questions change.

Explanations for any unchecked boxes:

The Massachusetts Department of Elementary and Secondary Education has been certified by the Criminal History Systems Board for access to conviction and pending criminal case data for the purpose of screening prospective and current holders of educator licenses awarded by the Department of Elementary and Secondary Education, and for access to CORI conviction data in the context of proceedings relative to the decertification process. A criminal record check may be conducted for criminal and pending or criminal case information only, as authorized, and it will not necessarily disqualify me.

By SIGNING you are confirming that all the information is your affidavit is true and contains no misrepresentations or falsehoods.

Signed under the penalties of perjury.
Massachusetts educators must understand their responsibilities as “mandated reporters” as stipulated by law. Please read this completely.

**G.L.C.119,S.51A**

Any physician, medical intern, hospital personnel engaged in the examination, care or treatment of persons, medical examiner, psychologist, emergency medical technician, dentist, nurse, chiropractor, podiatrist, osteopath, public or private school teacher, educational administrator, guidance or family counselor, day care worker or any person paid to care for or work with a child in any public or private facility, or home or program funded by the Commonwealth or licensed pursuant to the provisions of chapter twenty-eight A, which provides day care or residential services to children or which provides the services of child care resource and referral agencies, voucher management agencies, family day care systems and child care food programs, probation officer, clerk/magistrate of the district courts, parole officer, social worker, foster parent, fire-fighter or policeman, office for children licensor, school attendance officer, allied mental health and human services professional as licensed pursuant to the provisions of section one hundred and sixty-five of chapter one hundred and twelve, drug alcoholism counselor, psychiatrist, and clinical social worker, who in his professional capacity shall have reasonable cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from abuse inflicted upon him which causes harm or substantial risk of harm to the child’s health or welfare including sexual abuse, or from neglect, including malnutrition, or who is determined to be physically dependent upon an addictive drug at birth, shall immediately report such condition to the department by oral communication and by making a written report within forty-eight hours after such oral communication; provided, however, that whenever such person so required to report is a member of the staff of a medical or other public or private institution, school or facility, he shall immediately either notify the department or notify the person in charge if such institution, school or facility, or that person’s designated agent, whereupon such person in charge or his said agent shall then become responsible to make the report in the manner required by this section. Any such hospital personnel preparing such report, may take or cause to be taken, photographs of the areas of trauma visible on a child who is the subject of such report without the consent of the child’s parents or guardians. All such photographs or copies thereof shall be sent to the department together with such report. Any such person so required to report shall be liable to such person for any expense or costs and attorney’s fees.

Any person required to report under this section who has reasonable cause to believe that a child has died as a result of any of the conditions listed in said paragraph shall report said death to the department and to the district attorney for the county in which such death occurred and to the medical examiners as required by section six of chapter thirty-eight. Any such person who fails to make such a report shall be punished by a fine of not more than one thousand dollars.

In addition to those persons required to report pursuant to this section, any other person may make such a report if any such person has reasonable cause to believe that a child is suffering from or has died as a result of such abuse or neglect. No person so required to report shall be liable in any civil or criminal action by reason of such report. No other person making such report shall be liable in any civil or criminal action by reason of such report if it was made in good faith; provided, however, that such person did not perpetrate or inflict said abuse or cause said neglect. Any person making such report who, in the determination of the department or the district attorney may have perpetrated or inflicted said abuse or cause said neglect, may be liable in a civil or criminal action.

No employer of those persons required to report pursuant to this section shall discharge, or in any manner discriminate or retaliate against, any person who in good faith makes such a report, testifies or is about to testify in any proceeding involving child abuse or neglect. Any such employer who discharges, discriminates or retaliates against such a person shall be liable to such person for treble damages, costs and attorney’s fees.

Within sixty days of the receipt of a report by the department from any person required to report, the department shall notify such person, in writing, of its determination of the nature, extent and cause or causes of the injuries to the child, and the social services that the department intends to provide to the child or his family.

Any privilege established by sections one hundred and thirty-five A and one hundred and thirty-five B of chapter one hundred and twelve or by section twenty B of chapter two hundred and thirty-three, relating to confidential communications shall not prohibit the filing of a report pursuant to the provisions of this section or the provisions of section twenty-four.
MA Department of Elementary and Secondary Education
General Questions & Answers

FEES

1. Q: What is the cost to apply for a license?
A: First time applicants must pay a $100 fee for the first license area/level applied for. Any additional license areas/levels will cost $25 each.
Example 1: Applying for first time license in Mathematics (8-12) and English (8-12) = $100 + $25 = $125.
Example 2: Applying to add an additional license in History (5-8), General Science (5-8) and History (8-12) = $25 + $25 + $25 = $75.

2. Q: Will my fee be refunded if I do not yet qualify for the license?
A: No. The fee is non-refundable and non-transferable once the evaluation service has been provided. If you do not qualify, you will receive a detailed evaluation letter from the Department that outlines any remaining requirements and how they can be satisfied. Upon completion of these requirements, simply mail in the necessary documentation, labeled with your social security number or MEPID number, and the application will be re-evaluated. You will not need to pay another application fee to have an existing application re-evaluated. The application will remain on file until all requirements have been satisfied.

3. Q: May I pay the fee with cash or personal check?
A: No. Certified bank check, money order, or credit card payments are the options available. We accept MasterCard and Visa.

4. Q: How should I make out my certified bank check/money order?
A: You should make your certified bank check/money order payable to the Commonwealth of Massachusetts. Also, please write your social security number or MEPID number on the certified bank check or money order.

TESTS

5. Q: How can I get more information about the Massachusetts Tests for Educator Licensure (MTEL)?
A: You can find current information on test registration, objectives for each test, and test preparation, including examples of types of items to expect, as well as other test-related information at www.doe.mass.edu/mtel.

GENERAL INFORMATION

6. Q: Can I apply for a license if I haven’t completed all of the requirements yet?
A: Yes. Candidates are encouraged to submit licensure applications as soon as they know that they would like to obtain a particular license. Since applications are reviewed in the order they are received, applying earlier means your application gets evaluated earlier. If you have not completely satisfied all requirements at the time of the evaluation, you will receive a detailed correspondence from the Department that outlines any remaining requirements, and how they can be satisfied.

7. Q: How long will it take for the Department to process my application?
A: It is not possible to say exactly how long it will take. The answer depends on several factors, such as the type of license, the volume of applications being processed at the time, and whether the application was filled out correctly and completely. Applicants can call the Licensure Call Center at 781-338-6600 to hear a general progress report of which applications are currently being reviewed by the Department.

8. Q: How can I ensure my application will be processed as quickly as possible?
A: Visit www.mass.gov/ese/licensure and click on ELAR to apply online. Applying and paying online does expedite processing. Make sure you have uploaded or mailed all college transcripts and other required documentation to the Licensure Office to be added to your file, and be sure to write your social security number, MEPID number, or Massachusetts Educator License Number on each document you submit. Based on the large volume of documents received by the Licensure Office daily, it is usually a good idea to submit all supporting documentation (official transcripts, letters, other licenses, etc.) all together in one packet, rather than separately.

Also please note: if this is your first time applying for an academic educator license in a particular category (teacher, specialist teacher, administrator, professional support personnel), you must pass the Communication & Literacy Skills MTEL test in order to be “Ready for Review.”

9. Q: Is there a number I can call if I have any questions about the application process?
A: Yes. You can call (781) 338-6600 to speak to a Licensure representative, Monday through Friday, 9a.m.-12p.m. and 2p.m.-5p.m.

10. Q: Can I use this application to renew my Professional level license?
A: No. The application used to renew a Professional level license is different from this application. To learn more about License Renewal, renewing online, or downloading a mail-in application form, please visit: www.mass.gov/ese/licensure/renew.

11. Q: How can I check the status of my application once I have submitted it?
A: The most convenient way to check on your licensure status is online. Visit www.mass.gov/ese/licensure and click on the ELAR icon to log in to your account. This information is accessible 24 hours a day.

12. Q: Where can I find answers to other questions about the licensure process?
A: Please visit www.mass.gov/ese/licensure and click on the FAQ link for a comprehensive list of frequently asked questions and answers.
OUT-OF-STATE LICENSURE

Many Springfield College graduates choose to get their educator license (certificate) in a state outside of Massachusetts. **Since you are completing a Massachusetts approved licensure program you are strongly advised to get your license in Massachusetts FIRST.** Then you can apply for licensure (certification) in other states.

Massachusetts participates in an interstate agreement with most other states. What this means is that other state departments of education will honor the approved program (course of study) that you completed in Massachusetts. This means that they will not require you to take any additional coursework. When you apply for licensure in other states you will still have to meet a number of state specific requirements. For example, you will have to fill out their application, pay their fee and take and pass their required educator tests. In most cases, the MTEL exams that you took will not be accepted in lieu of other state required tests.

Many states require educator tests out of the Praxis Series. Information about the Praxis Series is available at the Educator Preparation Office and Career Services, located in the Campus Union. Study guide booklets for the Praxis Series may be ordered by calling 1-800-537-3161 or visit [www.ets.org/store.html](http://www.ets.org/store.html). You can download *Tests at a Glance* information, including sample questions, from The Praxis Series Web site ([www.ets.org/praxis](http://www.ets.org/praxis)).

One of the requirements of other state departments of education is proof that you completed an approved program. In many cases, they have a special form on which they want this information together with the signature of the licensure (certification) officer at the college where you completed your program. The Director of Educator Preparation and Licensure is the licensure officer at Springfield College. So, submit all state department of education forms requiring an official signature verifying that you completed an approved program to the Office of Educator Preparation and Licensure.

Because licensure regulations in the various states are changing rapidly and are state specific, students are advised that the **best** source of up-to-date teacher licensure information for a particular state is that state's bureau of teacher licensure. Addresses, telephone numbers and websites of these bureaus together with their testing requirements are listed on the following pages.

For answers to general questions related to out-of-state licensure call or email the Office of Educator Preparation and Licensure.
INTERSTATE SCORE REPORTING

For some tests (e.g., Foundations of Reading, General Curriculum), candidates who have taken the test(s) in one state may request to have their test results sent directly to the state teacher certification/licensing agency in a participating state. To request this service, complete the Interstate Score Reporting form (http://www.mtel.nesinc.com/content/docs/MA_CT_InterstateScoreReportingRequestForm.pdf), enclose the appropriate fee ($10 per recipient), and submit the form and fee to the address on the form.

Please allow up to four weeks from receipt of your form for processing your request for this service. You will receive an email indicating that your scores have been sent and also confirming your passing status for each state that received your scores. If you have not met the passing standard for the requested state, your materials, including the interstate score reporting fee, will be returned to you.

<table>
<thead>
<tr>
<th>State</th>
<th>Tests for Which Scores Are Accepted</th>
</tr>
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| Connecticut    | • Early Childhood  
                 • Foundations of Reading  
                 • Reading Specialist     |
| Massachusetts  | • Early Childhood  
                 • Foundations of Reading  
                 • General Curriculum: Mathematics subtest  
                 • General Curriculum: Multi-subject subtest  
                 • Reading Specialist     |
| Mississippi    | • Foundations of Reading                                                |
| New Hampshire  | • Foundations of Reading                                                |
| North Carolina | • Foundations of Reading  
                 • General Curriculum: Mathematics subtest  
                 • General Curriculum: Multi-subject subtest |
| Wisconsin      | • Foundations of Reading                                                |
STATES WHICH PARTICIPATE IN THE NASDTEC INTERSTATE AGREEMENT

The following states signed the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement as of November 19, 2015.

2015-2020

Alabama
Alaska
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
Dept. of Defense Education Activity (DODEA)
District of Columbia
Florida
Georgia
Guam
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wyoming

If you are applying for licensure through the Interstate Agreement, be sure to submit the proper documentation. For any of the above states you should submit a statement (either on the transcript or in official letter form) validating completion of a State Approved Program. In lieu of this, you may submit a copy of your out-of-state credential as well as a letter validating three years of recent (within the past seven years) employment under that credential.

You must take and pass all required state specific educator tests.
NORTHEAST STATES
CERTIFICATION/LICENSURE BUREAUS
(Departments of Education)

Connecticut  (Praxis II Subject Assessments tests) [Praxis I no longer required as of 7/1/16]
Connecticut State Department of Education
Bureau of Certification & Professional Development
P.O. Box 150471 - Room 243
Hartford, CT  06115-0471
Telephone:  (860) 713-6969
www.sde.ct.gov/sde

Maine  (Praxis I Pre-Professional Skills Tests or Computer-Based Tests)
Maine Department of Education
Certification Office
23 State House Station
Augusta, ME  04333-0023
Telephone:  (207) 624-6603
www.maine.gov/doe/cert/

Massachusetts  (Massachusetts Tests for Educator Licensure)
**LICENSURE APPLICATIONS AVAILABLE FROM OFFICE OF EDUCATOR PREPARATION AND LICENSURE 2ND FLOOR, ADMINISTRATION BUILDING**
Massachusetts Department of Elementary and Secondary Education
Office of Educator Licensure
75 Pleasant Street
Malden, MA  02148
Telephone:  (781) 338-3000
www.mass.gov/ese/licensure

New Hampshire  (Praxis I Pre-Professional Skills Tests or Computer-Based Tests & Praxis II Specialty Area tests)
New Hampshire Department of Education
Bureau of Credentialing
101 Pleasant Street
Concord, NH  03301-3860
Telephone:  (603) 271-3494
http://www.education.nh.gov/certification/index.htm

New Jersey  (Praxis II Subject Assessment or Specialty Area test plus anyone getting certified in elementary must take the Elementary Education Content Knowledge test)
New Jersey Department of Education
Office of Licensing & Academic Credentials
P.O. Box  500
Trenton, NJ  08625-0500
Telephone:  (609) 292-2070
www.state.nj.us/education/educators/license
**New York** (New York State Teacher Certification Examinations)
New York State Education Department
Office of Teaching Initiative
Albany, NY 12234
Telephone: (518) 474-3901
http://www.highered.nysed.gov/tcert/certificate/typesofcerts.html

**Pennsylvania** (Praxis I Pre-Professional Skills Tests, Principles of Learning & Teaching Tests, Subject Assessment test, plus anyone getting certified in grade K-6 or K-12 must take the Elementary Education Content Knowledge test)
Pennsylvania Department of Education
Bureau of Teacher Certification & Preparation
333 Market Street
Harrisburg, PA 17126-0333
Telephone: (717) 787-3356
http://www.education.pa.gov

**Rhode Island** (Praxis II: Principles of Learning and Teaching)
Rhode Island Department of Elementary & Secondary Education
Office of Educator Quality & Certification
Shepard Building
255 Westminster Street
Providence, RI 02903
Telephone: (401) 222-4600
www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx

**Vermont** (Praxis I Pre-Professional Skills Tests & Praxis II Specialty Area tests)
Vermont Department of Education
Licensing Office
1311 US Route 302
Berlin, Vermont 05602
Telephone: (802) 828-2445
http://education.vermont.gov/educator-quality

**TESTING SERVICES**
Study guide booklets for the Praxis Series may be ordered by calling 1-800-537-3161 or visiting www.ets.org/store.html Information is available in Career Services and the Educator Preparation Office

**Praxis Series**
Teaching and Learning Division
Educational Testing Service
P.O. Box 6051
Princeton, NJ 08541-6051
Web site: www.ets.org/praxis
Telephone: 1-877-387-8322
Fax: (609) 771-7395

**Massachusetts Tests for Educator Licensure**
National Evaluation Systems, Inc.
30 Gatehouse Road
P.O. Box 660
Amherst, MA 01004-9013
Web site: www.mtel.nesinc.com
Telephone: (413) 256-2892
Fax: (413) 256-8221
FREQUENTLY ASKED QUESTIONS

What constitutes an official transcript?
An official transcript has the college seal and is obtained directly from the Registrar’s Office in a sealed envelope. So if you need to provide a district an official transcript, do not open the sealed envelope. Once the seal is broken, it is no longer an official transcript.

How many transcripts should I request?
Depending on your situation, you may want to request up to three official transcripts: one for yourself, one for Massachusetts licensure and one for any other state to which you are definitely applying.

Do I need to apply for educator licensure? Yes, you must apply for licensure. See information at the beginning of this section of the handbook.

What is the best way (easiest and fastest) to apply for licensure in Massachusetts?
On-line via ELAR (http://mass.gov/edu/gateway).

When should I apply? If you are applying on-line, you should apply sometime during your final semester.

I am planning to go right on to graduate school. Should I wait to apply for my Massachusetts license until I am ready to look for a job? No, you should apply immediately when you complete your program. Regulations, requirements and fees often change, it is best to get licensed now.

I don’t plan to teach in Massachusetts, should I still apply in Massachusetts? Yes, it is in your best interests to get licensed in Massachusetts first and then apply in other states.

How do I get proof that I hold a valid MA educator license (e.g., teacher, counselor)? DESE no longer mails hard copy licenses. You can use ELAR (check license status) to verify licensure and print out the profile page to verify the license number as well as the fields and grade levels. You are also able to print out an unofficial copy of a license (license information – view/print at bottom of profile page). If you wish to receive an official hard copy of your license, you can use ELAR, apply for a duplicate license, and pay $25.

What should I do if I applied for the incorrect stage of licensure?
You need to submit a written request to the DESE asking that they change your application from whatever level you chose (professional, preliminary, etc.) to Initial. Send your letter to: Brian Devine, Massachusetts Dept. of Elementary & Secondary Education, 75 Pleasant St., Malden, MA 02148 OR email Mr. Marion Gillon (mgillon@doe.mass.edu). Include your MEPID (Massachusetts Education Personnel ID) in the letter. Please submit a copy of your letter to the Educator Prep Office so we can include it in your file.
Why was I unable to get back into ELAR and got a message to contact the legal office? This usually means that you did not check #5 on the MA DESE Affidavit (I have filed all state tax returns and paid all state taxes required by law). Remember, if you were not required to pay MA state taxes, then you paid all required taxes - $0. You need to email elarinquiries@doe.mass.edu (include your social security number) or call (781) 338-3400.

Will I have any difficulty getting licensed in other states? No, you should not have any trouble getting licensed in other states because of the interstate agreement.

Once I pass the Massachusetts Tests for Educator Licensure (MTEL), will I have to take any additional tests for any other states? Yes, the majority of states have testing requirements that are unique to their state. In most cases, you will NOT be able to use the MTEL exams in lieu of other state tests.

I am planning to seek a teaching/counseling position in NY, CT, MA, or RI. Should I apply for licensure in several states at one time? No, apply for your Massachusetts license first. If you are planning to look for jobs in two or more states, wait until you have been offered a job or have a solid job prospect before applying in another state.

I am planning to look for a job in NJ and no other state. Should I apply for NJ licensure at the same time I apply for MA licensure? Yes, it makes sense to apply simultaneously to MA and NJ since you are only seeking a job in one state - NJ.

After I have been teaching for a few years, how do I get my professional licensure? See Massachusetts Regulations for Educator Licensure (Section VII of this handbook), 603 CMR 7.04 (2) (c)

After I have been in a counseling position for a few years how do I get my professional license? See Massachusetts Regulations for Educator Licensure (Section VII of this handbook), 603 CMR 7.11 (1) (b)

How do I get licensed in a new field or new level? See Massachusetts Regulations for Educator Licensure (Section VII of this handbook), 603 CMR 7.14 (2)
SECTION VII

MASSACHUSETTS REGULATIONS FOR EDUCATOR LICENSURE
603 CMR 7.00: Massachusetts Department of Elementary and Secondary Education
Regulations for Educator Licensure and Preparation Program Approval
(amended September 22, 2015)

7.02: Definitions
As used in 603 CMR 7.00, the following terms shall have the following meanings:

Academic Discipline Appropriate to the Instructional Field of the License: The subject knowledge specified in appropriate provisions of 603 CMR 7.06 for teacher licenses and in 603 CMR 7.07 for specialist teacher licenses.

Administrative Apprenticeship/Internship: A comprehensive field-based learning experience of at least 300 hours in the role and at the level of the license sought, guided by a trained mentor who holds a Professional license in the same role. It shall provide seminars, workshops, and other opportunities for candidates to address the Professional Standards for Administrators set forth in 603 CMR 7.10 and prepare candidates for a Performance Assessment for Initial License. Such experience should be regularly spaced over the course of an academic year and may be completed as a paid or unpaid apprenticeship or as an internship while the candidate is employed as an acting administrator.

Aggregate Pass Rate: The number of educator preparation program completers who passed all the Massachusetts Tests for Educator Licensure they took in a category of tests divided by the number of completers who took one or more of the tests in that category, expressed as a percent.

Alternative Preparation Organization: An organization, other than an institution of higher education, that prepares individuals for educator licensure. The organization could be sponsored by a school district, educational collaborative, professional association, or other non-higher education institution.

Alternative within an Institution of Higher Education: A non-degree post-baccalaureate educator preparation program leading to the initial license.

Apprenticeship: A paid or unpaid field-based experience of at least one semester in the role and at the level of the license sought, in a classroom with a supervising classroom teacher who holds a Professional license.

Approved Preparation Program: A program approved by the Commissioner to prepare individuals for educator licensure in the Commonwealth of Massachusetts.

Assistive Technology: Assistive technology devices and services as defined under the Individual with Disabilities Education Act, 20 USC §§1401(1),1401(2); 34 CFR §§300.5, 300.6.

Augmentative and Alternative Communication: Methods of communication other than oral speech that enhance or replace conventional forms of expressive and receptive communication to facilitate interaction by and with persons with disabilities who are nonverbal or have limited speech, including, but not limited to: specialized gestures and signs; communication aids such as charts, symbol systems, visual supports, and language boards; mouth sticks; and electronic communication devices such as switches, head pointers, eye tracking, dynamic displays, auditory scanning, and voice output devices.

Bachelor's Degree: For an undergraduate student seeking a first teaching license, a Bachelor of Science or Bachelor of Arts degree from an accredited college or university resulting from the completion of an undergraduate program in which the student has satisfactorily met the requirements for a major in one or more academic subjects in the arts or sciences or for a major appropriate to the instructional field of the license sought. For a post-baccalaureate student, a Bachelor of Science or Bachelor of Arts degree resulting from the completion of an undergraduate program in which the student has satisfactorily met its requirements.

Board: The Massachusetts Board of Elementary and Secondary Education.

Cohort: For Title II of the Higher Education Act and state reporting purposes, any group of candidates who complete an educator preparation program from September 1 through August 31 of any year.

Commissioner: The Commissioner of Elementary and Secondary Education or his or her designee.

Communication and Literacy Skills Test: The test of communication and literacy skills included in the Massachusetts Tests for Educator Licensure.
**Competency Review:** The process for determining whether the subject matter knowledge requirements for a license have been met in a field for which there is no subject matter knowledge test, using Department guidelines.

**Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

**Core Academic Teachers:** For purposes of sheltered English immersion instruction, early childhood and elementary teachers, teachers of students with moderate disabilities, teachers of severe disabilities, and teachers of the following academic subjects: English, reading or language arts, mathematics, science, civics and government, economics, history, and geography.

**Department:** The Massachusetts Department of Elementary and Secondary Education.

**Educator:** Any person employed by a school or school district in a position requiring a license.

**Endorse:** The action taken by a sponsoring organization when a program completer has successfully completed all of the approved program requirements, regardless of whether or not the individual has taken or passed the Massachusetts Tests for Educator Licensure.

**Endorsement:** A supplementary credential issued to an educator licensed under 603 CMR 7.00, or a credential issued to an individual otherwise required by law or regulation to obtain such credential, indicating satisfactory knowledge and skills to perform services in the area(s) specified.

**Enrolled:** The point at which an individual has met all the sponsoring organization’s requirements to be formally admitted into the educator preparation program.

**Field:** The subject, population, or professional role specified in the title of a license issued by the Department.

**Field-Based Experience:** Experiences such as observation of a variety of classrooms, pre-practicum, practicum/practicum equivalent, internship, apprenticeship, or administrative internship that are integral components of any program for the preparation of educators. Field-based experiences shall cover a range of time periods within the school year.

**Guidelines:** All Guidelines identified in these Regulations, 603 CMR 7.00, will be issued by the Department and approved by the Commissioner following a period of public comment that shall be a minimum of 30 days.

**Inclusive General Education Classroom Experience:** A practicum that takes place in a classroom that serves both students with and without disabilities. The students with disabilities must be receiving some of their Individualized Education Program services in the classroom setting. The teacher candidate must address the individual and group needs of all of the students (with and without disabilities) who are assigned to the classroom and receive supervision from both a special educator and a general educator during the practicum.

**Induction Program:** A planned program of professional support for new teachers and administrators provided by the school district, including orientation, opportunities for classroom observation and conferencing, and peer group meetings. An induction program should be an integral part of a school district's professional development plan.

**Initial License:** An educator license issued to a person who has completed a bachelor's degree, passed the Massachusetts Tests for Educator Licensure, completed an educator preparation program approved by the Commissioner, and met other eligibility requirements established by the Board. The Initial license is valid for five years of employment and may be extended at the discretion of the Commissioner for an additional five years. This license is equivalent to a provisional educator certificate with advanced standing as defined in M. G. L. c. 71, § 38G.

**Institution of Higher Education:** A college or university sponsored degree-granting educator preparation program.

**Interim Review:** An on-site review conducted by the Department to determine whether an approved preparation program is meeting the standards and benchmarks set forth in 603 CMR 7.03 (2) and (3) and the Guidelines for Program Approval.
**Internship:** A paid or unpaid, supervised, and mentored field-based experience, outside of an approved program, in the role and at the level of the license sought. Interns must be evaluated through a Performance Assessment for Initial License, using Department guidelines.

**Level:** The range of grades within which a given license is valid.

**License:** Any credential issued to an educator as specified in 603 CMR 7.04 (1). The terms "license" and "licensure" as used in 603 CMR 7.00 are equivalent to the terms "certificate" and "certification" as used in M. G. L. c. 71, § 38G.

**Massachusetts Tests for Educator Licensure (MTEL):** Examinations required of all candidates for Provisional or Initial license. The MTEL examines communication and literacy skills, and subject matter knowledge appropriate to the license sought.

**Mentor:** An educator who has at least three full years of experience under an Initial or Professional license and who has been trained to assist a beginning educator in the same professional role with his or her professional responsibilities and general school/district procedures. In addition, a mentor may assist an experienced educator who is new to a school, subject area, or grade level. A mentor may also assist an educator who is participating in a performance assessment or a district-based program for licensure.

**NASDTEC Interstate Agreement:** The agreement sponsored by the National Association of State Directors of Teacher Education and Certification (NASDTEC) concerning reciprocal licensing of educational personnel among participating jurisdictions.

**Panel Review:** The process used by the Department for reviewing and recommending candidates for Initial licensure who have substantial experience and formal education relevant to the license sought but have not met the specific license requirements.

**Performance Assessment for Initial License:** Assessment of educator performance for Initial licensure using Department guidelines.

**Performance Assessment Program:** A Department-sponsored Performance Assessment Program for the Professional license that includes a series of seminars and a performance assessment.

**Performance Review Program for Initial Licensure (PRPIL):** A performance review that satisfies the requirements for a practicum/practicum equivalent based on eligibility requirements, portfolio review, supervision and mentoring during an internship, and the completion of a Performance Assessment for Initial License.

**Practicum/Practicum Equivalent:** A field-based experience within an approved program in the role and at the level of the license sought, during which a candidate's performance is supervised jointly by the sponsoring organization and the supervising practitioner and evaluated in a Performance Assessment for Initial License. See 603 CMR 7.04 (4) for practicum hours. The duration of any equivalent to a practicum shall be no fewer hours than provided for the practicum in 603 CMR 7.04 (4). An equivalent to a practicum may include an apprenticeship, the initial five-month period of service as teacher or administrator of record under a Provisional license, or others approved by the Department.

**Pre-practicum:** Early field-based experiences with diverse student learners, integrated into courses or seminars that address either the Professional Standards for Teachers as set forth in 603 CMR 7.08 or the Professional Standards for Administrative Leadership as set forth in 603 CMR 7.10, in accordance with the Pre-practicum Guidelines. For candidates serving an apprenticeship or employed as educator of record, these experiences may occur simultaneously with the practicum or practicum equivalent.

**Professional License:** An educator's license issued to a person who has met the requirements for an Initial license in that field and met requirements established by the Board set forth in 603 CMR 7.04 (2)(c), 7.09, or 7.11. The Professional license is valid for five years and renewable for additional five-year terms as set forth in 603 CMR 44.00. This license is equivalent to a standard educator certificate as defined in M. G. L. c. 71, § 38G.

**Program Approval:** State authorization of an educator preparation program or its sponsoring organization to endorse program completers prepared in Massachusetts for educator licensure in the Commonwealth of Massachusetts. Also, the process through which a program or sponsoring organization may receive state approval.
Program Completer: An individual who has completed all the requirements of a state-approved preparation program (i.e., instruction/course work and practicum), regardless of whether that person has taken and passed state tests or assessments for licensure or has been endorsed for licensure by the program or its sponsoring organization.

Program of Study: The coursework, seminars, workshops, webinars, field experiences, and other program components that are required for the completion of an approved program.

Program Supervisor: The supervisor from the sponsoring organization, under whose immediate supervision the candidate for licensure practices during a practicum.

Provisional License: A license issued to a person who holds a bachelor’s degree and has passed the Massachusetts Tests for Educator Licensure (MTEL) and met other eligibility requirements established by the Board in 603 CMR 7.04 (2) and 7.09 (1). The Provisional license is valid for five years of employment. An educator who holds one or more provisional licenses may be employed under said license(s) for no more than five years in total.

Sheltered English Immersion (SEI): An English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instruction materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child’s native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English. This educational methodology represents the standard definition of “sheltered English” or “structured English” found in educational literature.

Single Assessment Pass Rate: The number of educator preparation program completers who passed a MTEL test divided by the number of all completers who took that test, expressed as a percent.

Sponsoring Organization: Institution of higher education or alternative preparation organization that provides, or seeks to provide, approved preparation programs.

Subject Matter Knowledge Requirements: Topics from the content of a discipline or field. These topics do not necessarily coincide with academic courses or imply a specific number of credit hours. The subject matter knowledge requirements for each license will be outlined in the Subject Matter Knowledge Guidelines.

Summary Pass Rate: The number of a sponsoring organization’s teacher preparation program completers who passed all the Massachusetts Tests for Educator Licensure they took divided by the number of the sponsoring organization's completers who took one or more tests, expressed as a percent.

Supervising Practitioner: The educator who has at least three full years of experience under an appropriate Initial or Professional license and has received an evaluation rating of proficient or higher, under whose immediate supervision the candidate for licensure practices during a practicum. For the educator of record, a comparably qualified educator will function as the supervising practitioner during the practicum equivalent.

Teacher: Any person employed in a school or school district under a license listed in 603 CMR 7.04(3)(a).

Teacher of Record: One or more teachers who are assigned primary responsibility for a student’s learning in a subject, grade or course.

Temporary License: An educator license issued to a person who holds a bachelor’s degree and valid license or certificate from another state or jurisdiction, and who has been employed under such license for a minimum of three years and has met the requirements set forth in 603 CMR 7.04 (2) (d). It is valid for one year of employment and is nonrenewable. Service under a Temporary license shall be counted as service in acquiring professional teacher status, contingent upon the educator passing the applicable licensure tests.

Temporary Substitute Teacher: An educator who is employed, on a temporary basis, for less than 90 consecutive school days in the same role, to take the place of a regularly employed educator who is absent. Any educator who is employed on a temporary basis for more than 90 consecutive school days in the same role must either be licensed for the role or working under a hardship waiver.
Transition services: A coordinated set of activities for a child with a disability that—(A) is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (B) is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and (C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

7.03: Educator Preparation Program Approval

(1) Program Approval. The Department shall issue Guidelines for Program Approval to be used in reviewing programs seeking state approval. The Guidelines for Program Approval will include detailed effectiveness indicators for each program approval standard set forth in 603 CMR 7.03 (2).

(a) Candidates may qualify for licensure through successful completion of an approved preparation program leading to the license sought, providing they meet all other requirements. Individuals who complete approved preparation programs may be eligible for licensure reciprocity with other states that are parties to the NASDTEC Interstate Agreement.

(b) Sponsoring organizations with approved preparation programs have the authority to review prior course work and work experience of their candidates and waive otherwise required course work, including the first half of the practicum or practicum equivalent, when designing programs of study for them. Granting such waivers is the official responsibility of the sponsoring organization. Records of candidates for whom coursework or other program requirements have been waived must be available during onsite review.

(c) A sponsoring organization that has received approval of one or more of its preparation programs shall endorse candidates who complete the approved preparation program.

(d) A sponsoring organization seeking approval of its preparation program(s) shall invite the Department to review them. The sponsoring organization shall provide written evidence in accordance with the Guidelines for Program Approval, demonstrating that it satisfies the requirements set forth in 603 CMR 7.03 (1) through (4) for each program for which approval is sought. The Department shall review the written information for each proposed program and verify it through an onsite review at the sponsoring organization. The Department shall use the same standards in reviewing all programs and sponsoring organizations for approval.

(e) Program approval will be for a period of seven years, unless the program ceases to meet the requirements set forth in 603 CMR 7.03 (2) through (4) and in accordance with the Guidelines for Program Approval.

(f) During the seven-year approval period a sponsoring organization that seeks approval of a new program may ask the Department for an informal review of that program. Sponsoring organizations seeking approval for the first time may also request an informal review. If the review is favorable, individual candidates who complete the program will be deemed to have met the requirements for licensure in Massachusetts, providing they meet all other requirements. Approval of the program will be considered at the time of the next seven-year program review.

(2) Program Approval Standards. Each sponsoring organization seeking approval of its preparation program(s) shall provide evidence addressing the following Program Approval Standards, in accordance with the Guidelines for Program Approval.

(a) Continuous Improvement: Demonstrate continuous improvement by conducting an annual evaluation to assess program compliance, effectiveness, and impact using an evidence-based system that includes the analysis of state available data.

(b) Collaboration and Program Impact: Collaborate with school districts to ensure positive impact in meeting the needs of the districts.
(c) Capacity: Create, deliver and sustain effective preparation programs.
(d) Subject Matter Knowledge:
   1. Initial License – Subject Matter Knowledge: Demonstrate that program completers have content mastery based on the subject matter knowledge requirements; 603 CMR 7.06, 7.07, 7.09, and 7.11, at the level of an initially licensed educator.
   2. Professional License – Advanced Subject Matter Knowledge: Demonstrate that program completers have advanced content mastery based on the subject matter knowledge requirements; 603 CMR 7.06 and 7.07, at the level of a professionally licensed educator.
(e) Professional Standards for Teachers:
   1. Initial License – Professional Standards for Teachers: Demonstrate that program completers have been assessed and mastered the Professional Standards for Teachers at the level of an initially licensed teacher.
   2. Professional License – Advanced Professional Standards for Teachers: Demonstrate that program completers have been assessed and mastered the Professional Standards for Teachers at the level of a professionally licensed teacher.
(f) Professional Standards for Administrative Leadership: Demonstrate that program completers have been assessed and mastered the Professional Standards for Administrative Leadership at the level of an initially licensed administrator.
(g) Educator Effectiveness: Demonstrate effectiveness of program completers using aggregate evaluation ratings data of program completers, employment data on program completers employed in the Commonwealth of Massachusetts, results of survey data, and other available data.

(3) Preparation
   (a) Initial License. All sponsoring organizations with approved programs leading to the Initial license shall provide preparation that addresses requirements for the license, in accordance with the Subject Matter Knowledge Guidelines and the Guidelines for Program Approval.
   (b) Professional License. Sponsoring organizations with approved preparation programs leading to the Professional license shall provide preparation that satisfies the requirements for the license, in accordance with the Subject Matter Knowledge Guidelines and the Guidelines for Program Approval.
   (c) Assistive and Alternative Technologies. All sponsoring organizations with approved programs leading to licenses for teachers of students with moderate disabilities or teachers of students with severe disabilities shall include in such programs instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.

(4) Annual Reporting. All sponsoring organizations shall submit to the Department an annual report that includes the following information for each approved preparation program, in a form prescribed by the Department:
   (a) Substantial changes to a program
   (b) Candidate data:
      1. Number and list of candidates enrolled.
      2. Number and list of candidates completing all coursework, except the practicum/practicum equivalent.
      3. Number and list of program completers.
      4. Demographics:
         i. Race
         ii. Ethnicity
         iii. Gender
   (c) Faculty and Staff data:
      1. Number of full-time equivalent
2. Number of part-time equivalent
3. Demographics:
   i. Race
   ii. Ethnicity
   iii. Gender
(d) Annual Goals and Attainment
(e) Program with Zero Program Completers:
   1. Reasons for zero program completers
   2. Plans for increasing enrollment and number of program completers.
(f) Types of District Partnerships and Collaborations.

(5) Public Reporting. The Department shall publish an annual report including, but not limited to the following information for each sponsoring organization and approved preparation programs:
(a) Sponsoring Organization General Information
(b) Candidate Data
(c) Faculty and Staff Data
(d) District Partnerships and Collaborations
(e) Annual Goals and Attainment
(f) List of Approved Programs and Program of Study
(g) Admission Requirements for Approved Programs
(h) Manner of Exit from the Approved Program and Persistence Rates
(i) MTEL Pass Rates:
   1. Single assessment and aggregate pass rates on licensing tests or assessments as required by 603 CMR 7.00.
   2. Summary pass rates on licensing tests or assessments as required by 603 CMR 7.00 at the point of: enrollment, completion of all coursework but the practicum/practicum equivalent, and program completion.
(j) State Administered Survey Data from:
   1. Candidates enrolled in an approved program.
   2. Candidates who have completed all coursework, but the practicum/practicum equivalent.
   3. Program completers
   4. District personnel
(k) Aggregate Employment Data of Program Completers employed in the Commonwealth of Massachusetts
(l) Aggregate Evaluation Ratings of Program Completers

(6) Revoking Approval.
   (a) The Department may conduct an interim review of an approved preparation program on an as-needed basis to corroborate and augment the information provided by an approved preparation program pursuant to 603 CMR 7.03 (4), or during the seven-year cycle review.
   (b) Following the interim review, if the approved preparation program fails to meet the requirements and benchmarks set forth in 7.03 (2) and (3) and the Guidelines for Program Approval, it shall receive a designation of low performing.
   (c) The sponsoring organization shall submit an improvement plan to the Department for any of its programs that receive the designation of low performing. The Department will monitor progress in meeting the goals of the improvement plan. If, after one year under review, a program has not made satisfactory progress, its approval may be revoked. The Commissioner may extend the review for a second year if additional data must be collected, e.g., for small programs with enrollment of less than ten.
   (d) The Commissioner will make the final determination regarding revocation of state approval.
(7) **Restoring Approval.**

(a) A sponsoring organization must wait two years after approval of an educator preparation program has been revoked before it can apply to the Department to restore approval. The sponsoring organization shall submit written documentation of how it will address the requirements set forth in 603 CMR 7.03 (2) through (4).

(b) The Department will review the written documentation to determine whether the organization and its program(s) satisfy all of the requirements set forth in 603 CMR 7.03 (2) through (4). Programs that demonstrate that they satisfy the requirements set forth in 603 CMR 7.03 (2) and (3) will be allowed to recruit students.

(8) **Implementation.**

(a) Approved programs leading to licenses set forth in 603 CMR 7.04 will be required to implement new subject matter knowledge in accordance with the Subject Matter Knowledge Guidelines within 18 months of issuance of the new or updated Subject Matter Knowledge Guidelines.

(b) Approved programs leading to licenses set forth in 603 CMR 7.04 (3)(a) 1., 3., 6., 7., 9., 14., 22., 23., (b) 1., (c) 2. and (d) 1., will be required to implement the new license names, levels and license type requirements by July 1, 2019.

**7.04: Types of Educator Licenses, Requirements for Licensure, Licenses Issued, and Requirements for Field-Based Experience**

(1) **Types of Licenses.**

(a) Provisional
(b) Initial
(c) Professional
(d) Temporary

(2) **Requirements for Teacher Licensure.**

(a) Provisional. This is available only for licenses under 603 CMR 7.04 (3)(a)

1. Possession of a bachelor's degree.
2. Passing score on the Communication and Literacy Skills test.
3. Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in 603 CMR 7.06, where available.
4. Competency Review for candidates seeking the following licenses:
   a. Teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard-of-hearing, and teacher of the visually impaired.
   b. Fields for which there is no subject matter knowledge test available.
5. Additional requirements for the early childhood, elementary, teacher of students with moderate disabilities, teacher of the deaf and hard of hearing (Oral/Aural) and teacher of the visually impaired licenses:
   a. Seminars or courses on ways to prepare and maintain students with disabilities for general classrooms; for example, use of strategies for learning and of behavioral management principles.
   b. Passing score on the Foundations of Reading test.
6. Additional requirements for the teacher of students with severe disabilities, and teacher of the deaf and hard of hearing (American Sign Language/Total Communication) licenses:
   a. Seminars or courses on ways to prepare and maintain students with disabilities for general classrooms; for example, use of strategies for learning and of behavioral management principles.
7. Evidence of sound moral character.

(b) Initial
1. Possession of a bachelor's degree.
2. Passing score on the Communication and Literacy Skills test.
3. Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in the Subject Matter Knowledge Guidelines. Where no test has been established, completion of an approved program will satisfy this requirement.
4. Completion of an approved route for the Initial license sought as set forth in 603 CMR 7.05.
5. For core academic teachers, possession of an SEI Teacher Endorsement.

(c) Professional
1. Possession of an Initial license in the same field as the Professional license sought.
2. Completion of a one-year induction program with a mentor and at least 50 hours of a mentored experience beyond the induction year.
3. At least three full years of employment under the Initial license.
4. Completion of one of the following:
   a. An approved licensure program for the Professional license sought as set forth in the Guidelines for Program Approval.
   b. A program leading to eligibility for master teacher status, such as those sponsored by the National Board for Professional Teaching Standards and others accepted by the Commissioner.
   c. For those who have completed any master's or higher degree or other advanced graduate program in an accredited college or university, at least 12 credits of graduate level courses in subject matter knowledge or pedagogy based on the subject matter knowledge of the Professional license sought; these may include credits earned prior to application for the license.
5. Additional requirement for the teacher of the deaf and hard of hearing license (American Sign Language/Total Communication):
   a. Passing score on a test of sign language proficiency approved by the Department.

(d) Temporary
1. Possession of a bachelor’s degree.
2. Possession of a valid educator license or certificate from another state or jurisdiction.
3. At least three years of employment under such valid license or certificate.
4. Has not failed any part of the applicable licensure tests required by 603 CMR 7.04 (2)(a) 2 and 3.
5. Evidence of sound moral character.

(3) Licenses Issued. The following licenses will be issued and will be valid for employment at the grade levels indicated:

(a) Teacher Licenses and Levels

1. Biology 8-12
2. Business 5-12
3. Chemistry 8-12
4. Dance All
5. Digital Literacy/Computer Science 5-12
6. Early Childhood PreK-2
7. Earth and Space Science 8-12
8. Elementary 1-6
9. English 5-12
10. English as a Second Language (ESL) PreK-6; 5-12
11. Foreign Language PreK-6; 5-12
12. General Science 1-6; 5-8
13. Health/Family and Consumer Sciences  All
14. History  1-6; 5-12
15. Latin and Classical Humanities  5-12
16. Library  All
17. Mathematics  1-6; 5-8; 8-12
18. Middle School: Humanities  5-8
19. Middle School: Mathematics/Science  5-8
20. Music: Vocal/Instrumental/General  All
21. Physical Education  PreK-8; 5-12
22. Physics  8-12
23. Social Science  5-12
24. Speech  All
25. Teacher of Students with Moderate Disabilities  PreK-8; 5-12
26. Teacher of Students with Severe Disabilities  All
27. Teacher of the Deaf and Hard-of-Hearing  All
28. Teacher of the Visually Impaired  All
29. Technology/Engineering  5-12
30. Theater  All
31. Visual Art  PreK-8; 5-12

(b) Specialist Teacher Licenses and Levels
1. Instructional Technology Specialist  All
2. Reading  All
3. Speech, Language, and Hearing Disorders  All

(c) Administrator Licenses and Levels
1. Superintendent/Assistant Superintendent  All
2. School Principal/Assistant School Principal  PreK-8; 5-12
3. Supervisor/Director  Dependent on Prerequisite License
4. Special Education Administrator  All
5. School Business Administrator  All

(d) Professional Support Personnel Licenses and Levels
1. School Counselor  PreK-8; 5-12
2. School Nurse  All
3. School Psychologist  All
4. School Social Worker/School Adjustment Counselor  All

(4) Requirements for Field-Based Experience for the Initial License. Field-based experiences are an integral component of any program for the preparation of educators.

Pre-Practicum. They must begin early in the preparation program (pre-practicum) and be integrated into the courses or seminars that address Professional Standards for Teachers or Professional Standards for Administrators, in accordance with the Pre-Practicum Guidelines.

Practicum. A practicum or practicum equivalent must be supervised jointly by the supervisor from the preparation program in which the candidate is enrolled and the supervising practitioner. The supervising practitioner responsible for the larger portion of the practicum or practicum equivalent and the program supervisor will together evaluate the candidate on the basis of the appropriate standards. Disagreement between the supervising practitioner and the program supervisor will be resolved by the decision of a third person chosen jointly by them.
All individuals in educator preparation programs shall assume full responsibility of the classroom for a minimum of 100 hours.

All practicum/practicum equivalents shall be completed within a Massachusetts public school, approved private special education school, Massachusetts Department of Early Education Care approved preschool, educational collaborative, or a school that requires Massachusetts educator licensure.

Practicum or Practicum Equivalent Requirements are as follows:

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>(a) Early Childhood (100 hours in PreK-K, 200 hours in 1-2; at least one setting must include children with disabilities)</td>
<td>300</td>
</tr>
<tr>
<td>(b) Teacher, Grades 1-6</td>
<td>300</td>
</tr>
<tr>
<td>(c) Teacher, Grades 5-8</td>
<td>300</td>
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<tr>
<td>(d) Teacher, Grades 8-12</td>
<td>300</td>
</tr>
<tr>
<td>(e) Teacher, Grades PreK-6 or PreK-8</td>
<td>300</td>
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<tr>
<td>(f) Teacher, Grades 5-12</td>
<td>300</td>
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<tr>
<td>(g) Teacher, All</td>
<td>300</td>
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<tr>
<td>(h) Teacher of Students with Moderate Disabilities</td>
<td>*300</td>
</tr>
<tr>
<td>(for PreK-8, 300 hours in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 hours in a separate or substantially separate setting for students with moderate disabilities; for 5-12, 300 hours in an inclusive general education classroom or 150 hours in an inclusive general education classroom and 150 hours in a separate or substantially separate setting for students with moderate disabilities)*</td>
<td>300</td>
</tr>
<tr>
<td>(i) Teacher of Students with Severe Disabilities</td>
<td>300</td>
</tr>
<tr>
<td>(at least 75 hours in an inclusive general education classroom at any level, and at least 150 hours in a setting with students with severe disabilities; the remaining 75 hours may be in either setting)</td>
<td>300</td>
</tr>
<tr>
<td>(j) Specialist (unless otherwise indicated)</td>
<td>150</td>
</tr>
<tr>
<td>(k) Superintendent/Assistant Superintendent</td>
<td>500</td>
</tr>
<tr>
<td>(l) Principal/Assistant Principal</td>
<td>500</td>
</tr>
<tr>
<td>(m) Supervisor/Director</td>
<td>300</td>
</tr>
<tr>
<td>(n) Special Education Administrator</td>
<td>500</td>
</tr>
<tr>
<td>(o) School Business Administrator</td>
<td>300</td>
</tr>
<tr>
<td>(p) Professional Support Personnel (See individual license requirements)**</td>
<td>**</td>
</tr>
</tbody>
</table>

(5) Endorsements Issued:

<table>
<thead>
<tr>
<th>Endorsement Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Sheltered English Immersion Teacher</td>
</tr>
<tr>
<td>(b) Sheltered English Immersion Administrator</td>
</tr>
<tr>
<td>(c) Transitional Bilingual Learning</td>
</tr>
<tr>
<td>(d) Transition Specialist</td>
</tr>
<tr>
<td>(e) Autism</td>
</tr>
<tr>
<td>(f) Academically Advanced</td>
</tr>
</tbody>
</table>

7.05: Routes to Initial Teacher and Specialist Teacher Licenses

(1) Route One is for teacher candidates who complete a Massachusetts approved preparation program as set forth in 7.03. Teacher candidates seeking licensure under Route One shall meet the following requirements:

(a) Bachelor's degree.

(b) Completion of an approved program as set forth in 7.03.
(c) Passing score on the Communication and Literacy Skills test.
(d) Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in the Subject Matter Knowledge Guidelines.
(e) For core academic teachers, possession of an SEI Teacher Endorsement.

(2) Route Two is the Performance Review Program for Initial Licensure (PRPIL) process for teacher candidates who hold a Provisional license and are hired as teachers of record. The PRPIL process is through a Department approved provider. Candidates seeking licensure under Route Two shall meet the following eligibility requirements:
(a) Possession of a Provisional license in the field and at the level of the license sought. See 603 CMR 7.04 (3) (a).
(b) At least three full years of employment in the role of a Provisional license issued under 603 CMR 7.04(3)(a).
(c) Documentation of seminars, courses, and experience relevant to the Professional Standards for Teachers in 603 7.08 (1) through (3).
(d) A recommendation from the principal, superintendent or assistant superintendent of the current school/district where the candidate is employed under the Provisional license in the role of the license sought.
(e) Completion of an induction and mentoring program as set forth under 603 CMR 7.12.
(f) For core academic teachers, possession of an SEI Teacher Endorsement.

(3) Route Three is for candidates from outside Massachusetts. Candidates seeking licensure under Route Three shall meet the following requirements:
(a) Evidence of one of the following:
1. Completion of a state-approved educator preparation program in a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner.
2. Completion of an educator preparation program sponsored by a college or university outside Massachusetts that has been accredited by a national organization accepted by the Commissioner.
3. Possession of the equivalent of at least an Initial license/certificate issued by a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner.
4. For educators prepared outside of the United States, completion of a Panel Review in accordance with Department guidelines.
(b) Passing score on the Communication and Literacy Skills test.
(c) Passing score on the subject matter knowledge test(s) appropriate to the license sought, where available, based on the subject matter knowledge requirements set forth in the Subject Matter Knowledge Guidelines.
(d) For core academic teachers, possession of an SEI Teacher Endorsement.

**7.06: Subject Matter Knowledge Requirements**

(1) **Application.** The Subject Matter Knowledge Requirements are used by sponsoring organizations in designing their teacher preparation programs and in preparing their candidates. The subject matter knowledge requirements are also used by the Department in reviewing programs seeking state approval, and as the basis for the Massachusetts Tests for Educator Licensure.

(2) **Requirements.** The Department shall publish guidelines with detailed subject matter knowledge requirements for licenses set forth in 7.04 (3) (a), (b), (c) 5 and (d) 1 and 4.

*Note: Since the Subject Matter Knowledge Guidelines have not been released yet, included below is the latest version of the Subject Matter Knowledge requirements.*
(1) Biology (Levels: 5-8; 8-12)
   (a) Biology of organisms, especially that of humans, including characteristics and classifications of organisms.
   (b) Cells and cell theory.
   (c) Ecology and evolutionary biology.
   (d) Matter and energy in ecosystems.
   (e) Genetics, including chromosome structure and function and inheritance.
   (f) Molecular biology.
   (g) Related aspects of chemistry, physics, earth science, and mathematics, such as statistics.
   (h) Engineering and technical applications of biology.
   (i) History and philosophy of science.
   (j) Methods of research in the sciences, including laboratory techniques and the use of computers.

(3) Chemistry (Levels: 5-8; 8-12)
   (a) Inorganic chemistry.
   (b) Organic chemistry.
   (c) Analytical chemistry.
   (d) Physical chemistry.
   (e) Biochemistry.
   (f) Related aspects of biology, physics, earth science, and mathematics, such as statistics and calculus.
   (g) Engineering and technical applications of chemistry.
   (h) History and philosophy of science.
   (i) Methods of research in the sciences, including laboratory techniques and the use of computers.

(5) Early Childhood: Teacher of Students With and Without Disabilities (Levels: PreK-2)
   (a) The following topics will be addressed on a Foundations of Reading test:
      1. Reading theory, research, and practice.
         a. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension.
         b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
         c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
      2. Development of a listening, speaking and reading vocabulary.
      3. Theories on the relationships between beginning writing and reading.
      4. Theories of first and second language acquisition and development.
   (b) The following topics will be addressed on a test of other subject matter knowledge:
      1. English language arts
         a. Children's literature: genres, literary elements, literary techniques, vocabulary demands.
         b. Approaches and practices for developing skill in using writing tools.
         c. Writing process and formal elements of writing.
      2. Basic principles and concepts related to PreK-2 grade mathematics in number sense and numeration, patterns and functions, geometry and measurement, and data analysis.
      3. Basic principles and concepts of the physical and life sciences appropriate to the PreK-2 grades.
      4. Basic principles and concepts of history, geography, government, and economics appropriate to the PreK-2 grades.
      5. Basic theories of cognitive, social, physical, language, and emotional development in children and adolescents, including learning through play, as they apply to children with and without disabilities.
      6. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
(c) Topics in basic principles and concepts of the arts, health, and physical education appropriate to the PreK-2 grades shall be included in an approved program but will not be addressed on a written test of subject matter knowledge.

(6) Earth Science (Levels: 5-8; 8-12)
   (a) Geology.
   (b) Oceanography.
   (c) Astronomy.
   (d) Environmental biology, physics, and chemistry.
   (e) Meteorology.
   (f) Related aspects of chemistry, physics, biology, and mathematics.
   (g) Engineering and technical applications of earth science.
   (h) History and philosophy of science.
   (i) Methods of research in the sciences, including laboratory techniques and the use of computers.

(7) Elementary (Levels: 1-6)
   (a) The following topics will be addressed on the Foundations of Reading test:
      1. Reading theory, research, and practice.
         a. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.
         b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
         c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
      2. Development of a listening, speaking, and reading vocabulary.
      3. Theories on the relationships between beginning writing and reading.
      4. Theories of first and second language acquisition and development.
   (b) The following topics will be addressed on the General Curriculum test:
      1. English.
         a. Children's and young adult literature.
         b. Adult literature, classical and contemporary works.
         c. Genres, literary elements, and literary techniques.
         e. Approaches and practices for developing skill in using writing tools.
         f. Writing process and formal elements of writing and composition.
         a. Basic principles and concepts important for teaching elementary school mathematics in the following areas:
            i. Number and operations (the foundation of topics in 603 CMR 7.06 (7)(b) 2.a.ii.-iv.).
            ii. Functions and algebra.
            iii. Geometry and measurement.
            iv. Statistics and probability.
         b. Candidates shall demonstrate that they possess both fundamental computation skills and comprehensive, in-depth understanding of K-8 mathematics. They must demonstrate not only that they know how to do elementary mathematics, but that they understand and can explain to students, in multiple ways, why it makes sense.
         c. The Commissioner, in consultation with the Chancellor of Higher Education, shall issue guidelines for the scope and depth of knowledge expected in mathematics, described in 603 CMR 7.06 (7)(b) 2 a. and b.
      3. History and Social Science.
         a. Major developments and figures in Massachusetts and U.S. history from colonial times to the present.
b. Major developments and figures in world history, with stress on Western civilization.
c. Basic economic principles and concepts.
d. Basic geographical principles and concepts.
e. U.S. political principles, ideals, founding documents, institutions, and processes, their history and development.

   a. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.
   b. Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.
   c. Principles and procedures of scientific inquiry.
   d. History of major scientific and technological discoveries or inventions.
   e. Safety issues related to science investigations.

(c) The following topics shall be included in an approved program but will not be addressed on a written test of subject matter knowledge:
   1. Science laboratory work.
   2. Child development.
      a. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
      b. Characteristics and instructional implications of moderately and severely disabling conditions.
   3. Basic principles and concepts in each of the visual and performing arts (art, music, drama/theater, dance).
   4. Basic principles and practices in physical education.
   5. Basic principles and practices related to personal and family health.

(8) English (Levels: 5-8; 8-12)
(a) Literature.
   1. American literature including the Colonial Period; the Revolutionary Period; American Romanticism and the American Renaissance (to include Hawthorne, Emerson, Melville, Whitman, and Thoreau); the Civil War and the post-war period; and fiction, poetry, drama from the early 20th century to the present.
   2. World literature including British literature (including the Anglo-Saxon period, the Middle Ages, the Renaissance, the Restoration and the 18th century, the Romantic Period, the Victorian Period, and the 20th century) and other European literature; literature of Africa, Latin America and Asia; Ancient Greek and Roman literature; the Bible as literature; world myths and folktales.
   3. Characteristics of the different genres of literature.
   4. Various schools of literary criticism.
(b) Language.
   1. History and structure of the English language.
   2. Knowledge of the rules and conventions of standard written and spoken English.
(c) Rhetoric and composition.
   2. Modern and contemporary theories of rhetoric.
   3. Similarities and differences between oral and written communication.
(d) Reading theory, research, and practice at the middle and high school level.

(11) General Science (Levels: 1-6, 5-8)
(a) The following topics will be addressed on a subject matter knowledge test for the 1-6 level:
1. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.
2. Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.
3. History and philosophy of science.
4. Safety issues related to science investigations.

(b) The topic set forth in 603 CMR 7.06 (11)(a) 3 and the following topics will be addressed on a subject matter knowledge test for the 5-8 level:
1. Intermediate knowledge of biology, chemistry, physics, earth/space science, and related mathematics.
2. Methods of research in the sciences, including laboratory techniques and the use of computers.

(12) Health/Family and Consumer Sciences (Levels: All)
(a) Human growth and development: physical (anatomy and physiology), emotional/mental, social, intellectual, and moral.
(b) Food science and nutrition.
(c) Physical fitness.
(d) Human sexuality.
(e) Disease prevention and control.
(f) First aid, safety, and injury prevention.
(g) Tobacco, alcohol, and other substance abuse prevention.
(h) Current topics in health education, including family violence, child abuse, suicide, sexually transmitted diseases (including AIDS), teen pregnancy, violence prevention, and eating disorders.
(i) Parenting skills, early childhood education, and care.
(j) Family and interpersonal relationships.
(k) Public health functions and responsibilities.
(l) Management skills for family/consumer health and finance.

(13) History (Levels: 1-6; 5-8; 8-12)
(a) The following topics will be addressed on a subject matter knowledge test for the 1-6 level:
1. United States history from the age of exploration to the Civil War.
2. World history from human beginnings and ancient and classical civilizations of the Mediterranean area; and English and Western European history through the Enlightenment.
3. Geography: major physical features of the world and key concepts of geography.
4. Basic economic principles and concepts.
5. United States political principles, institutions, and processes, their history and development.
6. Major developments and figures in Massachusetts history.
(b) The following topics will be addressed on a subject matter knowledge test for the 5-8 and 8-12 levels:
1. United States History: indigenous people of North America; European settlements and colonies; the American Revolution; expansion, reform, and economic growth of the United States up to the Civil War; the Civil War and Reconstruction; European immigration, industrialization, and scientific and technological progress; the two World Wars; and the United States from 1945 to the present.
2. World History: human beginnings and early civilizations (Africa, Mesopotamia, Phoenicia, Egypt, India, China); roots of Western civilization (Israel, Greece, Rome); English and Western European history; Renaissance and the age of exploration; development of Asia, Africa, and South America; age of revolutionary change in Europe; the world in the era of two World Wars; and the world from 1945 to the present.
3. Geography.
a. Major physical features of the world.
b. Key concepts of geography and its effects on various peoples.

4. Economics.
a. Fundamental economic concepts and economic reasoning.
b. American economic history.

5. Government.
b. Comparative government.

6. History and Philosophy of Science.

7. Methods and Sources for Research in History.

(17) Mathematics (Levels: 1-6; 5-8; 8-12)
(a) The following topics will be addressed on a subject matter knowledge test for the 1-6 level:
1. Basic principles and concepts related to elementary school mathematics in the areas of number sense and numeration, patterns and functions, geometry and measurement, and data analysis.
2. Algebra.
3. Euclidean geometry.
(b) The following topics will be addressed on a subject matter knowledge test for the 5-8 level:
1. Algebra.
2. Euclidean geometry.
3. Trigonometry.
5. Introductory calculus through integration.
(c) The topics set forth in 603 CMR 7.06 (17)(b) and the following topics will be addressed on a subject matter knowledge test for the 8-12 level:
1. Abstract algebra.
2. Number theory.
3. Calculus through differential equations.
4. Probability and statistics.
5. Non-Euclidean and transformational geometries.
6. Applied mathematics or mathematics modeling.

(18) Middle School: Humanities (English and History) (Levels: 5-8)
(a) English.
1. Literature
   a. American literature including the Colonial Period; the Revolutionary Period; American Romanticism and the American Renaissance (to include Hawthorne, Emerson, Melville, Whitman, and Thoreau); the Civil War and the post-war period; and fiction, poetry, and drama from the early 20th century to the present.
   b. World literature including British literature (including the Anglo-Saxon period, the Middle Ages, the Renaissance, the Restoration and the 18th century, the Romantic Period, the Victorian Period, and the 20th century) and other European literature; literature of Africa, Latin America and Asia; Ancient Greek and Roman literature; the Bible as literature; world myths and folktales.
   c. Characteristics of the different genres of literature.
2. Language
   a. History and structure of the English language.
   b. Knowledge of the rules and conventions of standard written and spoken English.
3. Rhetoric and Composition.
b. Similarities and differences between oral and written communication.

(b) History.
1. United States History: indigenous people of North America; European settlements and colonies; the American Revolution; expansion, reform, and economic growth of the United States up to the Civil War; the Civil War and Reconstruction; European immigration, industrialization, and scientific and technological progress; the two World Wars; and the United States from 1945 to the present.
2. World History: human beginnings and early civilizations (Africa, Mesopotamia, Phoenicia, Egypt, India, China); roots of Western Civilization (Israel, Greece, Rome); English and Western European history; Renaissance and the age of exploration; age of revolutionary change in Europe; development of Asia, Africa, and South America; the world in the era of two World Wars; and the world from 1945 to the present.
3. Geography.
   a. Major physical features of the world.
   b. Key concepts of geography and its effects on various peoples.

4. Economics.
   a. Fundamental economic concepts and economic reasoning.
   b. American economic history.

6. Methods and Sources for Research in History.
   (c) Reading theory, research, and practice at the middle school level.

(19) Middle School: Mathematics/Science (Levels: 5-8)
   (a) General Science.
      1. Intermediate knowledge of biology, chemistry, physics, earth/space science, and related mathematics.
      2. History and philosophy of science.
      3. Methods of research in the sciences, including laboratory techniques and the use of computers.
   (b) Mathematics.
      1. Algebra.
      2. Euclidean geometry.
      3. Trigonometry.
      5. Introductory calculus through integration.
   (c) Reading theory, research, and practice at the middle school level.

(21) Physical Education (Levels: PreK-8; 5-12)
   (a) Principles of developmentally sound physical health and fitness.
   (b) Lifespan growth, development, and nutrition.
   (c) History and foundations of kinesiology.
   (d) Range of appropriate play and sports for PreK-12 and the relevant motor skills.
   (e) Knowledge of appropriate physical and safety limitations, legal standards, tort liability, and first aid and Cardiac Pulmonary Resuscitation (CPR).
   (f) Knowledge of adaptations for students with disabilities.

(22) Physics (Levels: 5-8; 8-12)
(a) Mechanics (including fluid mechanics).
(b) Heat, heat transfer, and thermodynamics.
(c) Kinetic theory of gases.
(d) Light and geometric optics.
(e) Electricity and magnetism.
(f) Waves (sound and light).
(g) The atom: its structure and the nucleus (including nuclear reactions).
(h) Quantum theory of the atom.
(i) Quantum theory of light.
(j) Engineering and technical application of physics.
(k) Related aspects of biology, chemistry, earth science and mathematics, such as trigonometry, vector analysis, and calculus.
(l) History and philosophy of science.
(m) Methods of research in the sciences, including laboratory techniques and the use of computers.

(23) Political Science/Political Philosophy (Levels: 5-8; 8-12)
(a) Civics and Government.
   1. The founding documents of the United States and Massachusetts.
   2. American government and politics.
   3. Comparative government.
   4. Theories of political science or philosophy.
   5. International relations.
(b) History.
   1. United States history.
   2. Western civilization.
   3. World history.
(c) Geography.
   1. Major physical features of the world.
   2. Key concepts of geography and its effects on various peoples.
(d) Economics.
   1. Fundamental economic concepts and economic reasoning.
   2. American economic history.
(e) Methods and sources for research in the social sciences.

(25) Teacher of Students with Moderate Disabilities (Levels: PreK-8; 5-12)
(a) Teachers seeking a license as a teacher of students with moderate disabilities for PreK-8 must meet the requirements set forth in 603 CMR 7.06 (25)(b)(c) and (d); those seeking this license for 5-12 must meet the requirements set forth in 603 CMR 7.06 (25)(b) and (d) and pass either the General Curriculum test or a subject matter test in one of the following academic subjects: English, mathematics, science (biology, chemistry, earth science, general science, and physics), history, middle school humanities, middle school mathematics/science or political science/political philosophy at the 5-8 or 8-12 grade level.
(b) The following topics will be addressed on the Foundations of Reading test:
   1. Reading theory, research, and practice.
      a. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension.
      b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
      c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
   2. Development of a listening, speaking, and reading vocabulary.
   3. Theories of the relationships between beginning writing and reading.
4. Theories of first and second language acquisition and development.

(c) The following topics will be addressed on the General Curriculum test:

1. English.
   a. Children’s and young adult literature.
   b. Adult literature, classical and contemporary works.
   c. Genres, literary elements, and literary techniques.
   e. Approaches and practices for developing skill in using writing tools.
   f. Writing process and formal elements of writing and composition.

   a. Basic principles and concepts important for teaching elementary school mathematics in the following areas:
      i. Number and operations (the foundation of topics in 603 CMR 7.06 (7)(b) 2. a. ii.-iv.).
      ii. Functions and algebra.
      iii. Geometry and measurement.
      iv. Statistics and probability.
   b. Candidates shall demonstrate that they possess both fundamental computation skills and comprehensive, in-depth understanding of K-8 mathematics. They must demonstrate not only that they know how to do elementary mathematics, but that they understand and can explain to students, in multiple ways, why it makes sense.
   c. The Commissioner, in consultation with the Chancellor of Higher Education, shall issue guidelines for the scope and depth of knowledge expected in mathematics, describes in 603 CMR 7.06 (7)(b) 2 a. and b.

3. History and Social Science.
   a. Major developments and figures in Massachusetts and U.S. history from colonial times to the present.
   b. Major developments and figures in world history, with stress on Western civilization.
   c. Basic economic principles and concepts.
   d. Basic geographical principles and concepts.
   e. U.S. political principles, ideals, founding documents, institutions, and processes, their history and development.

   a. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.
   b. Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.
   c. Principles and procedures of scientific inquiry.
   d. History of major scientific and technological discoveries or inventions.
   e. Safety issues related to science investigations.

(d) The following topics shall be included in an approved program but will not be addressed on a written test of subject matter knowledge:

1. Educational terminology for students with mild to moderate disabilities.
2. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
3. Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities.
4. Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.
5. Ways to prepare and maintain students with disabilities for general education classrooms; for example, use of behavioral management principles.
6. Knowledge of services provided by other agencies.
7. Federal and state laws and regulations pertaining to special education.
8. Science laboratory work.
   a. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
   b. Characteristics and instructional implications of moderately and severely disabling conditions.

(31) Visual Art (Levels: PreK-8; 5-12)
   (a) Elements of art and the principles of design.
   (b) Methods, materials, and techniques unique to the visual arts in: drawing, painting, sculpture, printmaking, collage, crafts, photography, film, and electronic technologies.
   (c) Observation, abstraction, invention, and representation in visual art.
   (d) Theories of artistic creativity and aesthetics; philosophies of prominent artists and art educators.
   (e) Art criticism: concepts of style and stylistic change.
   (f) Artistic development in children and adolescents.
   (g) Major developments, periods, and artists in Western traditions in art and architecture.
   (h) Major developments, periods, and artists in American art and architecture from *circa* 1650 to the present.
   (i) Characteristics of art and architecture in two non-Western artistic traditions stylistically different from each other.
   (j) Influences of non-Western artistic traditions on Western art; influences of Western art on non-Western artistic traditions.

7.08: Professional Standards for Teachers
(1) Application. The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required of all teachers. These standards and indicators referred to in 603 CMR 7.08 (2) and (3) are used by sponsoring organizations in designing their teacher preparation programs and in preparing their candidates. The standards and indicators are also used by the Department in reviewing programs seeking state approval, and as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards and indicators referred to in 603 CMR 7.08 (2) and (3) by passing a Performance Assessment for Initial License using Department guidelines.
(2) Professional Standards for Teachers.
   (a) Curriculum, Planning, and Assessment: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.
   (b) Teaching All Students: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.
   (c) Family and Community Engagement: Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.
   (d) Professional Culture: Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.
(3) Indicators. The Department shall publish guidelines with detailed indicators for each standard set forth in 603 CMR 7.08(2). The guidelines shall include at least the following indicators:
   (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.
   (b) Uses effective strategies and techniques for making content accessible to English language learners.
(c) Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.
(d) Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.
(e) Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.

7.11: Professional Support Personnel Licenses
Candidates seeking professional support personnel licenses who have substantial experience and formal education relevant to the license sought but who do not meet all of the specific requirements listed in 603 CMR 7.11 may demonstrate that they meet the requirements, with the exception of a passing score on the Communication and Literacy Skills test, through a Panel Review administered by the Department in accordance with guidelines to be established by the Department. For candidates who were prepared outside Massachusetts, the provisions of 603 CMR 7.04 (2)(d) and 7.05 (5)(3) apply.

(1) School Counselor (Levels: PreK-8; 5-12)
(a) Initial License
1. Master's degree with a major in counseling
2. Subject Matter Knowledge as outlined in the Subject Matter Knowledge Guidelines
3. A practicum of 450 hours in an educational setting
4. Passing score on the Communication and Literacy Skills test
(b) Professional License
1. Possession of an Initial license
2. Three years of employment as a school counselor
3. Completion of one of the following:
   a. A total of 60 credits of graduate coursework that may include credits earned in a master's degree program for the Initial license in a discipline appropriate to the license sought, which include but are not limited to school counseling, mental health counseling, school psychology, or clinical psychology
   b. Achievement and maintenance of certification or licensure from one of the following:
      i. National Board of Certified Counselors (NBCC)
      ii. National Board for School Counseling

(4) School Social Worker/School Adjustment Counselor (Levels: All)
(a) Initial License
1. Master's degree in Social Work or Counseling
2. Course work and clinical experience that demonstrate subject matter knowledge as outlined in the Subject Matter Knowledge Guidelines
3. A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting
4. Passing score on the Communication and Literacy Skills test
(b) Professional License
1. Possession of an Initial license as a school social worker/school adjustment counselor
2. Three years of employment as a school social worker or school adjustment counselor
3. Completion of one of the following:
   a. A total of 60 credits of graduate coursework that may include credits earned in a master's degree program for the Initial license in a discipline appropriate to the license sought including but not limited to mental health counseling, psychological counseling, school counseling, school social work, or social work
b. Achievement and maintenance of a certificate or license from one of the following:
   i. The Massachusetts Board of Registration of Social Work, as a Licensed Certified Social Worker (LCSW) or a Licensed Independent Clinical Social Worker (LICSW).
   ii. The Massachusetts Board of Allied Mental Health Professionals, as a Licensed Mental Health Counselor (LMHC), a Licensed Marriage and Family Therapist (LMFT), or a Licensed Rehabilitation Counselor (LRC)

**7.14: Endorsements**

Except as provided in 603 CMR 7.15(9)(b) and 7.15 (9)(e), 603 CMR 7.00 does not require a person to seek or obtain an endorsement; provided that nothing in 603 CMR 7.00 shall limit the authority of a school committee under G.L. c. 71, s. 38G to prescribe qualifications for employment in addition to licensure. Endorsements issued by the Department under 603 CMR 7.14 do not constitute educator licenses pursuant to 603 CMR 7.04(1).

(1) **SEI Teacher Endorsement**
   
   (a) Awarded upon a demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.08 (3) (a) through (e), and 603 CMR 7.14 (1)(b), through one of the following:
      1. Successful completion of a Department-approved course of study specific to providing sheltered English instruction. The Department will issue guidelines to govern approval of this course of study.
      2. Passing a Department-approved assessment.
      3. A bachelor’s degree in a major approved by the Department, or other graduate level training approved by the Department.
      4. Possession of an English as a Second Language license or an English Language Learners license.
   
   (b) Subject Matter Knowledge:
      1. The basic structure and functions of language.
      2. Second language acquisition factors as they affect access to the Massachusetts standards.
      3. Social-cultural, affective, political, and other salient factors in second language acquisition.
      4. Sheltered English immersion (SEI) principles and typologies: General academic and domain-specific discourse practices relevant to the grade level (k-5 or secondary), English proficiency level, and content area (English language arts and history; science and mathematics; other content areas).
      5. Implementation of strategies for coordinating SEI and English language development instruction for English language learners.
      6. Federal and Massachusetts’ laws and regulations pertaining to English language learners.
      7. Understanding of diversity and background of English language learner populations, including family systems, and communities, and their impact on teaching and learning.
      8. Theory, research, and practice of reading and writing for English language learners. Practices and approaches for developing reading and writing skills and comprehension in English for English language learners who are at different levels of English language proficiency.
      9. The role of oral language development in literacy development for English language learners.
     10. Formative and summative assessments for English language learners.
     11. Literacy and academic language development. The role of vocabulary development in accessing academic language.

(4) **Transition Specialist.** Awarded to individuals who meet the following requirements:
   
   (a) Prerequisite license and experience: A minimum of 2 years of experience under one of the following licenses:
      1. An Initial or Professional license as a Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Visually Impaired, Teacher of
the Deaf and Hard of Hearing, School Counselor, or School Social Worker/School Adjustment Counselor.

2. A license as a Rehabilitation Counselor (as described in 262 CMR 4.00 Requirements for Licensure as a Rehabilitation Counselor), or certification as a Rehabilitation Counselor as determined by the Commission on Rehabilitation Counselor Certification (CRCC).

(b) Demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.14 (4)(d), through the successful completion of a Department-approved course of study specific to providing transition services. The Department will issue guidelines to govern approval of this course of study.

(c) Completion of a 150 hour field-based experience that includes providing transition services for transition-aged students with disabilities with IEPs, in collaboration with their families, community members, and other relevant professionals.

(d) Subject Matter Knowledge

1. Foundations and implementation of transition education and transition services, including but not limited to: state and federal legislation; inclusive models, research, best practice, community-based education and post-school options; and knowledge of transition planning and service delivery for all students with Individualized Education Programs, including culturally and linguistically diverse youth.

2. Individual transition assessment and system evaluation, including conducting, interpreting, and overseeing individualized formal and informal transition assessments to ascertain interest, strengths, preferences, aptitudes and needs related to competitive employment, education, training, and independent living; developing individualized appropriate measureable postsecondary goals, and annual IEP goals based on the individualized transition assessment results; and transition service delivery.

3. How to develop transition systems and supports which include best practices in postsecondary education, competitive integrated employment (including supported employment), independent living, and community participation including, but not limited to, implementation of social skills training, positive behavioral supports, assistive technology as related to transition goals, and development of self-determination skills across all settings.

4. Collaboration including strategies for active participation of students and families in IEP development, transition education and services, and support networks; development of partnerships with employers, institutes of higher education, public agencies, and community service agencies; and provision of technical assistance and professional development to school personnel.

(e) The requirements for the Transition Specialist Endorsement may also be used to satisfy course requirements necessary to obtain a Professional license listed in 603 CMR 7.04 (2)(c).

(f) Renewal. The Transition Specialist Endorsement shall be valid for five years and may be renewed for successive five-year terms to individuals who meet the following requirements:

1. Valid license as listed in 603 CMR 7.14 (4)(a), and
2. Successful completion of 30 professional development points (PDPs) in the content area related to 603 CMR 7.14 (4)(d). The 30 PDPs may be included in the total numbers of PDPs necessary for license renewal pursuant to 603 CMR 44.00: Educator License Renewal.

(5) Autism Endorsement. Awarded to educators who meet the following requirements:

(a) Prerequisite: A teacher license and at least three credits related to special education or possession of a license as a Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Deaf and Hard-of-Hearing, or Teacher of the Visually Impaired.

(b) Demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.14 (5)(d), through one of the following:

1. Demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.14 (5)(d), through the successful completion of a Department-approved course of study...
specific to providing services to students with autism. The Department will issue guidelines
to govern approval for this course of study.
2. Passing a Department-approved assessment.

(c) Field Experience Requirement met through one of the following:
1. Teachers who possess a license as a Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Deaf and Hard-of-Hearing, or Teacher of the Visually Impaired who can demonstrate at least one year of teaching experience working with students with autism shall complete at least 75 hours of field-based experience working with students with autism in any type of school setting, including at least 50 of which shall take place in an inclusive setting.
2. All other teachers shall complete a 150 hour field-based experience that includes a minimum of 75 hours in an inclusive setting with students with autism and 75 hours of additional experience in any type of school setting working with students with autism.

(d) Subject Matter Knowledge:
1. Understanding of autism including the co-morbid conditions associated with autism spectrum disorders and the differences between a medical diagnosis of autism and the definition of the term autism under state and federal special education laws. Knowledge of the unique characteristics of autism as related to communication, social/emotional development, behavior, sensory processing, cognition, and learning.
2. Assessment of students with autism including: an ability to identify, administer, and interpret a range of formal and informal tools in a culturally and linguistically appropriate manner that assess the unique strengths, skills (including academic, social, behavioral and adaptive) and learning styles of students with autism ages 3 through 22.
3. Knowledge of how ongoing assessment and data collection can be used to inform instruction, services and supports; monitor progress and rates and patterns of skill acquisition; and ensure the maintenance and generalization of skills across settings.
4. Design of effective educational programs and individual supports based on peer reviewed research to the extent practicable to support students with autism in the least restrictive environment. Knowledge of the range of specialized and individualized instructional strategies and supports for students with autism, including assistive technology, to address: the verbal and nonverbal communication needs; the need to develop social interaction skills and proficiencies including the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing; the needs resulting from the student's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for positive behavioral interventions, strategies, and supports to address any behavioral difficulties; and other needs resulting from the student's disability that impact making progress in the general curriculum, including social and emotional skills.
5. Understanding and supporting the roles of other disciplines and professionals involved in the education of students with autism and facilitating coordination and collaboration of relevant IEP Team members, including parents or caregivers, related service providers and medical professionals, to meet the unique needs of students with autism in a culturally sensitive manner in accordance with M.G.L. c. 71B, §3.

(e) Candidates who were prepared outside of Massachusetts and possess a license as a Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Deaf and Hard-of-Hearing, or Teacher of the Visually Impaired shall not be required to complete the requirements set forth in 603 CMR 7.14 (5)(b) through (d) if such candidate can provide documentation of one of the following:
1. Completion of an educator preparation program that includes the equivalent of the Department approved course of study specific to providing services to students with autism
and is either state-approved under the NASDTEC Interstate Agreement or has been accredited by a national organization accepted by the Commissioner.

2. Possession of an out of state license/certificate/endorsement that is comparable to the Autism Endorsement issued by a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner.

(f) The requirements for the Autism Endorsement may also be used to satisfy course requirements necessary to obtain a Professional license listed in 603 CMR 7.04(2)(c).

(g) Renewal. The Autism Endorsement shall be valid for five years and may be renewed for successive five-year terms to individuals who meet the following requirements:

1. Valid license as a teacher, and
2. Successful completion of 30 professional development points (PDPs) in the content area related to 603 CMR 7.14 (5)(d). The 30 PDPs may be included in the total number of PDPs necessary for license renewal pursuant to 603 CMR 44.00: Educator License Renewal.

7.15: General Provisions

(1) Previous Employment. Previous employment in any role covered by the licenses issued under 603 CMR 7.00 does not exempt a candidate from the provisions of 603 CMR 7.00, except for school librarians, teachers of young children with disabilities, school business administrators and school nurses as specified in 603 CMR 7.15 (9).

(2) Additional Licenses. Licensed educators may earn additional licenses as follows:

(a) New Field (available only for licenses under 603 CMR 7.04 (3)(a)):

1. Teachers holding an Initial or Professional license in one field may earn a license of the same type and at the same level in a new field, except as provided in 603 CMR 7.15 (2)(a) 2. and 3. by:
   a. Achieving a passing score on the appropriate subject matter knowledge test(s) of the MTEL, or
   b. Passing a competency review for those licenses for which there is no subject matter test.

2. Additional requirements for earning a license as an early childhood, English language as a second language, or elementary teacher: completion of a practicum/practicum equivalent or internship of 150 hours in the role of the license sought in an appropriate classroom.

3. Additional requirements for earning a license as teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard-of-hearing, or teacher of the visually impaired are completion of both:
   a. A competency review, and
   b. A practicum/practicum equivalent or internship of 150 hours in the role of the license sought in an appropriate classroom.

(b) New Level (available only for licenses under 603 CMR 7.04 (3)(a) and (d) 1.):

1. Teachers holding an Initial or Professional license at one grade level may obtain a license of the same type and in the same field at a new grade level by:
   a. Achieving a passing score on the appropriate subject matter test(s) at the new level or by passing a competency review for those licenses for which there is no subject matter test.
   b. Completing one of the following:
      i. A seminar, institute, or course approved by the Department addressing the curriculum and developmental characteristics of the age group appropriate to the license sought
      ii. A practicum/practicum equivalent or internship of 150 hours in the role of the license in an appropriate classroom.

2. School counselors holding an Initial or Professional license at one grade level may obtain a license of the same type and in the same field at a new grade level by completing one of the following:
a. A seminar, institute, or course approved by the Department addressing the curriculum and developmental characteristics of the age group appropriate to the license sought.

b. A practicum/practicum equivalent or internship of 150 hours in the role of the license sought in an appropriate classroom.

c. New Field and Level. Teachers holding an Initial or Professional license in one field may earn a license of the same type in a new field and a new grade level by meeting the requirements set forth in 603 CMR 7.15 (2)(a) and (b) 1.

(4) Prerequisite Licenses. The requirement that an applicant for licensure hold a Massachusetts educator license may be waived for an applicant who has earned an equivalent license based on the same level of preparation in another state or jurisdiction.

(5) Extension of an Initial License.

(a) An educator may request to extend an Initial license one time for an additional five years of employment. The decision of the Commissioner shall be final.

(b) In order to be eligible for such renewal a candidate shall:
   1. Have been employed for five years under a valid Initial license or is employed in their fifth year under a valid Initial license
   2. Present evidence of sound moral character
   3. Submit a plan outlining how the candidate will fulfill the requirements for a Professional license
   4. Additional requirements for the teacher of the deaf and hard of hearing license – American Sign Language/Total Communication: passing score on a test of sign language proficiency approved by the Department

(6) Commissioner’s Determination. The Commissioner, for good cause, may determine which specific requirements for licensure set forth in 603 CMR 7.04, 7.05, 7.06, 7.07, 7.09, 7.11, and 7.15 (2) and (3) shall apply and/or be modified for applicants who have submitted evidence that they have either substantially met the requirements for licensure prior to a change in the regulations or that they would have met the requirements but were unable to do so because of extreme hardship. No modification of the requirements will be granted without satisfactory evidence that the applicant has made a good faith effort to complete the requirements for licensure. The Commissioner, at his discretion, may impose reasonable conditions upon any modification granted. The decision of the Commissioner shall be final.

(14) Implementation.

(a) Between March 7, 2009 and June 30, 2012, candidates for the following provisional or initial licenses who earn a scaled score of at least 227-239 on the Mathematics portion of the General Curriculum test: Elementary, Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Deaf and Hard-of-Hearing and Teacher of the Visually Impaired, will be deemed to have passed the Mathematics portion of the General Curriculum test. All candidates who are licensed under this provision must earn a scaled score of 240 or above on the Mathematics portion of the General Curriculum test in order to be eligible for the next stage of licensure or to extend their initial license.

(b) Individuals who apply and complete all requirements for licensure as a Teacher of Students with Moderate Disabilities prior to August 31, 2012, may qualify for an initial or preliminary license by meeting the requirements under 603 CMR 7.06 (25) in effect prior to July 1, 2011.

(c) Individuals who apply and complete all requirements for licensure as a Teacher of Students with Severe Disabilities prior to August 31, 2012, may qualify for an initial or provisional license by meeting the requirements under 603 CMR 7.06 (26) in effect prior to July 1, 2011.
(e) Individuals who apply and complete all requirements for Initial licensure prior to July 1, 2014, may qualify for that license by meeting the requirements under 603 CMR 7.00 in effect prior to August 1, 2012.

(f) Individuals who apply and complete all requirements for Teacher licensure prior to July 1, 2016, may qualify for license by meeting the requirements under 603 CMR 7.08 in effect prior to February 2, 2014.

(g) Starting on July 1, 2019, individuals who hold more than one provisional license will have no more than five total years of prospective employment under the provisional license.

(h) Individuals who apply and complete all requirements to licensure prior to July 1, 2019, may qualify for that license by meeting the requirements under 603 CMR 7.00 in effect prior to June 27, 2017.
SECTION VIII

YOU’RE AN EDUCATOR NOW!
Please Stay in Touch!

Congratulations and welcome to the profession.

Once you get a job as a teacher or counselor…

1. Send us an email (teacher@springfieldcollege.edu) with the name of the school, location and your current home address. We like to keep in contact with our alums.

2. Keep us informed as you move and get new email addresses.

3. Fill out and return the Springfield College post-graduate survey sent out in January/February of each year.

Springfield College wants to continue to provide support!

Stay in touch with Springfield College faculty and other alums…

1. In addition to keeping us informed about your career we would like to offer you a way to continue to communicate with SC faculty and other alums. If you are interested, we will add you to the email list of SC alums who are in the first 5 years of their career (another list is maintained of veteran educators). When you send us an email that you got a job, please indicate whether or not you want to be on the SC alum educator email list.

2. The purpose of this service is to allow SC alums to ask questions of faculty and one another via email and to share tips and other information. We want to continue to support you as you embark on your career as an educator.

Stafford Loan Forgiveness Program

You may be eligible for the Stafford Loan Forgiveness Program. This program grants loan forgiveness of up to $17,500 for teachers in certain specialties, and up to $5,000 for other teachers who teach for five years in low-income schools and meet other requirements. It is worth checking out. You can download their brochure at the following case-sensitive URL: (www.studentaid.ed.gov/LoanForgivenessForTeachers)

Frequently asked questions about advancing your initial license in Massachusetts to a professional license

Note: You must be employed in a public school in the role of the license (e.g., PE, ELEM, HIST, GUID) for a minimum of 3 years before you are eligible for a professional license. Teachers also need evidence they received formal mentoring.

1. **How can I prove I have a valid MA educator license?** In addition to printing a copy of your unofficial license found in ELAR, you can print the profile page that shows your license number as well as the fields and grade levels of your license(s). Massachusetts
school districts have the ability to go on ELAR to verify licensure. Out of state institutions are encouraged to call (781) 338-3000 and enter your MA license number or your social security number to verify that you hold a valid educator license.

2. **How long is my MA initial license valid?** It is valid for 5 years of employment in a Massachusetts public school.

3. **What about in other states?** This varies by state. You can usually get the answer to this question from the personnel office in the school district you get hired.

4. **Is it true I have to get a master’s degree in MA to advance my initial teaching license to professional?** One path for advancing your license is to complete an approved master’s degree program. Other options include completing a school district-based approved teacher licensure program that does not include obtaining a master’s degree. The key is to make sure whatever you do is part of an approved licensure program.

5. **What if I already have a master’s degree, then what?** If you already have a master’s degree (e.g., got your initial license through a master’s degree program), you need to take an additional 12 credits at the graduate level in your content area to advance your initial license. Tip: You may be able to count a couple of courses from your master’s degree program toward your professional license.

6. **What do I have to do to advance my initial school guidance counselor license to professional?** The easiest route to follow is to take 12 additional graduate credits in counseling- or education-related courses.

7. **Will the licensure regulations likely change before I earn my professional license?** Yes, so stay in touch!

**Other Information/Resources**

1. **Tips:**
   - Keep a copy of your Massachusetts ELAR profile pages in a safe place with your important papers.
   - Keep a copy of your official transcript with your important papers.
   - Keep your username and password for the MA DESE website in a safe place (www.mass.gov/edu/gateway).

2. Go to Section VI (Out-of-State Licensure) in this handbook for more information about getting licensed in other states.

3. Go to Section VII (General Provisions Additional Licenses) in this handbook for information on how to add another license in Massachusetts.