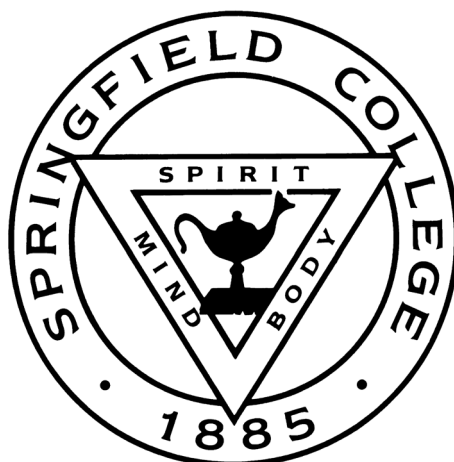


SPRINGFIELD COLLEGE

EDUCATOR PREPARATION HANDBOOK



Published July 2022

SPRINGFIELD COLLEGE EDUCATOR PREPARATION HANDBOOK



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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 a variety of teaching licenses (see list of programs offered), school counselor 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. Best wishes and good luck as you pursue a career as an educator.

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:

Valerie Annear, Director	vannear@springfieldcollege.edu	748-3155
Eneida Gonzalez, Assistant Director	egonzalez@springfieldcollege.edu	
Brenda deLiefde, Administrative Coordinator	bdelifed@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. Michelle Moosbrugger, Chair	mmoosbrugger@springfieldcollege.edu	748-3486
Dr. Kathy Mangano, Graduate Coordinator	kmangano@springfieldcollege.edu	748-3147
Nicole Wassell, PEHE Liaison to Educator Prep	nwassell@springfieldcollege.edu	748-3152
Janice Alexander, Administrative Associate		748-3385

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, Blake 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
Dr. Sara Scribner, Special Education	sscribner@springfieldcollege.edu	748-3295
Dr. Mark McCarthy, Literacy Specialist	mmcarthy9@springfieldcollege.edu	748-3295
Dr. Emily Lyons, STEM Specialist	elyons3@springfieldcollege.edu	748-3295
Valerie Sullivan, Administrative Associate		748-3295

School (Guidance) & School Adjustment Counseling

Contact the Counseling Department, Third Floor, Locklin Hall:

Dr. Allison Cumming-McCann, Chair, Program Director	acumming@springfieldcollege.edu	748-3025
Shelly Gosselin, Administrative Associate		748-3592

Other Services**Registrar**

For information regarding registration, transcripts or transferring credits contact:

Marshall Bradway, Registrar mbradway@springfieldcollege.edu 748-3151

Career Services

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

Laurie Wrona lwrona@springfieldcollege.edu 748-3222

Provost & Vice President for Academic Affairs

Dr. Mary Ann Coughlin 748-3959

School of Arts and Sciences

Dr. Rachel Rubinstein, Dean 748-3713

School of Physical Education, Performance & Sport Leadership

Dr. M. Susan Guyer, Dean 748-3385

School of Social Work & Behavioral Sciences

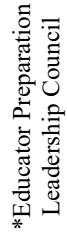
Dr. Wesley Church, Dean 748-3065

PROGRAMS OFFERED

All of our programs are Massachusetts state approved.

Elementary	1-6	initial	undergraduate/graduate
Early Childhood	PreK-2	initial	undergraduate/graduate
Special Education (leading to Teacher of Students with Moderate Disabilities license)	PreK-8; 5-12	initial	undergraduate PK-8 only/graduate
Physical Education	PreK-8; 5-12	initial	undergraduate/graduate
Physical Education	PreK-8; 5-12	professional	graduate
Health/Family and Consumer Sciences	All	initial	undergraduate
Secondary Education: Biology (8-12), English (5-12), History (5-12), Mathematics (5-8; 8-12), Visual Art (PreK-8; 5-12)		initial	undergraduate
Secondary Education (Variety of Fields): Biology (8-12), Chemistry (8-12), Earth and Space Science (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 (8-12), Social Science (5-8, 8-12)		initial	graduate
School Counselor (Guidance)	PreK-8; 5-12	initial	graduate
School Social Worker/ School Adjustment Counselor	All	initial	graduate

Related Stakeholders



OVERVIEW AND STRENGTHS OF PROGRAMS

Overview

Founded in 1885, Springfield College is a private, coeducational institution, offering both undergraduate and graduate programs. SC was founded in large part to train physical activity leaders for the YMCA and has a long history of preparing teachers and leaders, locally, nationally and internationally. Our graduates are highly sought after by area school districts.

All programs integrate SMK (subject matter knowledge) coursework, PST (professional standards for teachers) coursework, and substantial field-based experiences (FBEs) in urban and suburban school settings. The scope/length of these experiences is clearly one of our strengths as FBEs begin in the first semester. In addition, many of our students take advantage of opportunities for community service, including after-school tutoring, art and outdoor adventure programs, and recreation/sports programs for school-aged children.

Mission

The Springfield College Educator Preparation unit is committed to developing extraordinary educators who challenge, empower and inspire all students. We strive to create educators who have extensive content knowledge, promote equitable learning environments, and engage in reflective practices that inform their teaching. The Educator Preparation mission aligns with the college's mission to educate students in spirit, mind, and body for leadership in service to others.

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).

Springfield College follows the DESE continuous improvement cycle specified in the DESE Guidelines for Program Approval. Each department will ‘Conduct an annual evaluation, identify areas for improvement, set annual goals, develop an action plan, execute action plan, collect data – make improvements as needed.’ At the end of each academic year departments submit to the appropriate Dean, an annual report that follows the continuous improvement cycle detailed above. This is part of the regular Springfield College internal program review and outcomes assessment process.

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 6/26/18)

The Office of Educator Preparation and Licensure will work together with the Academic Advising (undergrad only) 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* (undergrad only) or *Graduate/Doctoral Substitution/Waiver Approval 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 for course waiver/substitution. (See documentation section)
4. Students will submit the waiver/substitution 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 (undergrad only) 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 appropriate office for processing.
8. The approved waiver/substitution is submitted directly to the Registrar's Office.
9. The Registrar's Office keeps the forms in the student's file and 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 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.



Office of the Registrar
Administration Building, Room 118
263 Alden Street, Springfield, MA 01109
Tel: 413-748-3530 Email: registrar@springfield.edu

UNDG Course Substitution or Waiver Request Form

Undergraduate students must complete one form per substitution/waiver request. For more information, contact the Academic Advising Center (academicadvising@springfield.edu or 413-748-3379).

Student Name (Print) _____	SC ID Number _____	Major(s): _____
----------------------------	--------------------	-----------------

The ORIGINAL requirement is:	I request that this requirement be:
<p><i>Check all that apply and fill out appropriate blanks:</i></p> <p><input type="checkbox"/> A Core Curriculum/General Education requirement: Specify category: _____</p> <p><input type="checkbox"/> A specific course requirement: Course Code _____ Course Title _____ Credits _____ For the (insert name/abbreviation): _____ Major _____ Minor _____ Concentration _____</p> <p><input type="checkbox"/> A selective requirement for the (insert name/abbreviation): Major _____ Minor _____ Concentration _____ To replace the following selective option I do NOT plan to take: Course Code _____ Course Title _____ Credits _____</p>	<p><i>Check which applies and fill out appropriate blanks:</i></p> <p><input type="checkbox"/> Fulfilled by substitution of the alternate course: Course Code _____ Course Title _____ Credits _____</p> <p><input type="checkbox"/> Waiver Note: A waiver excuses the student from this requirement and no credit is granted. Waivers are only granted in exceptional circumstances (substitution is preferred).</p> <p style="background-color: #d3d3d3;">Justification for request (additional documentation be attached):</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Signature Required	If Specific Course or Selective Requirement is checked above:	If Core Curriculum/General Education Requirement is checked above:
Student	Date: _____	Date: _____
Advisor 1	Date: _____	Date: _____
Advisor 2	Date: _____	Date: _____
Department Chair 1	Date: _____	Date: _____
Department Chair 2	Date: _____	Date: _____
Educator Prep <i>*Only needed if in an Ed Prep program</i>	Date: _____	
School Dean	Date: _____	
Associate VP for Academic Affairs		Date: _____



**Springfield College
Graduate/Doctoral
Substitution/Waiver Approval Form**

*Office of the Registrar
263 Alden Street
Springfield, MA 01109-3797
Phone (413) 748-3530*

Student Name: _____ **Student I.D. :** _____

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

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

(Circle which action applied) **SUBSTITUTION** **WAIVER***

Course taken:

Course #: _____ *Title:* _____ *Credits:* _____

Semester course was taken: _____

To substitute for the following requirement:

Course #: _____ *Title:* _____ *Credits:* _____

(Circle which action applied) **SUBSTITUTION** **WAIVER***

Course taken:

Course #: _____ *Title:* _____ *Credits:* _____

Semester course was taken: _____

To substitute for the following requirement:

Course #: _____ *Title:* _____ *Credits:* _____

(Circle which action applied) **SUBSTITUTION** **WAIVER***

Course taken:

Course #: _____ *Title:* _____ *Credits:* _____

Semester course was taken: _____

To substitute for the following requirement:

Course #: _____ *Title:* _____ *Credits:* _____

*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 1.) hold or be specifically exempt from holding an appropriate license, 2.) have worked under the appropriate Initial or Professional license for at least three years and 3.) have received an evaluation rating of proficient or higher. In order to waive requirements 1 or 2, a "Supervising Practitioner Waiver Form" must be completed and submitted to the Educator Preparation and Licensure Office. The rating of proficient or higher cannot be waived. 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:

- ☐ Appropriate 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

Director of Educator Preparation & Licensure

Date: _____

**Springfield College – Office of Educator Preparation & Licensure
Advisement Protocol & Contents of Student Files**

10/17/08 – Edited 5/29/14, 8/6/17 & 12/16/17

Protocol/System:

1. Department Chair assigns faculty to advise each educator candidate. Secondary undergraduate candidates are assigned two advisors, one in the arts/sciences department and one in the education department.
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 MTEs, 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 checklist 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 checklist. [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 checklists can be used instead.
4. Departmental checklists (often formatted with suggested courses to be taken semester by semester).
5. Copies of unofficial transcripts.
6. Proof MTEs 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 substitutions/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 substitutions/waivers approved. (Note: This is found by reviewing the degree audit - a paper copy may not be in the file).
2. Change of major form (if applicable).
3. (Graduate students only) Acceptance letter to graduate program.
4. Copies of letters to student from department chairs, etc.
5. 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.
6. Time record for all field-based experiences (e.g., early fieldwork, pre-practicum). These are sent to the Office of Educator Preparation upon request.
7. 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).
8. For practicum, all practicum documents (e.g., observations, midterm evaluation, sample unit plan with lessons). Note: As of Fall 2016 all practicum documents can be found in the DESE CAP online platform.

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).

Can I have a minor?

Undergraduate students only: For most teacher candidates 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. With careful planning, students may be able to complete a minor.

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 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, mathematics). 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. 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

SPRINGFIELD COLLEGE EDUCATOR PREPARATION PROGRAMS STANDARDS

All of the Springfield College educator preparation programs have undergone a rigorous review process and have been recognized by the Commonwealth of Massachusetts as approved programs. In order to ensure the quality of our graduates we have numerous standards in place. These include requirements for admission, standards for practicum placement and exit requirements. 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 [NOTE: Passing both sections of MTEL Communication & Literacy (reading & writing) is required BEFORE you can register for your final pre-practicum, typically spring of your junior year];
5. Pass Gateway Tasks I & II
6. Adhere to Professional Dispositions/Standards;
7. Earn the recommendation of the department chair or program director;
8. 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.

Descriptions of Gateway Task I and Task II

All teacher candidates (this does not apply to school counselors) must successfully complete and pass both Gateway Tasks I & II in order to be eligible to be placed for an official practicum. Rubrics are used to assess both tasks.

Gateway Task I involves writing a lesson plan where teacher candidates demonstrate that they know the subject matter, have a grasp on child/adolescent development, and can use high quality instructional materials to design an effective, rigorous, standards-based, well-structured lesson with measurable outcomes.

Gateway Task II involves teacher candidates being videotaped as they teach vocabulary to English Learners using Calderon's 7 step vocabulary routine. Through this task candidates demonstrate that they can meet the needs of diverse learners by using effective strategies to make content accessible to English Learners (ELs) and effectively teach academic language to ELs at various levels of English language proficiency.

Revised October 2019

Effective date: Incoming Class Fall 2020

Springfield College Educator Preparation & Licensure**Internal Transfer Policy**

[Note: This applies to all SC students wishing to add an EDUC, PE, or HE major together with a teaching licensure program (e.g., PE, HLTH, ELEM, HIST, SPED, etc.). It is not necessary for international students and others who are following a non-licensure track to meet the following criteria to be an EDUC major.]

Criteria for internal transfers with SATs (reading, writing and math) that meet the minimum for admission to teacher preparation (For EDUC ≥ 500 on each test; For PE & HE ≥ 490 on reading and writing, ≥ 480 on mathematics). [ACT equivalents are available and range from scores of 17-18.]

1. One semester of successful academic work with a GPA of 3.0 or greater. Education only, students who wish to become elementary and/or special education teachers must receive a "B" or better in MATH 105 or MATH 115 (or equivalent) before being allowed to major in education.
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 MTEs.

Criteria for internal transfers with SATs (reading, writing and math) that do NOT meet the minimum for admission to teacher preparation (SAT scores lower than the minimums stated above)

1. Require students to have taken at least 2 semesters of coursework and have a GPA of 3.0. Education only, students who wish to become elementary and/or special education teachers must receive a "B" or better in MATH 105 or MATH 115 (or equivalent) before being allowed to major in education.
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 MTEs.

Criteria for internal transfers who did not report SATs.

1. If a student can produce SAT scores, s/he would follow one of the above courses of action, dependent upon the score.
2. If a student cannot produce SAT scores, s/he would follow the steps required for internal transfers who do NOT meet the minimum for admission to teacher preparation.

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 preparing 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
initial 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
initial my preparation program.

_____ I am aware that I am responsible for following the policies and
initial 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
initial found in this handbook.

Signed: _____

Print Name: _____

Date: _____ SS# _____ Write on yellow copy only

Licensure Program: _____

Expected Graduation Date: _____

Cell Phone #: _____

Email: _____

Box #: _____ SC ID#: _____

Date of Birth: _____ MEPID# _____

SPRINGFIELD COLLEGE
Office of Educator Preparation & Licensure
Directions for Creating a DESE ELAR Account

Follow these directions using your Legal Name:

1. Create an account in ELAR (Educator Licensure and Renewal) 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), do a Google search for “MA ELAR” and select “DESE ELAR-ESE Security Portal.”
 - Click on “Create ELAR Profile” found under the login to create your ELAR profile. *Note: You should use your legal name and most permanent address, not your SC address, when creating your ELAR profile.*
 - Keep your ELAR username and password somewhere safe. You will need it during the semester you do 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 to see 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.
 - Your MEPID is the number that appears above your name on your profile page. Occasionally a MEPID is not 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 don’t get assigned a MEPID, wait 48 hours, check again and then contact the Educator Preparation Office.

Directions for filling out writable PDF forms

There will be times throughout your college experience that you will be required to fill out “Writable PDF Forms”. In order to do this with ease you will need to DOWNLOAD to your computer/device, *ADOBE ACROBAT READER*. It is free to download and can be found at this link: <https://get.adobe.com/reader/>

Once you have downloaded Adobe Acrobat Reader then you can fill in PDF writable forms by saving the form to your computer and then opening it while in Adobe Acrobat Reader. Make sure you open Adobe first, find the file and then open the file.

SPRINGFIELD COLLEGE

Requirements for Admission to Undergraduate Teacher Preparation Programs

Springfield College undergraduate students 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.
2. Complete or be in the process of completing all prerequisites identified for the specific program.
3. Earn a minimum 2.750 (3.250 PEHF) 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 PEHF) 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, hardworking, professional, committed to the teaching profession, etc.).
6. Be recommended for admission into a teacher licensure program by the Education Department or the Physical Education and Health Education Department. Students in secondary education also need to get approval from their major department chair (ARTS, BIOL, ENGL, HIST, MATH).
7. Receive a passing score on the Communication and Literacy Skills Tests (reading and writing) of the Massachusetts Tests for Educator Licensure (MTEL).
8. Pass both sections of Com/Lit in order to be admitted to a specific program and register for the student's 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 1-8 (previous page) have been met, the student must do the following:

1. 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.
2. Fill out the top portion of the application for admission and print. Electronic signatures are acceptable.
3. Electronically enter your grades, earned credits and quality points into the program worksheet. Your GPA will automatically be calculated. Print out the completed worksheet.
4. Attach your unofficial transcript and completed program worksheet to the admission application.
5. Bring the application with attached documents to the appropriate department(s) for recommendation(s)/ signature(s).
6. 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, they will 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: _____

MEPID #: _____

SC Box: _____

Cell Phone: _____

Permanent Address: _____

Home Phone: _____

Major/License Sought: _____

E-mail: _____

Major Advisor: _____

SC ID#: _____ DOB: _____

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

Cumulative GPA in professional courses* _____ [minimum required = 2.75, 3.25 PEHF]

*For PE & Health, SMK courses are included

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

*Must complete if Education major

Cumulative career/overall GPA _____ [minimum required = 2.5, 3.0 PEHF]

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 (Secondary Education only – ARTS, BIOL, ENGL, HIST, 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 PEHF)
- Cumulative GPA for all professional and subject matter knowledge courses of 2.75 (3.25 for PEHF)

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

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

Prerequisites & Program Requirements Elementary/Special Education Professional Courses

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

	Grade	Earned CR	QP	
*EDUC 101: Diverse Learners (3)	_____	_____	_____	
*EDUC 162: Exceptional Children (3)	_____	_____	_____	
*EDUC 237: Found of Multicultural Ed (3)	_____	_____	_____	
*EDUC 250: Child & Adol Dev (3)	_____	_____	_____	
*SCIE 144: Learning & Teaching Science (3)	_____	_____	_____	
*All required for teacher prep admission				
EDUC 210: Children's Literature (3)	_____	_____	_____	
EDUC 232: Teaching Elem Math (3)	_____	_____	_____	
EDUC 238: Pre-practicum ("B" or better) (1)	_____	_____	_____	
EDUC 305: Teaching Elem Social Studies (3)	_____	_____	_____	
EDUC 327: Teaching Reading/Lang Arts (4)	_____	_____	_____	
EDUC 329: Sheltered English Instruction (4)	_____	_____	_____	
EDUC 342: Curr/Assessment in Spec Ed (3)	_____	_____	_____	
EDUC 362: Inst Strategies for Except Lnrs (3)	_____	_____	_____	
Total		0.0	0.00	Prof GPA _____ (QP/CR) minimum 2.75

Subject Matter Knowledge Courses

	Grade	QP	GPA	
BIOL 101: Modern Biology (3)	_____	_____	_____	
BIOL 102: Modern Biology Lab (1)	_____	_____	_____	
CISC 150: Digital Literacy (3)	_____	_____	_____	
EDUC 250: Child & Adol Dev (3)	_____	_____	_____	
ENGL 113: College Writing I (3)	_____	_____	_____	
ENGL 114: College Writing II (3)	_____	_____	_____	
ENGL 160: Intro to Literary Studies (3)	_____	_____	_____	
ENGL 209: World Literature (3)	_____	_____	_____	
ENGL 241/242: American Lit I/II (3)	_____	_____	_____	
HIST 103: World History (3)	_____	_____	_____	
HIST 105: Colonial America – Civil War (3)	_____	_____	_____	
HIST 106: Civil War – Modern America (3)	_____	_____	_____	
MATH 101: Foundations of Math (3)	_____	_____	_____	
MATH 105: Survey of Algebra & Geometry (3)	_____	_____	_____	
OR MATH 205: Geometry (MACT only) (3)	_____	_____	_____	
MATH 201: Contemp Apps of Math (3)	_____	_____	_____	
PHSC 105/110: Phys Sci/Earth Science (4)	_____	_____	_____	
Total		0.0	0.00	SMK GPA _____ (QP/CR) minimum 2.75

Prerequisites & Program Requirements

Secondary Education - English

Professional Courses

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

	Grade	Earned CR	QP
*EDUC 101: Diverse Learners (3)	_____	_____	_____
*EDUC 237: Found of Multicultural Ed (3)	_____	_____	_____
*EDUC 250: Child & Adol Dev (3)	_____	_____	_____
*All required for teacher prep admission			
CISC 150: Digital Literacy (3)	_____	_____	_____
EDUC 162: Exceptional Children (3)	_____	_____	_____
EDUC 234: CMO for Secondary Teachers (3)	_____	_____	_____
EDUC 238: Pre-practicum ("B" or better) (1)	_____	_____	_____
EDUC 318: Tutorial Pre-Pract ("B" or better) (3)	_____	_____	_____
EDUC 328: Sheltered English Immersion (3)	_____	_____	_____
EDUC 364: Pre-Pract in Sec Ed ("B" or better) (3)	_____	_____	_____
ENGL 113: College Writing I (3)	_____	_____	_____
ENGL 114: College Writing II (3)	_____	_____	_____
Total		0.0	0.00

Prof GPA ____ (QP/CR)
minimum 2.75

English – Subject Matter Knowledge Courses

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

	Grade	QP	GPA
*ENGL 113: College Writing I (3)	_____	_____	_____
*ENGL 114: College Writing II (3)	_____	_____	_____
*ENGL 160: Intro to Literary Studies (3)	_____	_____	_____
*Minimum of 3 200+ level ENGL courses req for admission			
*All required for teacher prep admission			
ENGL 226: Creative Writing (3)	_____	_____	_____
OR ENGL 305: Writing for the Professions (3)	_____	_____	_____
OR ENGL 306/307/308: Writing & Reading (3)	_____	_____	_____
ENGL 241/251/261: Amer/African/Brit Lit I (3)	_____	_____	_____
ENGL 242/252/262: Amer/African/Brit Lit II (3)	_____	_____	_____
ENGL 301: Advanced Composition (3)	_____	_____	_____
ENGL 377: History of the English Lang (3)	_____	_____	_____
ENGL 467: Shakespeare (3)	_____	_____	_____
ENGL 482: Seminar (3)	_____	_____	_____
Plus any other ENGL courses:	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Total		0.0	0.00

SMK GPA ____ (QP/CR)
minimum 2.75

Prerequisites & Program Requirements

Secondary Education - Mathematics

Professional Courses

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

	Grade	Earned CR	QP	
*EDUC 101: Diverse Learners (3)	_____	_____	_____	
*EDUC 237: Found of Multicultural Ed (3)	_____	_____	_____	
*EDUC 250: Child & Adol Dev (3)	_____	_____	_____	
*All required for teacher prep admission				
CISC 150: Digital Literacy (3)	_____	_____	_____	
EDUC 162: Exceptional Children (3)	_____	_____	_____	
EDUC 234: CMO for Secondary Teachers (3)	_____	_____	_____	
EDUC 238: Pre-practicum ("B" or better) (1)	_____	_____	_____	
EDUC 318: Tutorial Pre-Pract ("B" or better) (3)	_____	_____	_____	
EDUC 328: Sheltered English Immersion (3)	_____	_____	_____	
EDUC 364: Pre-Pract in Sec Ed ("B" or better) (3)	_____	_____	_____	
ENGL 113: College Writing I (3)	_____	_____	_____	
ENGL 114: College Writing II (3)	_____	_____	_____	
Total		0.0	0.00	Prof GPA _____ (QP/CR) minimum 2.75

Mathematics – Subject Matter Knowledge Courses

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

	Grade	QP	GPA	
*CISC 105: Intro to Computer Concepts (3)	_____	_____	_____	
*CISC 165/175: Visual Prog/Comp Sci with C++ (3)	_____	_____	_____	
*MATH 140: Calculus I (3)	_____	_____	_____	
*MATH 142: Calculus II (3)	_____	_____	_____	
*MATH 201: Contemporary Apps of Math (3)	_____	_____	_____	
*MATH 205: Geometry (3)	_____	_____	_____	
*MATH 215: Probability & Stats (3)	_____	_____	_____	
*MATH 220: Calculus III (3)	_____	_____	_____	
*MATH 235: Discrete Math I (3)	_____	_____	_____	
*MATH 305: Elem Diff Equations (3)	_____	_____	_____	
*All required for teacher prep admission				
CISC 150: Digital Literacy (3)	_____	_____	_____	
MATH 310: Linear Algebra (3)	_____	_____	_____	
MATH 335: Discrete Math II (3)	_____	_____	_____	
MATH 382: Mathematics Seminar (3)	_____	_____	_____	
MATH 405: Mathematical Analysis (3)	_____	_____	_____	
MATH 415: Abstract Algebra (3)	_____	_____	_____	
Plus any other MATH/CISC courses:				
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	
Total		0.0	0.00	Prof GPA _____ (QP/CR) minimum 2.75

Prerequisites & Program Requirements Physical Education & 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.

	Grade	Earned CR	QP
*BIOL 131: A & P II ("C" or better) (3)	_____	_____	_____
*BIOL 133: A & P II Lab ("C" or better) (1)	_____	_____	_____
*HLTH 210: Consumer/Environmental Health (3)	_____	_____	_____
*HLTH 260: Drugs & Society (3)	_____	_____	_____
*NUSC 261: Intro to Nutrition (3)	_____	_____	_____
*PHED 102: Instruct Strategies ("C" or better) (3)	_____	_____	_____
*PHED 236: Methods/Pre-Prac PK-2 ("C" or better) (1.5)	_____	_____	_____
*PHED 237: Methods/Pre-Prac 3-5 ("C" or better) (1.5)	_____	_____	_____
*PHED 238: Methods/Pre-Prac 6-8 ("C" or better) (1.5)	_____	_____	_____
*PHED 239: Methods/Pre-Prac 9-12 ("C" or better) (1.5)	_____	_____	_____
*All required for teacher prep admission			
AEXS 313: Physiology of Exercise (3)	_____	_____	_____
AEXS 319: Kinesiology/Biomechanics (3)	_____	_____	_____
BIOL 130: Anatomy & Physiology I (3)	_____	_____	_____
BIOL 132: Anatomy & Physiology I Lab (1)	_____	_____	_____
CISC 150: Digital Literacy (3)	_____	_____	_____
DANC 102: Introduction of Dance (3)	_____	_____	_____
EDUC 237: Found of Multicultural Ed (3)	_____	_____	_____
EDUC 328: Sheltered English Immersion (3)	_____	_____	_____
ENGL 113: College Writing I (3)	_____	_____	_____
ENGL 114: College Writing II (3)	_____	_____	_____
HLTH 304: Health Methods/Pre-prac ("C" or better) (3)	_____	_____	_____
HLTH 355: Human Sexuality (3)	_____	_____	_____
HLTH 360: Violence & Bullying Prev/Interv (3)	_____	_____	_____
HLTH 365: Dynamics of Psychosocial Hlth (3)	_____	_____	_____
MOSK 140: Skill Themes/Mvmt Concepts (0.5)	_____	_____	_____
MOST 105: Motor Development (3)	_____	_____	_____
MOST 206: Physics for Mvmt Sci Lab (0.5)	_____	_____	_____
MOST 224: Motor Learning (3)	_____	_____	_____
MOST 328: Psychology of Sport (3)	_____	_____	_____
MOST 410: Assessment of Mvmt & Sport (3)	_____	_____	_____
MOST 439: Sociology & Heritage of Sport in PE (3)	_____	_____	_____
PEAC 205/206/208: Lifeguard Training/WSI/Adpt Aq (1)	_____	_____	_____
OR PEAC 104: Swimming (0.5) and	_____	_____	_____
PEAC 115: Fitness Swimming (0.5)	_____	_____	_____
PEPC 100: Fit for Life (1)	_____	_____	_____
PEPC 180: Educational Gymnastics (0.5)	_____	_____	_____
PEPC 240: Target Games (0.5)	_____	_____	_____
PEPC 244: Basketball (0.5)	_____	_____	_____
PEPC 250: Territorial/Invasion Games (1)	_____	_____	_____
PEPC 258: Volleyball (0.5)	_____	_____	_____
PEPC 260: Striking Games (0.5)	_____	_____	_____

PEPC 263: Track & Field (0.5)	_____	_____	_____
PEPC 270: Racket Sports (1)	_____	_____	_____
PEPC 280: Outdoor Adventure (0.5)	_____	_____	_____
PHED 308: Adapted PE ("C" or better) (3)	_____	_____	_____
PHYS 205: Physics for Mvmt Science (3)	_____	_____	_____
PHYS 206: Sports Physics Lab (0.5)	_____	_____	_____
WLPL 201: Outdoor Pursuits (1)	_____	_____	_____
Coaching & Officiating Selective:			
PHED _____	_____	_____	_____
Plus any other MOSK/PEAC/PEPC 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.

Student _____ School _____ Grade Level _____

Semester _____ Start Date _____ End Date _____

Supervising Practitioner _____

Student expected graduation date _____ Today's Date _____

Check One:

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

Did you work with English Language Learners?

- ☐ Yes ☐ No

Check One:

- | | | |
|-----------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> ATPY 309 | <input type="checkbox"/> EDUC 362 | <input type="checkbox"/> PHED 239/639 |
| <input type="checkbox"/> COUN 665 | <input type="checkbox"/> EDUC 364 | <input type="checkbox"/> PHED 308/309 |
| <input type="checkbox"/> EDUC 101 | <input type="checkbox"/> EDUC 627/630 | <input type="checkbox"/> PHED 348 |
| <input type="checkbox"/> EDUC 225 | <input type="checkbox"/> EDUC 628 | <input type="checkbox"/> PHED 350 |
| <input type="checkbox"/> EDUC 232 | <input type="checkbox"/> EDUC 658 | <input type="checkbox"/> SCCN 601 |
| <input type="checkbox"/> EDUC 238 | <input type="checkbox"/> HLTH 304 | <input type="checkbox"/> SCIE 144 |
| <input type="checkbox"/> EDUC 250 | <input type="checkbox"/> HLTH 386 | <input type="checkbox"/> SPCO 599 |
| <input type="checkbox"/> EDUC 305 | <input type="checkbox"/> HLTH 387 | <input type="checkbox"/> OTHER _____ |
| <input type="checkbox"/> EDUC 318 | <input type="checkbox"/> MOST 105 | |
| <input type="checkbox"/> EDUC 327 | <input type="checkbox"/> PHED 102/104 | |
| <input type="checkbox"/> EDUC 328 | <input type="checkbox"/> PHED 236/636 | |
| <input type="checkbox"/> EDUC 329 | <input type="checkbox"/> PHED 237/637 | |
| <input type="checkbox"/> EDUC 342 | <input type="checkbox"/> PHED 238/638 | |

Time Record (IN HOURS)	
Observing Hours	
Assisting Hours	
Full Teaching Responsibility	
Total Hours (Sum of hours above)	

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: CISC 150; ENGL 113, 114, 209, 220, 241 or 242; HIST 103, 105, 106; HLTH 100; MATH 101, 105, 201; PHSC 105 or 110; SCIE 144; plus all EDUC courses except practicum and practicum seminar

Early Childhood: CISC 150; 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: CISC 150; 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; CISC 150; 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

AEXS 313; CISC 150; 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; CISC 150; 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. Pass Gateway Tasks I & II
4. Receive a passing score on the required subject test(s) of the MTEL.
5. "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, the seven 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)
6. Submission of Educator Preparation Program registration form to the Educator Preparation Office.

Standards for Practicum Placement:

1. Completion of all prerequisites defined for specific program (may be in process)
2. Continuance of a minimum 3.00 cumulative grade point average for all graduate courses taken (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. Pass Gateway Tasks I & II (this does not apply to school counselors)
5. Obtain a "B" or better in designated licensure courses
6. Demonstration of the personal characteristics needed to become an educator. (e.g. responsibility, dependability, perseverance, professionalism, and commitment to the field of education)
7. Recommendation for practicum placement by the appropriate department
8. CORI check & fingerprinting

Exit requirements:

1. Maintain admission requirements including minimum GPA.
2. Complete all required coursework
3. Demonstrate, through a performance assessment, 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: _____
 _____ Home Phone: _____
 Permanent Address (if different): _____ E-mail: _____
 _____ SC 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 _____

SPRINGFIELD COLLEGE
Educator Preparation & Licensure Office
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 pink copy will be mailed to the student and the original (with back-up) will be filed in the student's advisement file. The yellow copy is kept on file in the Educator Prep Office and the student is added to the cohort list.
- 4) 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.
- 5) The transcript review form is checked prior to students starting their official practicum to see if they have met all prerequisites and requirements. A letter is generated for students with outstanding prerequisites/requirements, requesting that they submit documentation to show they have met everything needed to qualify for licensure.
- 6) A checklist is kept to document the status of all transcript review forms. This list will be kept in front of the Transcript Review file.
- 7) When students have satisfied all requirements the director will initial and date the form on the upper right hand corner.
- 8) When doing the final degree audit, transcript review forms are checked to ensure that content knowledge has been verified.
- 9) When finished, the form will be filed in the student's file.

Transcript Review forms can be found on the Educator Preparation website:
<https://springfield.edu/educator-prep-and-licensure/graduate-faqs>

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

Candidate's Name

Undergraduate Institution

_____/_____/_____
Date of Graduation

Undergraduate Major

G.P.A.

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

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

THE EFFECTIVE TEACHER OF PHYSICAL EDUCATION DEMONSTRATES KNOWLEDGE OF:

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

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

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 DEMONSTRATES KNOWLEDGE OF:

Subject Matter Knowledge (Arts & Sciences coursework)	Documented Courses, Work Experience or Tests	Still Needed
Reading theory, research and practice; development of a listening, speaking and reading vocabulary; theories on the relationships between beginning writing and reading; theories of first and second language acquisition and development.		
English (Children's and young adult literature; adult literature, classical and contemporary works; genres, literary elements, and literary techniques; nature, history, and structure of the English language: lexicon and grammar; approaches and practices for developing skill in using writing tools; writing process and formal elements of writing and composition)		
Mathematics (Basic principles and concepts important for teaching elementary school mathematics in the following areas: number and operations, functions and algebra, geometry and measurement, statistics and probability)		
History and Social Science (Major developments and figures in Massachusetts and U.S. history from colonial times to the present; major developments and figures in world history, with stress on Western civilization; basic economic principles and concepts; basic geographical principles and concepts; U.S. political principles, ideals, founding documents, institutions, and processes, their history and development)		
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; science laboratory work)		
Child Development (Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence; characteristics and instructional implications of moderately and severely disabling conditions)		
Visual and Performing Arts (Basic principles and concepts in art, music, drama/theatre, dance)		
Physical Education (Basic principles and practices)		
Health (Basic principles and practices related to personal and family health)		

Comments:

Education Department Advisor

Date: ____/____/____

Arts and Sciences Faculty Reviewer

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:

Subject Matter Knowledge	Documented Courses, Work Experience or Tests	Still needed
Childhood & Adolescent Development		
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		
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		
Geography a. Major physical features of the world b. Key concepts of geography and its effects on various peoples		
Economics a. Fundamental economic concepts and economic reasoning b. American economic history		
Government a. Principles of American government and the Founding Documents of the United States b. Comparative government		
History and Philosophy of Science		
Methods and Sources for Research in History		

Comments:

Education Department Advisor

Date: ____/____/____

Arts and Sciences Faculty Reviewer

Date: ____/____/____

Director, Educator Preparation & Licensure

Date: ____/____/____

White – Advisor

Yellow – Educator Preparation

Pink – Student

FREQUENTLY ASKED QUESTIONS

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

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

What if I don't meet the admissions requirements?

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

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

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

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

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

You should plan to 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)

Springfield College MTEL Fact Sheet

ALL educator preparation students must pass Communication & Literacy Skills Test (01)*

- Reading and writing subtests may be taken separately
- Should be taken no 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)*

**Note: See next page for alternative assessments to the Com/Lit MTEL*

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 (190)
 - Should be taken as you are completing EDUC 327/627 [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 (190)
 - Should be taken as you are completing EDUC 327/627 [typically Nov/Dec of junior year]

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

- Biology test (13), English (61), History (06), Mathematics (Secondary) (63), Mathematics (Middle School) (65), 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.

The following MTEls are expected to be updated:

General Curriculum test (78) early 2023
 Early Childhood test (72) late 2022
 Biology test (66) Fall 2022
 History/Social Science test (73) early 2023
 Mathematics (Elementary) test (68) Fall 2022

The following alternative Assessments to the Communication and Literacy Skills MTEL are now available through June 30, 2024.

ETS – Praxis Core (Massachusetts Communication and Literacy Praxis Test)

- The two subtests required for the Massachusetts Communication and Literacy Praxis Test are:
 - Massachusetts Communication and Literacy Praxis Test: Reading
 - Massachusetts Communication and Literacy Praxis Test: Writing
- The Praxis Core Mathematics subtest is not required for the purposes of the alternative.
- In order for your scores to be automatically reported to DESE, please register using the Massachusetts specific registration link: [Praxis: Massachusetts](#).

ES – National Evaluation Series – Essential Academic Skills (NES-EAS)

- The two subtests required for the NES-EAS are:
 - NES-EAS: Reading
 - NES-EAS: Writing
- MTEL candidates are able to register for NES-EAS. These tests and preparation materials can be found on the MTEL website [Massachusetts Tests for Educator Licensure \(MTEL\) \(nesinc.com\)](#), effective July 20, 2021. Candidates must register from the MTEL website for their scores to be automatically reported to the Department and to Massachusetts educator preparation programs.
- In order for your scores to be automatically reported to the Department, please register using the Massachusetts specific registration link: [Essential Academic Skills](#).

MoGEA – Missouri General Education Assessment

- This test is administered by Evaluation Systems Group (ES) of Pearson
- The two subtests required for the MoGEA are:
 - MoGEA: Reading Comprehension and Interpretation subtest
 - MoGEA: Writing subtest
- In order for your scores to be automatically reported to the Department, please register using the Massachusetts specific registration link: [MoGEA \(866/867\)](#)
- The MoGEA is offered via Online proctoring only.

WEST-B – Washington Educator Skills Test

- This test is administered by Evaluation Systems Group (ES) of Pearson
- The two subtests required for the WEST-B are:
 - WEST-B: Reading subtest
 - WEST-B: Writing subtest
- In order for your scores to be automatically reported to the Department, please register using the Massachusetts specific registration link: [WEST-B: Reading, Writing \(895/896\)](#)
- The WEST-B is offered via Online proctoring only.

CASA – Core Academic Skills Assessment

- This test is administered by Evaluation Systems Group (ES) of Pearson
- The two subtests required for the CASA are:

- CASA: Reading subtest
 - CASA: Writing subtest
- In order for your scores to be automatically reported to the Department, please register using the Massachusetts specific registration link: [CASA: Reading, Writing \(801/803\)](#)
- The CASA is offered via Online proctoring only.

MTEL-Flex

MTEL-Flex provides an assessment option for MTEL candidates whose score on select MTEL test fields is very close to the passing score (within one standard error of measurement of passing). Candidates who meet the eligibility requirements (see below) have the opportunity to submit an MTEL-Flex assessment rather than retaking the full MTEL test. For MTEL-Flex, candidates provide an analysis of an MTEL test objective to demonstrate the depth of their subject matter knowledge. Candidates who pass MTEL-Flex will meet the subject matter test requirement for their license. For more details about the structure of the MTEL-Flex, please see the [MTEL website](#).

Content Areas

The MTEL-Flex is available for the following content area tests:

- English (61)
- English as a Second Language (54)
- Foundations of Reading (190)
- General Curriculum (003)
 - Multi-Subject
 - Mathematics
- History (06)
- Spanish (28)

At the point of registration, eligible candidates will be able to select one of two options for each content area that are derived from the existing MTEL test objectives.

Candidate Eligibility

Candidates may opt to take the MTEL-Flex if they scored within one standard error of measurement (SEM) of passing on the corresponding MTEL exam since the regulatory pilot allowing for alternative assessments was approved on October 20, 2020. Candidates should refer to the [MTEL website](#) to determine if they are eligible to take MTEL-Flex.

Fees

The cost of the MTEL-Flex is \$69 per submission for all tests, with the exception of the General Curriculum subtests which will be \$49 per submission.

Please see the [MTEL website](#) for more information.

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

NOTE: Both sections of Com/Lit must be passed BEFORE a student can do their final pre-practicum. (For many, this is in the spring of junior year.)



Massachusetts Tests for Educator Licensure® 2022–2023 TEST AND SCORE DATES

Visit www.mtel.nesinc.com for:

- Test information and preparation materials
- Online registration and registration status
- Test scores as soon as they are released

Complete
Registration
Information
Online

The MTEL tests are computer-based. Most tests are administered year-round by appointment, Monday–Saturday, excluding some holidays. Some tests are administered in scheduled windows (see on the back). Online proctoring is available for select tests. See the program website for score reporting dates for online proctored tests.

Bilingual Education, Communication and Literacy Skills, Early Childhood, Foundations of Reading, General Curriculum, and Vocational Technical Literacy Skills Test: Reading			
Test Dates	Score Report Date	Test Dates	Score Report Date
5/30/2022–6/12/2022	7/1/2022	2/6/2023–2/19/2023	3/10/2023
6/13/2022–6/26/2022	7/15/2022	2/20/2023–3/5/2023	3/24/2023
6/27/2022–7/10/2022	7/29/2022	3/6/2023–3/19/2023	4/7/2023
7/11/2022–7/24/2022	8/12/2022	3/20/2023–4/2/2023	4/21/2023
7/25/2022–8/7/2022	8/26/2022	4/3/2023–4/16/2023	5/5/2023
8/8/2022–8/21/2022	9/9/2022	4/17/2023–4/30/2023	5/19/2023
8/22/2022–9/4/2022	9/23/2022	5/1/2023–5/14/2023	6/2/2023
9/5/2022–9/18/2022	10/7/2022	5/15/2023–5/28/2023	6/16/2023
9/19/2022–10/2/2022	10/21/2022	5/29/2023–6/11/2023	6/30/2023
10/3/2022–10/16/2022	11/4/2022	6/12/2023–6/25/2023	7/14/2023
10/17/2022–10/30/2022	11/18/2022	6/26/2023–7/9/2023	7/28/2023
10/31/2022–11/13/2022	12/2/2022	7/10/2023–7/23/2023	8/11/2023
11/14/2022–11/27/2022	12/16/2022	7/24/2023–8/6/2023	8/25/2023
11/28/2022–12/11/2022	12/30/2022	8/7/2023–8/20/2023	9/8/2023
12/12/2022–12/25/2022	1/13/2023	8/21/2023–9/3/2023	9/22/2023
12/26/2022–1/8/2023	1/27/2023	9/4/2023–9/17/2023	10/6/2023
1/9/2023–1/22/2023	2/10/2023	9/18/2023–10/1/2023	10/20/2023
1/23/2023–2/5/2023	2/24/2023	10/2/2023–10/15/2023	11/3/2023

Biology, English, English as a Second Language, General Science, History, Mathematics, Mathematics (Elementary), Mathematics (Middle School), Physical Education, Reading Specialist, Sheltered English Immersion			
Test Dates	Score Report Date	Test Dates	Score Report Date
5/30/2022–6/26/2022	7/15/2022	2/6/2023–3/5/2023	3/24/2023
6/27/2022–7/24/2022	8/12/2022	3/6/2023–4/2/2023	4/21/2023
7/25/2022–8/21/2022	9/9/2022	4/3/2023–4/30/2023	5/19/2023
8/22/2022–9/18/2022	10/7/2022	5/1/2023–5/28/2023	6/16/2023
9/19/2022–10/16/2022	11/4/2022	5/29/2023–6/25/2023	7/14/2023
10/17/2022–11/13/2022	12/2/2022	6/26/2023–7/23/2023	8/11/2023
11/14/2022–12/11/2022	12/30/2022	7/24/2023–8/20/2023	9/8/2023
12/12/2022–1/8/2023	1/27/2023	8/21/2023–9/17/2023	10/6/2023
1/9/2023–2/5/2023	2/24/2023	9/18/2023–10/15/2023	11/3/2023

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MA-AF-20222023_06

Business, Chemistry, Digital Literacy and Computer Science, Earth Science/Earth and Space Science, Health/Family and Consumer Sciences, Mathematics/Science (Middle School), Middle School Humanities, Music, Physics, Technology/Engineering, Theater, Visual Art, and Vocational Technical Literacy Skills Test: Writing			
Test Dates	Score Report Date	Test Dates	Score Report Date
5/2/2022–6/26/2022	7/15/2022	2/6/2023–4/2/2023	4/21/2023
6/27/2022–8/21/2022	9/9/2022	4/3/2023–5/28/2023	6/16/2023
8/22/2022–10/16/2022	11/4/2022	5/29/2023–7/23/2023	8/11/2023
10/17/2022–12/11/2022	12/30/2022	7/24/2023–9/17/2023	10/6/2023
12/12/2022–2/5/2023	2/24/2023		

Chinese (Mandarin), French, German, Italian, Portuguese, Russian, Spanish		
Fields	Testing Window	Score Report Date
026 French, 028 Spanish ONLY	9/19/2022–10/2/2022	11/4/2022
ALL LANGUAGES FIELDS	11/14/2022–11/27/2022	12/30/2022
ALL LANGUAGES FIELDS	3/6/2023–3/19/2023	4/21/2023
029 Chinese (Mandarin), 026 French, 028 Spanish ONLY	5/1/2023–5/14/2023	6/16/2023
026 French, 028 Spanish ONLY	6/26/2023–7/9/2023	8/11/2023

Adult Basic Education, Dance, Latin and Classical Humanities, and Political Science/Political Philosophy			
Testing Window	Score Report Date	Testing Window	Score Report Date
9/19/2022–10/16/2022	11/4/2022	3/6/2023–4/2/2023	4/21/2023
11/14/2022–12/11/2022	12/30/2022	5/1/2023–5/28/2023	6/16/2023

Academically Advanced and Speech			
Testing Window	Score Report Date	Testing Window	Score Report Date
9/19/2022–10/16/2022	11/4/2022	3/6/2023–4/2/2023	4/21/2023



Massachusetts Tests for Educator Licensure® (MTEL®)

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
Teletypewriter (TTY-NET relay): (800) 439-2370
Website: www.doe.mass.edu/licensure

If you have questions about registration and taking your test, scoring and reporting, or requesting alternative testing arrangements, visit www.mtel.nesinc.com or contact:

Massachusetts Tests for Educator Licensure
Evaluation Systems
Pearson
300 Venture Way
Hadley, MA 01035
Telephone: (866) 565-4894 (toll free)



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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. Go to www.pearsonvue.com/mtel to check seat availability.

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 the various tests are received at different intervals. See score report dates for specifics.

Test fees

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	\$166

Go to www.mtel.nesinc.com for further information and/or to register for MTEL

**SPRINGFIELD COLLEGE
EDUCATOR PREPARATION & LICENSURE OFFICE
MTEL TEST-FEE VOUCHER REQUEST**

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 to:**

**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:

Test(s) requesting MTEL voucher for: _____

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

www.mtel.nesinc.com

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) 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.
- Grammar & Usage (ENGL 220) is not a required course. You may want to 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 Learning Commons 3rd Floor 413-748-3389
Writing & Reading Support Services Peer Tutors MTEL special accommodations assistance

MTEL Assistance Program

MTEL COORDINATOR: Katy Reed kreed@springfieldcollege.edu Office – Blake 368 Contact: 413-496-2547 (C)

Reading & Writing Specialists:

Helen Kidess (both)	413-330-4219 (c)	413-782-7547
Alanna Grady (both)	agrady@springfieldcollege.edu	
Emily Bellin (both)	ebellin@springfieldcollege.edu	858-822-8122

Mathematics Specialists:

David Nortz	davenortz@comcast.net	413-783-8664
Sarah Bateman	Sbateman0611@gmail.com	

General Curriculum Multi-Subject Specialists:

Amy Goldman	agoldman2@springfieldcollege.edu	413-575-3073
Emily Bellin	ebellin@springfieldcollege.edu	858-822-8122

Early Childhood Specialist:

Amy Goldman	agoldman2@springfieldcollege.edu	413-575-3073
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Foundations of Reading Specialists:

Amy Goldman	agoldman2@springfieldcollege.edu	413-575-3073
Emily Bellin	ebellin@springfieldcollege.edu	858-822-8122

History Specialist:

Ian Delahanty	idelahanty@springfieldcollege.edu	508-944-3422
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Physical Education/Health Specialist:

Linda Davis-Delano	Ldelano@springfieldcollege.edu	
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Science Faculty Tutor:

Hai Kinal	hkinal@springfieldcollege.edu	413-748-3690
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Massachusetts Tests for Educator Licensure (MTEL) Communication & Literacy Skills

Resources for Reading & Writing Subtests

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

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

Texas Academic Skills Program: Preparation Guide (Cliffs Test Prep). Jerry Bobrow (1994) Cliffs Notes, Lincoln, NB

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

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

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

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

<http://www.prepforward.com/programs/mtel/> Online MTEL prep courses for reading or writing - \$275

A Writer's Reference (6th edition) by Diana Hacker, Copyright 2007 by Bedford/St. Martin's. Read and review the sections entitled “Grammatical Sentences,” “Punctuation,” and “Mechanics.” Other useful Diana Hacker books are *Exercises to Accompany a Writer's Reference: Compact Format*, and *Development Exercises to Accompany a Writer's Reference*.

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, 2006).

Websites - Mechanics/Grammar support

Grammar bytes www.chompchomp.com

Grammar book www.grammarbook.com

Purdue University <http://owl.english.purdue.edu>

Tidewater Community College www.tcc.edu/student-services/academic-success/tutoring-writing

Judy Vorfeld's Grammar help <http://editingandwritingservices.com/writing-center/>

Univ. of IL Grammar Handbook <https://writersworkshop.illinois.edu/resources-2/writer-resources/>

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

http://www.mtel.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_MTELPractice.html

THEA Practice Test

www.thea.nesinc.com/practice.htm

CBEST Practice Test (CA Teacher's Test)

www.cbest.nesinc.com

Illinois Basic Skills Diagnostic Practice Test

www.il.nesinc.com

Arizona Educator Proficiency Assessments

http://www.aepa.nesinc.com/Content/Docs/AZ_Fields96_98_StudyGuide.pdf

Massachusetts Tests for Educator Licensure (MTEL) Subject Tests

To self-enroll in any Brightspace MTEL Test Preparation Classroom, go into Brightspace → Self registration for MTEL course offerings, and choose one of the following: **Physical Education, Health Education, Foundations of Reading, Early Childhood and General Curriculum**

<http://www.prepforward.com/programs/mtel/> Help for **general curriculum math subtest, foundations of reading & middle school math** – online prep course \$450; online diagnostic exam \$25; webinar for **general curriculum math subtest** – free

<https://lesley.edu/academics/graduate-school-of-education/certification-and-educator-licensure/mtel-workshop-schedule> Workshops for **general curriculum, early childhood & foundations of reading**

<http://debraborkovitz.com/45-random-questions/> MTEL **general curriculum mathematics** practice

www.GOAcademy.com **mathematics, general curriculum (math & multi-subject), early childhood & foundations of reading** workshops

www.youtube.com/watch?v=i62SloqXqmE MTEL **general curriculum mathematics** practice

<http://www.doe.mass.edu/mcas/release.html> Released MCAS test items with answer key for **mathematics, ELA, and Science & Technology/Engineering**

MTEL 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.

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

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

Inquiry Into Life. Sylvia S. Mader. (13th edition). McGraw-Hill (**biology & general curriculum multi-subject**)

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

READY for RICA: A Test Preparation Guide for California's Reading Instruction Competence Assessment (2nd Edition). James J. Zarrillo. (2004) Pearson Education, Inc., Upper Saddle River, NJ 07458 (**foundations of reading**)

National Institute of Child Health and Human Development. (2006). *Report of the National Reading Panel. Put Reading First: The Research Building Blocks For Teaching Children to Read*. Retrieved from <https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf> **(foundations of reading)**

RICA Practice Test https://www.ctcexams.nesinc.com/content/docs/RICA_Practice_Test.pdf
(foundations of reading)

CSET Practice Tests **(subject tests)**
http://www.ctcexams.nesinc.com/PageView.aspx?f=GEN_PreparationMaterials.html

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).

Speech to Print: Language Essentials for Teachers. Louisa A. Moats, Ph.D. (2000) Paul H. Brooks Publishing Co. **(foundations of reading)**

Sound it Out. John Savage. (2001) McGraw-Hill. **(foundations of reading)**

Teaching Reading in the 21st Century. Michael F. Graves, C. Juel, B. Graves, P. Dewitz. (2010) Pearson. **(foundations of reading)**

Teaching Reading in Today's Elementary Schools, Burns, Row, and Smith. Boston: Houghton Mifflin, 2002. Read Burns' chapter 3 on word recognition. **(foundations of reading)**

Phonics They Use, Cunningham, Patricia. New York: Harper Collins, 2000. **(foundations of reading)**

The Beginning Reading Handbook, Head-Taylor, Gail. Portsmouth, NH: Heinemann, 2001. **(foundations of reading)**

Language Arts: Content and Teaching Strategies, Tompkins, Gail. New Jersey: Merrill Prentice Hall, 2002. **(foundations of reading)**

Phonics, Phonemic, and Word Analysis for Teachers: An Interactive Tutorial, Wilson, R.M., et al. 7th edition. New York: Prentice Hall, 2000. **(foundations of reading)**

Phonics, Phonemic Awareness and Word Analysis for Teachers, An Interactive Tutorial, Leu, Kinzer, Wilson & Hall. (2012) Pearson. **(foundations of reading)**.

MTEL General Curriculum (03) Study Guide: MTEL Test Prep and Practice Questions. (2014) Trivium Test Prep

Concepts & Principles of Physical Education. Bonnie S. Mohnsen. (2010) AAHPERD **(physical education)**

Physical Education Test Prep Quizlet developed by Brendan Abad '17:
<https://quizlet.com/BrendanAbad/folders/physical-education-mtel/sets>

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	\$166

What is the process if I need testing accommodations?

Pearson MTEL Testing Accommodation Process:

1. When a student is active with **Learning Support Services** within the **Academic Success Center** at Springfield College, the student can request accommodations from Pearson when taking an MTEL exam.
2. The first step is for the student to notify the Director of Learning Support Services.
3. The Director will then complete the MTEL form for this process: *MTEL Institution's Verification of Documentation* form.
4. This form, once complete, **MUST** be printed on Springfield College letterhead for submission to Pearson.
5. The student will also have individual paperwork (for which they are responsible for bringing to LSS) to be submitted to Pearson along with the *Verification of Documentation* form as a complete packet.
6. The Administrative Assistant for the Academic Success Center will review the paperwork to ensure that the student's name appears the same on all forms and that the packet is complete.
7. The goal of this process is to eliminate the possible delays/conflicts that arise when the student paperwork is submitted separate from the *Verification of Documentation* form to Pearson.
8. The paperwork will be faxed to Pearson by the Administrative Assistant for the Academic Success Center.
9. Once faxed, the original copies of the forms will be held in the student's Learning Support Services folder in the ASC department.

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/>
 - 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 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
 - 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).
Note: Individuals for whom English is not a primary language and examinees with disabilities can request additional time.

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_Alternative_Arrangements.html
 - (2) For questions regarding alternative testing arrangements, please call MTEL Customer Service at (866) 565-4894 or (413) 256-2892.

- 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 (vannear@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. [NOTE: If part-time one semester, you will be expected to go into your school even if SC classes are not in session (e.g., August, January, Spring Break).
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 for their on-the-floor teaching will be recommended for licensure. It is possible to earn an overall grade for practicum that is lower than a "B-" if written assignments are poorly done. (Institutional licensure recommendations/endorsements are noted on the College transcripts.) Students who receive a letter grade of "**C+**" or lower for their on-the-floor teaching 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. It is possible to earn an overall grade for SPCO 599 higher than a "C+" if written assignments are well done.
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.

Springfield College
 Office of Educator Preparation & Licensure
 263 Alden Street, Springfield, MA 01109
 (413) 748-3155 - vannear@springfieldcollege.edu
 Mail or e-mail scanned & signed copy to address above

INSTITUTIONAL VERIFICATION OF GOOD STANDING

SECTION A

TO BE COMPLETED BY APPLICANT

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

SECTION B

TO BE COMPLETED BY COLLEGE/UNIVERSITY

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 at the address above.

- 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 _____

Return this form to Springfield College at the address above

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. CORI & Fingerprinting

The state requires that students placed in Massachusetts schools complete a fingerprint-based background check in addition to the CORI (Criminal Offender Record Information) form. This needs to be taken care of once site(s) are good to go. More information and forms are available on the Educator Preparation & Licensure Office’s PrideNet page.

8. 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.

9. Confirmation of Placement

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

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

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

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, Valerie Annear (vannear@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: _____ MEPID #: _____

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:**
Valerie Annear, 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

Where will you live?

☐ Springfield area ☐ Other

If other, where? _____

Semester Preference

☐ Fall ☐ Spring

Placement Site Preference (e.g., urban/suburban, distance from campus)

☐ No Preference (if you have a preference write it in the box below)

Grade Level Preference (Must be at a different level than pre-practicum)

☐ Elementary ☐ Middle School* ☐ High School

☐ PK-8 ☐ 5-12 If middle school, choose one level*

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

OFFICE OF EDUCATOR PREPARATION & LICENSURE**UNDERGRADUATE PRACTICUM APPLICATION****Physical Education****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”.

Course Information			Course Completed			Incomplete	
Course Name and ID			Grade	Fall/ Spring	Year	Enrolled now	Will Enroll
AEXS	313	Physiology of Exercise					
AEXS	319	Kinesiology/Biomechanics					
BIOL	130	Anatomy & Physiology I					
BIOL	131	Anatomy & Physiology II*					
BIOL	132	Anatomy & Physiology I Lab					
BIOL	133	Anatomy & Physiology II Lab*					
CISC	150	Digital Literacy					
DANC	102	Introduction to Dance					
EDUC	237	Foundations of Multicultural Education					
EDUC	328	Sheltered English Immersion					
HLTH	101	Physical Health & Wellness					
MOSK	140	Skill Themes/Movement Concepts					
MOST	105	Motor Development					
MOST	206	Physics for Movement Science Lab					
MOST	224	Motor Learning					
MOST	328	Psychology of Sport					
MOST	410	Assessment of Movement and Sport					
MOST	439	Sociology and Heritage of Sport in PE					
PEPC	100	Fit for Life					
PHED	102	Instructional Strategies*					
PHED	___	Coaching Selective					
PHED	236	PE Methods PreK-2*					
PHED	237	PE Methods 3-5*					
PHED	238	PE Methods 6-8*					
PHED	239	PE Methods 9-12*					
PHED	308	Adapted PE*					
PHED	348/ 350	Elem/Sec Pre-Practicum					
PHYS	205	Physics for Movement Science					
PHYS	206	Sports Physics Lab					

* Denotes a class with a grade requirement of a C or better

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.

OFFICE OF EDUCATOR PREPARATION & LICENSURE
 UNDERGRADUATE PRACTICUM APPLICATION
Physical Education



Pre-Practicum information

Fill out the prompts below for PHED 348/350

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.

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.

Test	I Passed!	Date planned for test
MTEL Reading	<input type="checkbox"/>	_____
MTEL Writing	<input type="checkbox"/>	_____
MTEL PE	<input type="checkbox"/>	_____

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

Where will you live?

☐ Springfield ☐ Other _____

OFFICE OF EDUCATOR PREPARATION & LICENSURE
UNDERGRADUATE PRACTICUM APPLICATION
Elementary *and/or* Special Education



Placement Preference Information

Placement Site Preference (e.g., urban/suburban, distance from campus)

☐ No Preference (if you have a preference write it in the box below)

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 over two semesters. 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:

OFFICE OF EDUCATOR PREPARATION & LICENSURE

UNDERGRADUATE PRACTICUM APPLICATION

Elementary *and/or* Special Education**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.

Course Information			Course Completed			Incomplete	
Course Name and ID			Grade	Fall/ Spring	Year	Enrolled now	Will Enroll
BIOL	101/102	Modern Biology/Lab					
CISC	150	Digital Literacy					
EDUC	101	Schools, Society and Diverse Learners					
EDUC	162	Exceptional Children					
EDUC	210	Children’s Literature					
EDUC	232	Teaching Elementary Math					
EDUC	237	Multicultural Education					
EDUC	238	Pre-Practicum*					
EDUC	250	Childhood and Adolescent Develop					
EDUC	305	Teaching Elementary Social Studies					
EDUC	327	Teaching Reading and Language Arts					
EDUC	329	Sheltered English Instruction					
EDUC	342	Curr. and Assessment in Special Ed.					
EDUC	362	Instr. Strat. Exceptional Learners					
ENGL	113	College Writing I					
ENGL	114	College Writing II					
ENGL	160	Intro to Literary Studies					
ENGL	209	World Literature					
ENGL	241/242	American Literature I / II					
HIST	103	World History					
HIST	105	Colonial America – Civil War					
HIST	106	Civil War – Modern America					
MATH	101	Foundations of Math					
MATH	105	Survey of Algebra and Geo. (or higher)					
MATH	201	Applications of Math					
PHSC	105/110	Physical Science / Earth Science					
SCIE	144	Learning and Teaching Science					

* 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

Application Approval: _____ Date _____
 Signature of Education Advisor

Application Approval: _____ Date _____
 Signature of Education Department Chair

MTEL Tests

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

Test	I Passed!	Date planned for test
MTEL Reading	<input type="checkbox"/>	_____
MTEL Writing	<input type="checkbox"/>	_____
MTEL Foundations Of Reading	<input type="checkbox"/>	_____
MTEL General Curriculum: Multi-Subject	<input type="checkbox"/>	_____
MTEL General Curriculum: Math	<input type="checkbox"/>	_____

OFFICE OF EDUCATOR PREPARATION & LICENSURE**GRADUATE PRACTICUM APPLICATION****School Counseling****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 list of all the courses you have completed in your major.
4. Get approval from the School Counseling Program Director. Make sure page four gets signed and dated by the Program Director.
5. Return this form along with the list of art courses 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**GRADUATE PRACTICUM APPLICATION****School Counseling****Placement Preference Information****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_____****Adjustment Counseling Placement Spring of 20_____ OR Continue Guidance Placement Spring of 20_____****First Adjustment Counseling 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 at your suggested site, please choose the level and type of school setting you prefer:

☐ High School☐ Middle School☐ Elementary School**Placement site:**☐ No Preference☐ Urban (within 20 min/3-15 miles)☐ Suburban (20-45 min/10-30 mi)

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

OFFICE OF EDUCATOR PREPARATION & LICENSURE
GRADUATE PRACTICUM APPLICATION
School Counseling



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.

Course Information			Course Completed			Incomplete	
Course Name and ID			Grade	Fall/ Spring	Year	Enrolled now	Will Enroll
*SCCN	601	Foundations of School Counseling					
COUN	603	Assessment Appraisal & Testing					
COUN	613	Prof Orientation & Ethical Practice					
COUN	614	Counseling Diverse Populations					
COUN	617	Psychopathology					
COUN	622	Counseling Theories					
COUN	625	Group Work: Theories & Practice					
COUN	629	Counseling Skill Development					
COUN	634	Human Dev Across the Lifespan					
COUN	643	Career Counseling & Development					
COUN	645	Consultation & Collaboration in Schools					
COUN	665	Prevention & Intervention in Schools					
**EDUC/ **COUN	640/ 580	Behavior Management OR Special Topics					
EDUC	658	Exceptional Learners					

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

** Required course for Adjustment Counseling

OFFICE OF EDUCATOR PREPARATION & LICENSURE
GRADUATE PRACTICUM APPLICATION
School Counseling



Pre-Practicum information

Fill out the prompts below if you took SCCN 601

School _____ City _____

Dates _____ Grade level _____ Hours _____

Fill out the prompts below if you took COUN 665

School _____ City _____

Dates _____ Grade level _____ Hours _____

Other Information

Students must maintain a minimum cumulative academic index of 3.0.

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

Approval

Application Approval: _____ Date _____
 Signature of 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.

Test	I Passed!	Date planned for test
MTEL Reading	<input type="checkbox"/>	_____
MTEL Reading	<input type="checkbox"/>	_____

SAMPLE EDUCATOR RESUMES

	NAME	
	Email	
	Temporary Address	Permanent Address
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 (AAHPERD) Past President's Scholarship Award, 2000 National Association for Sport and Physical Education (NASP) Eric Palmer Memorial Award 1995 Nominated for Springfield College Parent's Association Award, 2001	
TEACHING EXPERIENCE	Southampton Road Elementary School, Westfield, MA Spring 2002 Springfield College Child Development Center, August-October 2000 ELEMENTARY DeBerry Elementary School Springfield, MA September-December 2000 Bowles Elementary School, Springfield, MA September-December 2000	
	<ul style="list-style-type: none"> ▪ 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 eighth grade as President of the Physical Education Majors Club 	
SECONDARY	Rebecca Johnson School, Springfield, MA January-May 2003 Westfield High School, Westfield, MA Spring 2002 Westfield High School, Westfield, MA January-May 2000	
	<ul style="list-style-type: none"> ▪ 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 	

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

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

GUIDANCE EXPERIENCE

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

RELATED EXPERIENCE

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

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

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

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

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

1. Email the teacher/counselor, introduce yourself as a student from Springfield College who has requested to do a practicum at their school. Tell them you are contacting them to set up a meeting/interview. Remind them 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/counselor or other individuals(s) listed below.
3. 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 _____
PE/ECED/ELEM/SEC/HLTH/COUN

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/counselor, principal, other teachers/counselors, 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**

Springfield College
Educator Preparation & Licensure
Administration Bldg, Rm 209

The state requires that students placed in Massachusetts schools complete a fingerprint-based background check in addition to the CORI check.

You must make an appointment right away. Time slots fill up quickly! Each school district has been assigned a Provider Identification Number (Provider ID). [You can have your results **sent to up to ten school districts for the same fee.**]

See the list of local school districts on the back of this page for their Provider IDs. For school districts not listed, go to: <http://profiles.doe.mass.edu/search/search.aspx?leftNavId=>.

- Under Type(s): Select: *Public School District*
- Click “get results” to find the Provider ID for each preferred district

After getting the Provider IDs, you must register online for an appointment at a fingerprinting location. The nearest locations to the College are located in Springfield, Westfield and Pittsfield. For additional centers, directions and hours of operation go to:

<https://www.l1enrollment.com/locations/?st=ma>.

Go to the top of the Location Page and click on “click here to schedule online”

- Choose “Register for In-State Digital Fingerprinting Services”
- Agency/Sector: choose “Pre-K-12th Grade Education (ESE)”
- Click “Go”, Confirm Agency
- Fingerprint Reason: Select “All Other School Personnel” *unless you are one of the few graduate students who is already a licensed educator (then choose “licensed educator”)*
- Go
- Enter your first Provider ID in the appropriate box, click “Add Provider” once the district appears below, enter a new Provider ID and click “add provider” again
- Repeat for all districts that you want to receive your results, when finished click “Save and Continue”
- Enter your zip code and press “Go”
- Find a location near you to schedule an appointment and enter personal information
- Complete the back of this page and return to the Educator Prep Office

Schedule your appointment right away! Bring the email containing your registration confirmation number and a photo ID with you to your fingerprinting appointment. Fingerprints will not be taken without identification. Once you are fingerprinted, you will be given a receipt. Make three (3) copies of the receipt and keep the original in a safe place. Bring one copy to the Educator Preparation Office and hold on to the other copies as many districts will request a copy.

The fee is \$35 for student interns and \$55 if you are already a licensed educator. Online payment options include credit cards and e-Check. Payments made in person must be made by check or money order.

Springfield College
Educator Preparation & Licensure
Administration Bldg, Rm 209

This form must be completed and returned along with a copy of the fingerprinting receipt to the Educator Preparation Office as soon as you are fingerprinted.

Name _____

Please circle all districts which you selected to receive your results. If any district which you selected is not listed, please specify below.

Below are the Provider IDs for the districts most commonly used by SC:

Agawam	00050000	Ludlow	01610000
Chicopee	00610000	South Hadley	02780000
East Longmeadow	00870000	Springfield	02810000
Holyoke	01370000	West Springfield	03320000
Longmeadow	01590000	Wilbraham	06800000

Additional Districts Provider IDs:

Amherst	06050000	Monson	01910000
Belchertown	00240000	Northampton	02100000
Easthampton	00860000	Southampton	02750000
Granby	01110000	Southwick	07660000
Hadley	01170000	Westfield	03250000

Other: _____

Disclaimer: We cannot guarantee how long school districts will keep your results on file.

NOTE: In the event you get employed in a district you did not select, the district may accept the "suitability determination." See "Fingerprinting and CORI Information for Practicum" found in PrideNet, Academics, Educator Preparation & Licensure Information then MA Fingerprinting.

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

PRACTICUM OBJECTIVES AND ASSESSMENT

The objectives for the practicum experience include the subject matter knowledge (SMK) topics listed in the Massachusetts Regulations for Teacher Licensure and SMK guidelines, the Professional Standards for Teaching and the seven essential elements detailed in the Candidate Assessment of Performance (CAP) rubric (see Section III). Informal observations are often done by the supervising practitioner (SP) in addition to the required four formal observations by the supervising practitioner and program supervisor (PS), any additional observations done by the PS, teacher candidate analysis of a video of a lesson, and all written assignments, serve as a basis for assessing the teacher candidate's performance. Examples of detailed assessment documentation used to show successful completion of these standards are as follows:

Subject Matter Knowledge (SMK): Items used as evidence in assessing SMK are the preservice teacher's lesson plans, unit plans, lesson video and all observation forms completed by the supervising practitioner and the program supervisor. In addition, successful completion of certain coursework taken by the preservice teacher may be used to demonstrate knowledge of some topics. [Note: In addition, a transcript review is completed for all candidates completing a post-baccalaureate approved program.]

Professional Standards for Teachers: Listed below are the four professional standards for teachers: 1. Curriculum, Planning and Assessment; 2. Teaching All Students; 3. Family and Community Engagement; 4. Professional Culture. All of the indicators listed are introduced, practiced or demonstrated in coursework and/or field-based experiences that are part of the preparation program for teacher candidates. *The indicators in italics are the indicators that teacher candidates must demonstrate to be deemed ready to teach.* For the rest of the indicators it is ideal if teacher candidates have the opportunity to practice, be observed and to receive feedback during the practicum. See chart in Section III that details evidence required to demonstrate each essential element.

(1) Curriculum, Planning, and Assessment standard: 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.
<i>(a) Curriculum and Planning indicator: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.</i>
<i>(b) Assessment indicator: Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences, and improve future instruction.</i>
<i>(c) Analysis indicator: Analyzes data from assessments, draws conclusions, and shares them appropriately. (Get practice if possible, do not need to demonstrate)</i>
<i>SEI Indicator (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.</i>
<i>SEI Indicator (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.</i>
(2) Teaching All Students standard: 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.
<i>(a) Instruction indicator: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.</i>

<i>(b) Learning Environment indicator: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.</i>
<i>(c) Student Learning indicator: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement. For teachers who are responsible for direct instruction, these measures must include student progress on common assessments and, where available, statewide student growth measures. (Get practice if possible, do not need to demonstrate)</i>
<i>(d) Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.</i>
<i>(e) Expectations indicator: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.</i>
<i>SEI Indicator (b) Uses effective strategies and techniques for making content accessible to English language learners.</i>
<i>SEI Indicator (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.</i>
(3) Family and Community Engagement standard: Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.
<i>(a) Engagement indicator: Welcomes and encourages every family to become active participants in the classroom and school community. (Get practice, if possible do not need to demonstrate)</i>
<i>(b) Collaboration indicator: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school. (Get practice, if possible do not need to demonstrate)</i>
<i>(c) Communication indicator: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance. (Get practice, if possible do not need to demonstrate)</i>
<i>SEI Indicator (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. (Get practice, if possible do not need to demonstrate)</i>
(4) Professional Culture standard: Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.
<i>(a) Reflection indicator: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.</i>
<i>(b) Professional Growth indicator: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles. (Introduce: Show understanding through coursework or field based experiences.)</i>
<i>(c) Collaboration indicator: Collaborates effectively with colleagues on a wide range of tasks. (Get practice, if possible do not need to demonstrate)</i>
<i>(d) Decision-making indicator: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning. (Introduce: Show understanding through coursework or field based experiences.)</i>
<i>(e) Shared Responsibility indicator: Shares responsibility for the performance of all students within the school. (Introduce: Show understanding through coursework or field based experiences.)</i>
<i>(f) Professional Responsibilities indicator: Is ethical and reliable, and meets routine responsibilities consistently.</i>

The chart below contains the 4 standards, 16 indicators and 29 elements that all Massachusetts teachers are required to demonstrate. Highlighted in bold are the **seven essential elements** that teacher candidates must demonstrate in order to be deemed ready to teach. These seven essential elements are further detailed in the Candidate Assessment of Performance (CAP) rubric (see Section III). The assessment of candidate readiness through CAP is made using multiple measures. There are four major categories of evidence required in CAP: observations, measure of student learning, student feedback, and candidate artifacts.

Teacher Rubric At-A-Glance [DESE Model Classroom Teacher Rubric, August 2018 page iii]

Standard I: Curriculum, Planning & Assessment

A. Curriculum and Planning Indicator

- 1. Subject Matter Knowledge**
2. Child and Adolescent Development
- 3. Well-Structured Units & Lessons**

B. Assessment Indicator

1. Variety of Assessment Methods
- 2. Adjustments to Practice**

C. Analysis Indicator

1. Analysis and Conclusions
2. Sharing Conclusions With Colleagues
3. Sharing Conclusions With Students

Standard II: Teaching All Students

A. Instruction Indicator

1. Quality of Effort and Work
2. Student Engagement
- 3. Meeting Diverse Needs**

B. Learning Environment Indicator

- 1. Safe Learning Environment**
2. Collaborative Learning Environment
3. Student Motivation

C. Student Learning Indicator

D. Cultural Proficiency Indicator

1. Creates and Maintains a Respectful Environment

E. Expectations Indicator

- 1. High Expectations**
2. Access to Knowledge

Standard III: Family and Community Engagement

A. Engagement Indicator

1. Family Engagement

B. Collaboration Indicator

1. Learning Expectations
2. Curriculum Support

C. Communication Indicator

1. Culturally Proficient Communication

Standard IV: Professional Culture

A. Reflection Indicator

- 1. Reflective Practice**
2. Goal Setting

B. Professional Growth Indicator

1. Professional Learning and Growth

C. Collaboration Indicator

1. Professional Collaboration

D. Decision-Making Indicator

1. Decision-making

E. Shared Responsibility Indicator

1. Shared Responsibility

F. Professional Responsibilities Indicator

1. Judgment
2. Reliability and Responsibility

Crosswalk of CAP's Seven Essential Elements to PST Indicators

The Seven Essential Elements of CAP represent skills that are deemed essential to effective practice, such that the absence of a teacher's competency in the skill would likely put students at risk. These elements are also aligned to and representative of PST Indicators that all teacher candidates must be able to "demonstrate" by the conclusion of the preparatory experience.

When rating an element, supervisors should also be examining a candidate's practice associated with the PSTs that align with that element. The teacher candidate should demonstrate the PSTs to be fully proficient in an element.

Essential Element	PST Indicators (identified at the "Demonstrate" level of practice)
1.A.1 Subject Matter Knowledge	<ul style="list-style-type: none"> • 1(a) Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and selects, adapts as necessary, and implements effective and rigorous standards-aligned curricular materials consisting of well-structured units and lessons with measurable outcomes. • 2(a) Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. • 2(d) Expectations: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students. • 4(f) Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently. • SEI (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.
1.A.3 Well-Structured Units and Lessons	<ul style="list-style-type: none"> • 1(a) Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and selects, adapts as necessary, and implements effective and rigorous standards-aligned curricular materials consisting of well-structured units and lessons with measurable outcomes. • SEI (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges. • 2(b) Learning Environment: Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning. • 2(f) Classroom Management: Employs a variety of classroom management strategies to monitor, modify, and motivate positive student behavior and to establish and maintain consistent routines and procedures. • 4(f) Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.

1.B.2
Adjustments
to Practice

- **1(b) Assessment:** Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction.
- **4(f) Professional Responsibilities:** Is ethical and reliable, and meets routine responsibilities consistently.

2.A.3
Meeting
Diverse
Needs

- **SEI (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.
- **2(a) Instruction:** Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
- **2(c) Cultural Proficiency:** Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.
- **2(d) Expectations:** Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.
- **2(f) Classroom Management:** Employs a variety of classroom management strategies to monitor, modify, and motivate positive student behavior and to establish and maintain consistent routines and procedures.
- **SEI (b)** Uses effective strategies and techniques for making content accessible to English language learners.
- **SEI (d)** Creates and maintains a safe collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort, and performance.
- **4(f) Professional Responsibilities:** Is ethical and reliable, and meets routine responsibilities consistently.

2.B.1
Safe
Learning
Environment

- **SEI (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.
- **2(b) Learning Environment:** Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.
- **2(c) Cultural Proficiency:** Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.
- **2(f) Classroom Management:** Employs a variety of classroom management strategies to monitor, modify, and motivate positive student behavior and to establish and maintain consistent routines and procedures.
- **4(f) Professional Responsibilities:** Is ethical and reliable, and meets routine responsibilities consistently.

2.E.1
High
Expectations

- **SEI (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.
- **2(a) Instruction:** Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
- **2(d) Expectations:** Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.
- **4(f) Professional Responsibilities:** Is ethical and reliable, and meets routine responsibilities consistently.

4.A.1
Reflective
Practice

- **4(a) Reflection:** Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.
- **4(f) Professional Responsibilities:** Is ethical and reliable, and meets routine responsibilities consistently.

DESCRIPTION OF PRACTICUM FORMS

Rubric Summary and Self-Assessment (which includes a Draft Professional Practice Goal)

Prior to the start of the practicum the candidate will reflect on their previous teaching experience and go into the DESE CAP online platform to fill out the *Rubric Summary and Self-Assessment Form, which includes the Draft Professional Practice Goal*.

Finalized Goal & Implementation Plan

The first two sections of this form are 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.]

Practicum Observation Forms (DESE & SC)

The supervising practitioner and program supervisor will use Springfield College (SC) observation forms to take notes/gather evidence to use on the DESE observation forms. The completed SC forms get uploaded into the DESE CAP online platform. The required DESE observation forms can be found in the DESE CAP online platform for the A1, A2, U1, U2. The purpose is to formally document progress and provide targeted specific feedback to guide teacher candidate development. The program supervisor and the supervising practitioner will complete the appropriate forms two times together (A1 & U2) and one time each independently during the practicum (minimum total of 4 formal observations). It is important to provide timely, targeted feedback to the candidates so they can make teaching adjustments between observations.

Candidate Self-Reflection Form

Following an announced (A1, A2) or unannounced (U1, U2) observation, candidates fill out this form (found in Brightspace) 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 Midterm Self-Evaluation Form

The teacher candidate completes this form prior to the midterm (formative) assessment three-way meeting summarizing the evidence that exists for each of the seven essential elements and listing strengths and areas of growth/need improvement at the midterm point.

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 seven 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 candidates 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 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 Supervisor

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 about the practicum site and the supervising practitioner 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.

ALL STUDENTS ARE REQUIRED TO USE THE PRACTICUM BRIGHTSPACE CLASSROOM. ALL OF THE FORMS WILL BE POSTED THERE AND/OR IN THE DESE CAP ONLINE PLATFORM.

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 SUPPLEMENTAL HANDBOOKS.

Springfield College Pre-Practicum/Practicum Observation Form
Detailed Lesson Plan Available: YES_____ NO_____

Candidate	Grade	Focus	Observer	Date
I. Subject Matter Knowledge (1.A.1)			Observed Evidence - Teacher Behaviors & Student Behaviors	
<ul style="list-style-type: none"> - Demonstrates sound knowledge of, and pedagogy best suited for, subject matter - Engages students in learning experiences that enable them to acquire complex knowledge, subject-specific skills - Makes content accessible; Includes subject-specific vocabulary/academic language 				
II. Well-Structured Units & Lessons (1.A.3)			Observed Evidence - Teacher Behaviors & Student Behaviors	
<ul style="list-style-type: none"> - Adapts as needed; implements standards-based units comprised of well-structured lessons with challenging tasks/measurable outcomes - Uses appropriate student engagement strategies that are motivational - Pacing, sequencing, transitions, resources, materials, equipment appropriate/good - Uses purposeful grouping; questioning - Uses technology/digital media strategically 				
III. Adjustments to Practice (1.B.2)			Observed Evidence - Teacher Behaviors & Student Behaviors	
<ul style="list-style-type: none"> - Analyzes informal/formal assessment results; determines progress toward intended outcomes and implements differentiated interventions and enhancements (extensions) for students (when planning & during lesson) - Uses results of assessments to make adjustments and provide appropriate corrective/specific feedback 				
IV. Meeting Diverse Needs (2.A.3)			Observed Evidence - Teacher Behaviors & Student Behaviors	
<ul style="list-style-type: none"> - Uses inclusive practices (tiered/scaffolded instruction) based on students' learning needs, abilities, interests, levels of readiness, - Uses appropriate strategies for students with disabilities, academically advanced & ELs - Uses instructional strategies that affirm and demonstrate respect for differences - Responds appropriately to misunderstandings based on differences (background, identities) 				
V. Safe Learning Environment (2.B.1)			Observed Evidence - Teacher Behaviors & Student Behaviors	
<ul style="list-style-type: none"> - Uses rituals & routines that create & maintain a safe physical and intellectual environment where student differences are respected - Uses appropriate preventative strategies and responses to address student behavior - Fosters collaboration and climate where students are comfortable taking academic risks 				
VI. High Expectations (2.E.1)			Observed Evidence - Teacher Behaviors & Student Behaviors	
<ul style="list-style-type: none"> - Clearly communicates high standards for student work, effort and behavior - Consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability - Challenges all students to grow/improve 				
VII. Reflective Practice (4.A.1)			Observed Evidence - Teacher Behaviors & Student Behaviors	
<ul style="list-style-type: none"> - Reflects on effectiveness of lessons, interactions with students and improve practice and student learning - Uses resources & supervisor feedback to improve - Meets all professional responsibilities 				
Strengths				
Areas needing improvement				

Springfield College Observation and Feedback Form

<u>Candidate</u>	<u>Grade</u>	<u>Focus</u>	<u>Observer</u>	<u>Date</u>
<u>Student & Teacher Behaviors</u>				<u>Questions, Comments, Suggestions, Ideas</u>
<div>SAMPLE</div>				

White: Supervisor

Yellow: Student

Pink: Supervising Practitioner



Massachusetts Department of Elementary and Secondary Education Candidate Assessment of Performance (CAP) Form

Section 1: General Information (to be completed by the Candidate)													
Candidate Information													
Name:							MEPID #:						
Street Address:													
City/Town:							State:						
Massachusetts license number(if applicable):													
Program Information													
Sponsoring Organization:				SAMPLE									
Program Area & Grade Level:													
Have any components of the approved program been waived? 603 CMR 7.03(1)(b)								<input type="checkbox"/>		<input type="checkbox"/>			
								Yes		No			
Practicum Information						<input type="checkbox"/>		Practicum		<input type="checkbox"/>			
						<input type="checkbox"/>		Practicum Equivalent					
Practicum/Equivalent Course Number:								Credit hours:					
Practicum/Equivalent Course Title:								Dates:					
Practicum/Equivalent Seminar Course Title:													
Practicum/Equivalent Site:							Grade Level(s) of Students:						
Total Number of Practicum Hours:							Number of hours assumed full responsibility in the role:						
Program Supervisor:							Position/Title:						
Supervising Practitioner Information <i>(to be completed by the Program Supervisor)</i>													
Name:													
School District:							Position:						
License Field(s):							MEPID or License #						
# of years experience under license:							<input type="checkbox"/>		Initial		<input type="checkbox"/>		
									Professional				
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.								<input type="checkbox"/>		Yes		<input type="checkbox"/>	
										No			

Name:		Date:	
Candidate Assessment of Performance (CAP) Signature Form			
Section 2: Total Hours and Signatures (see page 1)			

Three-Way Meetings		Signatures Required
1 st Three-Way Meeting Date:	Candidate	
	Supervising Practitioner	
	Program Supervisor	
2 nd Three-Way Meeting Date:	Candidate	
	Supervising Practitioner	
	Program Supervisor	
Final Three-Way Meeting Date:	Candidate	
	Supervising Practitioner	
	Program Supervisor	

Total Number of Practicum Hours:	practicum hours on page 1	Number of hours assumed full responsibility in the role:		on page 1
Based on the candidate's performance as measured on the CAP Rubric, we have determined this candidate to be:	Ready to Teach	<input type="checkbox"/>	Not Yet Ready	<input type="checkbox"/>
Supervising Practitioner Signature	Date:			
Program Supervisor Signature	Date:			
Mediator Signature (if necessary see: 603 CMR 7.04(4))	Date:			



Formative & Summative Assessment Form

Name:		Date:	
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I.A.1: Subject Matter Knowledge				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Subject Matter Knowledge	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or subject-specific skills and vocabulary.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.	Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for I-A-1: Subject Matter Knowledge:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
Req.	Req.			Req.			

Evidence [insert evidence to support the ratings here]:

Completed examples can be found in Brightspace



I.A.3: Well-Structured Units and Lessons				
I-A-3. Well-Structured Units and Lessons	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Delivers individual lessons rather than units of instruction; constructs units of instruction that are not aligned with state standards/local curricula and/or designs lessons that lack measurable outcomes, fail to include appropriate student engagement strategies, and/or include tasks that mostly rely on lower level thinking skills.	Implements lessons and units of instruction to address some knowledge and skills defined in state standards/local curricula with some elements of appropriate student engagement strategies, but some student outcomes are poorly defined and/or tasks are not challenging.	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that all students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for I-A-3: Well-Structured Units and Lessons:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
Req.	Req.			Req.			

Evidence [insert evidence to support the ratings here]:

Completed examples can be found in Brightspace

I.B.2: Adjustment to Practice				
I-B-2. Adjustment to Practice	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	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.	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.
Quality			*	
Scope		*		
Consistency		*		

* Denotes the minimum rating to meet the readiness threshold.

Sources of Evidence for I.B.2: Adjustment to Practice:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
		Req.	Req.	Req.			

Evidence [insert evidence to support the ratings here]:

Completed examples can be found in Brightspace



II.A.3: Meeting Diverse Needs				
II-A-3. Meeting Diverse Needs	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.	Uses a variety of appropriate inclusive practices, such as tiered supports and scaffolded instruction, to address specific differences in individual students' learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for II.A.3: Meeting Diverse Needs:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
		<i>Req.</i>		<i>Req.</i>			

Evidence [insert evidence to support the ratings here]:

Completed examples can be found in Brightspace

II.B.1: Safe Learning Environment				
II-B-1. Safe Learning Environment	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	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.	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.	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.	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. Models this practice for others.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for II.B.1: Safe Learning Environment:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
	<i>Req.</i>				<i>Req.</i>		

Evidence [insert evidence to support the ratings here]:

Completed examples can be found in Brightspace

II.E.1: High Expectations				
II-E-1. High Expectations	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Does not communicate specific academic and behavior expectations to students, and gives up on some students or communicates that some cannot master challenging material.	Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces these expectations and/or does little to counteract student misconceptions about innate ability.	Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.	Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. Models this practice for others.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for II.E.1: High Expectations:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
Req.					Req.		

Evidence [insert evidence to support the ratings here]:

Completed examples can be found in Brightspace



IV.A.1: Reflective Practice				
IV-A-1. Reflective Practice	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students by oneself, but not with colleagues and/or rarely uses insights to improve practice.	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.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; uses and shares back with colleagues, insights gained to improve practice and student learning.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for IV.A.1: Reflective Practice:


Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
				<i>Req.</i>	<i>Req.</i>	<i>Req.</i>	<i>Req.</i>

Evidence [insert evidence to support the ratings here]:

Completed examples can be found in Brightspace

Summative Assessment – Calibration

Summary of Ratings				
Element	Quality	Scope	Consistency	Readiness Thresholds Met? (Y/N)
1.A.1: Subject Matter Knowledge				
1.A.3: Well-Structured Units and Lessons				
1.B.2: Adjustments to Practice				
2.A.3: Meeting Diverse Needs				
2.B.1: Safe Learning Environment				
2.E.1: High Expectations				
4.A.1: Reflective Practice				

Evidence-Based Feedback to Candidate	
Recommended Focus for Future Professional Practice Goal	

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

Applying for Licensure in Massachusetts.

Apply online through the MA Department of Elementary & Secondary Education home page known as ELAR (Electronic Licensure and Recruitment).

STEPS FOR APPLYING ONLINE *Deadline – Any time BEFORE graduation*

1. Google MA ELAR

- Log into DESE 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 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 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. Order your transcript. See below for detailed instructions.

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.)

ORDERING TRANSCRIPTS FOR LICENSURE

Ordering electronic transcript for MA licensure (\$7.00)

Order your transcript online at www.getmytranscript.com (or the link through PrideNet under My Profile, My Clearinghouse).

- Enter Personal Information
 - Do you want an electronic transcript? “Yes”

- Transcript & Delivery Details
 - Who are you sending your transcript to: “College or University”
 - School: “Springfield College”
 - Department: Select: “Not in List” from drop down menu
 - Department Name: “Educator Preparation”
- Processing Details
 - When do you want your transcript processed: “After Degree is Awarded” or “After Grades are Posted” if you are not getting degree yet.
 - Degree Will be Awarded On: “Fall/Spring” “2020/2021”
 - Degree Title: “Bachelor,” “M.Ed.” or “CAGS”
 - Why are you ordering your transcript? “Certification/Licensure”
- Delivery Information
 - How would you like this to be processed? “Standard Processing”
 - How do you want your transcript sent? “Electronic” (*for MA only*)
 - How many copies do you want? (enter number of copies)
 - Enter other required instructions only: “vannear@springfieldcollege.edu”

Ordering paper transcript for licensure in a different state (\$10.00)

Order your transcript online at www.getmytranscript.com (or the link through PrideNet under My Profile, My Clearinghouse).

- Enter Personal Information
 - Do you want an electronic transcript? “No”
- Transcript & Delivery Details
 - Who are you sending your transcript to: “College or University”
 - School: “Springfield College”
 - Department Name: “Educator Preparation”
- Processing Details
 - Same as electronic transcript (see above)
- Delivery Information
 - How do you want your transcript sent? “Mail/United States”
 - How many copies do you want? (enter number of copies)
 - Enter other required instructions only: “Valerie Annear”

If you earned your bachelor’s degree at another college or took courses required for your licensure program at another college, request an official **paper** transcript to be sent directly to:

Valerie Annear
Office of Educator Preparation
Springfield College
263 Alden Street
Springfield, MA 01109

(Students who hold a provisional license do NOT need to send their undergraduate transcript for MA licensure.)

SPRINGFIELD COLLEGE
Office of Educator Preparation & Licensure
263 Alden Street
Springfield, MA 01109

Licensure Application Checklist

(Please fill this out & hand deliver to the Educator Prep Office with 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. ____ To order a Springfield College **transcript** online go to www.getmytranscript.com
You will pay \$7.00 per transcript requested. **Request that the transcript(s) be sent electronically to vannear@springfieldcollege.edu**

If you plan on having our office submit a transcript to any other state besides Massachusetts, please request an additional **PAPER transcript** (\$10.00 each) and include proof of out-of-state licensure application with this form.

I completed the online transcript request and ordered ____ transcript(s)

If more than one transcript, indicate which state to send it to _____

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 **paper** transcript (one for each state you are applying to) must be mailed to Educator Preparation Office. (*Students who hold a provisional license do NOT need to get their undergraduate transcript for MA licensure.*)
6. ____ Hand Deliver items 2, 3 & this checklist (and 4-5 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

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/chri/> 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/uncheck 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.

MA General Laws Chapter 119, Section 51A: Massachusetts educators are “mandated reporters” and must understand their responsibilities as stipulated by law. Read completely.

Section 51A. (a) A mandated reporter who, in his professional capacity, has reasonable cause to believe that a child is suffering physical or emotional injury resulting from: (i) abuse inflicted upon him which causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse; (ii) neglect, including malnutrition; (iii) physical dependence upon an addictive drug at birth, shall immediately communicate with the department orally and, within 48 hours, shall file a written report with the department detailing the suspected abuse or neglect; or (iv) being a sexually exploited child; or (v) being a human trafficking victim as defined by section 20M of chapter 233.

If a mandated reporter is a member of the staff of a medical or other public or private institution, school or facility, the mandated reporter may instead notify the person or designated agent in charge of such institution, school or facility who shall become responsible for notifying the department in the manner required by this section.

A mandated reporter may, in addition to filing a report under this section, contact local law enforcement authorities or the child advocate about the suspected abuse or neglect.

(b) For the purpose of reporting under this section, hospital personnel may have photographs taken of the areas of trauma visible on the child without the consent of the child's parents or guardians. These photographs or copies thereof shall be sent to the department with the report.

If hospital personnel collect physical evidence of abuse or neglect of the child, the local district attorney, local law enforcement authorities, and the department shall be immediately notified. The physical evidence shall be processed immediately so that the department may make an informed determination within the time limits in section 51B. If there is a delay in processing, the department shall seek a waiver under subsection (d) of section 51B.

(c) Notwithstanding subsection (g), whoever violates this section shall be punished by a fine of not more than \$1,000. Whoever knowingly and willfully files a frivolous report of child abuse or neglect under this section shall be punished by: (i) a fine of not more than \$2,000 for the first offense; (ii) imprisonment in a house of correction for not more than 6 months and a fine of not more than \$2,000 for the second offense; and (iii) imprisonment in a house of correction for not more than 2.5 years and a fine of not more than \$2,000 for the third and subsequent offenses.

Any mandated reporter who has knowledge of child abuse or neglect that resulted in serious bodily injury to or death of a child and willfully fails to report such abuse or neglect shall be punished by a fine of up to \$5,000 or imprisonment in the house of correction for not more than 2.5 years or by both such fine and imprisonment; and, upon a guilty finding or a continuance without a finding, the court shall notify any appropriate professional licensing authority of the mandated reporter's violation of this paragraph.

(d) A report filed under this section shall contain: (i) the names and addresses of the child and the child's parents or other person responsible for the child's care, if known; (ii) the child's age; (iii) the child's sex; (iv) the nature and extent of the child's injuries, abuse, maltreatment or neglect, including any evidence of prior injuries, abuse, maltreatment or neglect; (v) the circumstances under which the person required to report first became aware of the child's injuries, abuse, maltreatment or neglect; (vi) whatever action, if any, was taken to treat, shelter or otherwise assist the child; (vii) the name of the person or persons making the report;

(viii) any other information that the person reporting believes might be helpful in establishing the cause of the injuries; (ix) the identity of the person or persons responsible for the neglect or injuries; and (x) other information required by the department.

(e) A mandated reporter who has reasonable cause to believe that a child has died as a result of any of the conditions listed in subsection (a) shall report the death to the district attorney for the county in which the death occurred and the office of the chief medical examiner as required by clause (16) of section 3 of chapter 38. Any person who fails to file a report under this subsection shall be punished by a fine of not more than \$1,000.

(f) Any person may file a report under this section if that person has reasonable cause to believe that a child is suffering from or has died as a result of abuse or neglect.

(g) No person shall be liable in any civil or criminal action for filing a report under this section, contacting local law enforcement authorities or the child advocate or providing information or assistance, including diagnosis, to the department regarding a report under this section or for cooperating with or testifying in any proceeding involving child abuse or neglect if the report, contact, information, assistance, cooperation or testimony was made or provided in good faith, was not frivolous and the person did not cause the abuse or neglect. Any person filing a report, providing information or assistance, cooperating or testifying under this section may be liable in a civil or criminal action if the department or a district attorney determines that the person may have perpetrated or inflicted the abuse or caused the neglect.

(h) No employer shall discharge, discriminate or retaliate against a mandated reporter who, in good faith, files a report under this section, testifies or is about to testify in any proceeding involving child abuse or neglect. Any employer who discharges, discriminates or retaliates against that mandated reporter shall be liable to the mandated reporter for treble damages, costs and attorney's fees.

(i) Within 30 days of receiving a report from a mandated reporter, the department shall notify the mandated reporter, in writing, of its determination of the nature, extent and cause or causes of the injuries to the child and the services that the department intends to provide to the child or the child's family.

(j) Any privilege relating to confidential communications, established by sections 135 to 135B, inclusive, of chapter 112 or by sections 20A and 20B of chapter 233, shall not prohibit the filing of a report under this section or a care and protection petition under section 24, except that a priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner need not report information solely gained in a confession or similarly confidential communication in other religious faiths. Nothing in the general laws shall modify or limit the duty of a priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner to report suspected child abuse or neglect under this section when the priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner is acting in some other capacity that would otherwise make him a mandated reporter.

(k) A mandated reporter who is professionally licensed by the commonwealth shall complete training to recognize and report suspected child abuse or neglect.

MA DESE 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: You are unable to pay via cash, however, we can accept a certified bank check, money order, or personal check via the mail. Credit card payments can only be accepted via your online ELAR account.

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 specific 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 <https://www.doe.mass.edu/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.-1p.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: <http://www.doe.mass.edu/licensure/forms-guidelines.html>.

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 <https://www.doe.mass.edu/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 <https://www.doe.mass.edu/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. You can download *Tests at a Glance* information, including sample questions, from The Praxis Series Web site (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.

State	Tests for Which Scores Are Accepted
Arizona	<ul style="list-style-type: none"> Foundations of Reading (190)
Arkansas	<ul style="list-style-type: none"> Foundations of Reading (090 & 190)
Connecticut*	<ul style="list-style-type: none"> Early Childhood Foundations of Reading (090 & 190) Reading Specialist
Mississippi	<ul style="list-style-type: none"> Foundations of Reading (090 & 190)
New Hampshire	<ul style="list-style-type: none"> Foundations of Reading (090 & 190)
North Carolina	<ul style="list-style-type: none"> Foundations of Reading (090 & 190) General Curriculum: Mathematics subtest
Rhode Island	<ul style="list-style-type: none"> Foundations of Reading (190)
Utah	<ul style="list-style-type: none"> Foundations of Reading (190)
Wisconsin	<ul style="list-style-type: none"> Foundations of Reading (090)

*Connecticut – Complete the top portion of the ED 711 form and bring it to the Educator Prep Office. Additional MTEls may be accepted.

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 September 1, 2020.

2020-2025

Alabama	Minnesota
Alaska	Mississippi
Arizona	Missouri
Arkansas	Montana
California	Nebraska
Colorado	Nevada
Connecticut	New Hampshire
Delaware	New Jersey
Dept. of Defense Education Activity (DODEA)	North Carolina
District of Columbia	North Dakota
Florida	Ohio
Georgia	Oklahoma
Guam	Oregon
Hawaii	Pennsylvania
Idaho	Rhode Island
Illinois	South Carolina
Indiana	Tennessee
Iowa	Texas
Kansas	Utah
Kentucky	Vermont
Louisiana	Virginia
Maine	Washington
Maryland	West Virginia
Massachusetts	Wisconsin
Michigan	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

<https://portal.ct.gov/SDE/Certification/Bureau-of-Certification>

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

<https://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.doe.mass.edu/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

<https://www.education.nh.gov/who-we-are/division-of-educator-support-and-higher-education/bureau-of-credentialing>

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

<https://www.nj.gov/education/certification/>

New York (New York State Teacher Certification Examinations)

New York State Education Department
Office of Teaching Initiative
Albany, NY 12234
Telephone: (518) 474-3901

If ordering a transcript online, include a special request that your date of birth & last 5 digits of SSN be included in a cover letter with your transcript.

www.highered.nysed.gov/tcert/certificate/

Pennsylvania (Praxis I Pre-Professional Skills Tests, Principles of Learning & Teaching Tests, Subject Assessment test, plus anyone getting certified in grade K-6 or K-12 must take the Elementary Education Content Knowledge test)

Pennsylvania Department of Education
Bureau of Teacher Certification & Preparation
333 Market Street
Harrisburg, PA 17126-0333
Telephone: (717) 787-3356

<https://www.education.pa.gov/Educators/Certification/Pages/default.aspx>

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

<https://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
(609) 771-7395

Fax: (609) 530-0581, (609) 771-7906

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 (<https://www.doe.mass.edu/licensure/>).

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 one license, level or type to another. Fill out the form found at this link and upload it to your ELAR account.

Go to this link: <https://www.doe.mass.edu/licensure/forms-guidelines.html>

Scroll down to "Request for Licensure Updates/Hard Copy of License" section and select "Educator License Change Request" form. Found at this link:

<https://www.doe.mass.edu/licensure/academic-prek12/educator-licensure-change-request.docx>)

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 clarinquiries@doe.mass.edu (include your MEPID) 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. For a list of states that accept specific MTELs see the Interstate Score Reporting in this section.

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 7.15 (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 June 22, 2021)**

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.

Bilingual Education: An educational program that involves teaching academic content in two languages, English and another language. Program types determine the varying amounts of each language used in instruction. Bilingual education programs include dual language education or two-way immersion and transitional bilingual education programs, as defined in M.G.L. c. 71A, § 2, and any other bilingual program types that may be approved by the Department.

Board: The Massachusetts Board of Elementary and Secondary Education.

Career Vocational Technical Subjects: For purposes of Sheltered English Immersion, such subjects shall include automotive technology, carpentry, culinary arts, engineering, exploratory, masonry, information technology, and any other subjects listed by the Department in guidance.

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 31st 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 and Bilingual Education, early childhood and elementary teachers, teachers of students with moderate disabilities, teachers of students with 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 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: 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 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.
 6. Evidence of sound moral character.
- (c) Professional
1. Possession of an Initial license in the same field as the Professional license sought.
 2. Completion of a one-year induction program with a mentor 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): 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.
- (e) Alternative Assessment Pilot
- The Department may conduct a pilot of alternative assessments identified or developed to satisfy the requirements of 603 CMR 7.04 (2) (a) (2) and (3), and 603 CMR 7.04 (2) (b) (2) and (3), and 603 CMR 1.06 (4) (a). Any alternative assessment identified or developed for this purpose shall be determined by the Commissioner to be comparable to the MTEL Communication and Literacy

Skills test or subject matter knowledge test. The alternative assessment pilot period shall continue through June 30, 2024. Any candidate who passes an alternative assessment during that period will be deemed to have satisfied the requirements of 603 CMR 7.04 (2) (a) (2), or (a) (3), or 603 CMR 7.04 (2) (b) (2) or (b) (3), or 603 CMR 1.06 (4) (a), as applicable. During the period of the alternative assessment pilot, the Commissioner will report to the Board at least annually on any alternative assessments, including the number of candidates taking the alternative assessments, any evaluative information regarding these candidates, patterns of employment, and feedback from school districts and educator preparation programs. Prior to making any recommendations following the conclusion of the pilot, the Commissioner shall conduct or contract for an evaluation of the alternative assessment pilot.

(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:

(a) Early Childhood (100 hours in PreK-K, 200 hours in 1-2; at least one setting must include children with disabilities)	300 hours
(b) Teacher, Grades 1-6	300 hours
(c) Teacher, Grades 5-8	300 hours
(d) Teacher, Grades 8-12	300 hours
(e) Teacher, Grades PreK-6 or PreK-8	300 hours
(f) Teacher, Grades 5-12	300 hours
(g) Teacher, All	300 hours
(150 hours at each of any two of the following levels: PreK-6, 5-8, 8-12)	
(h) Teacher of Students with Moderate Disabilities	*300
(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)*	

(i) Teacher of Students with Severe Disabilities (at least 75 hours in an inclusive general education classroom at any level, and at least 150 hours in a setting with students with severe disabilities; the remaining 75 hours may be in either setting)	300 hours
(j) Specialist (unless otherwise indicated)	150 hours
(k) Superintendent/Assistant Superintendent	500 hours
(l) Principal/Assistant Principal	500 hours
(m) Supervisor/Director	300 hours
(n) Special Education Administrator	500 hours
(o) School Business Administrator	300 hours
(p) Professional Support Personnel (See individual license requirements)**	**

(5) *Endorsements Issued:*

- (a) Sheltered English Immersion Teacher
- (b) Sheltered English Immersion Administrator
- (c) Bilingual Education
- (d) Transition Specialist
- (e) Autism
- (f) Academically Advanced

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: The Subject Matter Knowledge Guidelines were updated September 2019. See below for SMK guideline excerpts. Go to this link for the complete version.

<https://www.doe.mass.edu/edprep/resources/guidelines-advisories/>

Orientation to Overall Approach

Given the shift in the approach, there are important notes pertaining to the structure and organization of the Guidelines that follow.

1. Direct reference to a specific *Massachusetts Curriculum Framework*. Throughout these Guidelines, DESE refers to sets of *Massachusetts Curriculum Frameworks*. In doing so, DESE is referring to the entirety of the Framework, not just the standards. This will have important implications for programmatic and assessment development decisions preparation providers make to ensure educators do indeed have the depth of knowledge and fluency of content needed to teach the *Frameworks*. This includes, for instance, introduction sections about sequencing and guiding principles, as well as the recommended resources and appendices. All *Massachusetts Curriculum Frameworks* are available online. For all licenses with no specific set of *Massachusetts Curriculum Frameworks* to reference, these Guidelines issue a set of separate content requirements.

2. Implementation of Legacy SMK requirements. Given that some *Frameworks* have not been updated recently or are currently slated for revision, SMK requirements in these areas will remain unchanged from previous iterations of these Guidelines until new *Frameworks* are adopted. Once adopted, educators must demonstrate the necessary fluency of content knowledge needed to support all students in mastering expectations outlined in the associated *Massachusetts Curriculum Frameworks*. Moving forward, implementation timelines for Pre-K—12 will be the same as those in place for educators enrolled in preparation.

3. Expectations for content knowledge at least two grade spans above and below the license level. In support of a strong vertical progression of learning, educators should have the content knowledge to support students in mastering prerequisite and advanced standards. This expectation also allows teachers to meet students where they are and prepare them for where they are going. In order to fully support students, teachers need to be able to access tools from prior grades, and teachers who are aware of later content can make better choices about what to emphasize, what language to use, and what larger contexts to provide for their students. Programs should prioritize content fluency in the grade span for the license, while ensuring functional content knowledge in the two grade levels below and above the grade span for the license to support students who are developing content outside of the license grade span. For licenses that go up to grade 12, educators should be familiar with advanced content and/or early college content.

4. Crosscutting SMK requirements. There is a set of core knowledge that educators across multiple license areas must know in order to effectively support student learning. These cross-cutting SMKs should be covered in Initial licensure programs and should be assessed by approved preparation providers. These SMKs are outlined at the beginning of the requirement section for each type of license, where applicable.

5. Organized by relationship to a given *Massachusetts Curriculum Framework*, rather than alphabetically. Rather than listing the SMK requirements for each license type alphabetically (e.g., Biology, Business) we have grouped the licenses so that those connected to similar *Frameworks* are together. For instance, you will now see all of the license areas that correspond to the Science, Technology/Engineering (STE) Framework (Biology, Physics, Chemistry, etc.) listed together.

Subject Matter Knowledge (SMK) Requirements

Teacher Licenses and Levels, 603 CMR 7.06

Crosscutting SMKs

There are a few subject-matter expectations that apply to multiple initial teacher subject and grade span license areas. They are as follows:

For all Pre-K—12 educators licensed at the initial teacher level, it is expected that they have the knowledge needed to:

- a. Support the integration of standards for literacy across the content areas as outlined in the *2017 ELA/Literacy Framework*.
- b. Apply basic principles and concepts for digital literacy and computer science in Computing and Society, Digital Tools and Collaboration, and Computing Systems as outlined in the *2016 Digital Literacy Computer Science Framework*.
- c. Apply the theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
- d. Understand the characteristics and instructional implications of moderately and severely disabling conditions.
- e. Apply special education policies and procedures.
- f. Support English learners through English learner education instruction.

For all Pre-K—12 educators licensed in Early Childhood, Pre-K—2; Elementary, 1-6; Moderate Disabilities, Pre-K—8 & 5-12; Teachers of Deaf and Hard of Hearing Oral/Aural; and Teachers of Visually Impaired, it is expected that they demonstrate the knowledge needed to support students in mastering the foundations of reading, including:

- a. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension:

- i. Current research-based theories and practices for developing proficient and strategic readers; familiarity with programs and approaches for teaching literacy/reading.
- ii. Principles and research-based instructional practices for developing proficient readers (phonics and word recognition, vocabulary, reading fluency, comprehension, and the reading-writing connection).
- iii. Theories, research, and instructional practices for supporting readers with diverse cultural and linguistic backgrounds, strengths, and challenges.
- iv. Knowledge of reading standards as outlined in the *2017 ELA/Literacy Curriculum Framework*: reading for key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and text complexity.
- v. Instructional practices for supporting comprehension in a variety of genres and content areas.
- vi. Knowledge of selection criteria for classroom literary and informational texts.
- b. Principles and research-based instructional practices for developing emergent reader skills (alphabetic principle, concepts of print, phonological and phonemic awareness).
- c. Phonemic awareness and phonics; principles, knowledge, and instructional practices.
- d. Use of assessment for instruction and intervention.
- e. Knowledge of a variety of formal and informal reading assessment tools.
- f. Use of data from screening, diagnostic, and formative assessments to identify individual strengths and weaknesses and to differentiate instruction (prepare mini-lessons, select appropriate materials, form flexible groups).
- g. Knowledge of Response to Intervention models/components, including tiered instruction, shared responsibility and decision-making, research-based interventions, and progress monitoring.
 - i. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.

Science, Technology, and Engineering

Biology, 8-12

Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following *Massachusetts Curriculum Framework*:

- a. [2016 Science and Technology/Engineering \(STE\) Curriculum Framework](#):
 - i. Grades 6-8 Life Science
 - ii. High School Biology

Chemistry, 8-12

Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following *Massachusetts Curriculum Framework*:

- a. [2016 Science and Technology/Engineering \(STE\) Curriculum Framework](#):
 - i. Grades 6-8 Physical Science
 - ii. High School Chemistry

Earth and Space Science, 8-12

Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following *Massachusetts Curriculum Framework*:

- a. [2016 Science and Technology/Engineering \(STE\) Curriculum Framework](#):
 - i. Grades 6-8 Earth and Space Science
 - ii. High School Earth and Space Science

General Science

1-6 Level: Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following *Massachusetts Curriculum Framework*:

a. [2016 Science and Technology/Engineering \(STE\) Curriculum Framework](#):

i. Pre-K—8

5-8 Level: Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following *Massachusetts Curriculum Framework*:

a. [2016 Science and Technology/Engineering \(STE\) Curriculum Framework](#):

i. Pre-K—8

ii. High School Earth and Space Science, Physics, Biology and Chemistry

Physics, 8-12

Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following *Massachusetts Curriculum Framework*:

a. [2016 Science and Technology/Engineering \(STE\) Curriculum Framework](#):

i. Grades 6-8 Physical Science

ii. High School Introductory Physics

Mathematics

Mathematics

5-8 Level: Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following *Massachusetts Curriculum Framework*:

a. [2017 Mathematics Curriculum Framework](#):

i. Grades 3-8

ii. Model Algebra I Content Standards

iii. Model Geometry Content Standards

iv. Model Mathematics I Content Standards

v. Model Mathematics II Content Standards

8-12 Level: Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following *Massachusetts Curriculum Framework*:

a. [2017 Mathematics Curriculum Framework](#):

i. Grade 6-High School

Mathematics/Science

Middle School: Mathematics/Science, 5-8

Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following *Massachusetts Curriculum Frameworks*:

a. [2016 Science and Technology/Engineering \(STE\) Curriculum Framework](#):

i. Grades 3-8

ii. High School Earth and Space Science, Biology, Chemistry and Physics

b. [2017 Mathematics Curriculum Framework](#):

i. Grades 3-8

ii. Model Algebra I Content Standards

iii. Model Geometry Content Standards

iv. Model Mathematics I Content Standards

v. Model Mathematics II Content Standards

Digital Literacy and Computer Science**Digital Literacy and Computer Science (DLCS), 5-12**

Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following *Massachusetts Curriculum Framework*:

- i. [2016 Digital Literacy and Computer Science \(DLCS\) Framework](#):
 - a. Kindergarten-Grade 12

English Language Arts (ELA) and Literacy**English, 5-12**

Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following *Massachusetts Curriculum Framework*:

- a. [2017 English Language Arts\(ELA\)/Literacy Framework](#):
 - i. Grades 3-12

English Language Arts (ELA) and Literacy and History**Middle School: Humanities, 5-8**

Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following *Massachusetts Curriculum Frameworks*:

- a. [2017 English Language Arts \(ELA\)/Literacy Framework](#):
 - i. Grades 3-10
- b. [2018 History and Social Science Framework](#):
 - i. Grades 3-10

History and Social Science**History****Level, 5-12**

Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following *Massachusetts Curriculum Framework*:

- a. [2018 History and Social Science Framework](#):
 - i. Grades 3-12

Social Science, 5-12

Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following *Massachusetts Curriculum Framework*:

- a. [2018 History and Social Science Framework](#):
 - i. Grades 3-12

Early Childhood**Early Childhood, Pre-K—2**

Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following *Massachusetts Curriculum Frameworks*:

- a. [2017 English Language Arts\(ELA\)/Literacy Framework](#):
 - i. Pre-K—4
- b. [2017 Mathematics Curriculum Framework](#):
 - i. Pre-K—4

- c. [2016 Science and Technology/Engineering \(STE\) Curriculum Framework:](#)
 - i. Pre-K—4
- d. [2018 History and Social Science Framework:](#)
 - i. Grades Pre-K—4

Elementary

Elementary, 1-6

Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following *Massachusetts Curriculum Frameworks*:

- a. [2017 English Language Arts\(ELA\)/Literacy Framework:](#)
 - i. Pre-K—8
- b. [2017 Mathematics Curriculum Framework:](#)
 - i. Pre-K—8
- c. [2016 Science and Technology/Engineering \(STE\) Curriculum Framework:](#)
 - i. Pre-K—8
- d. [2018 History and Social Science Framework:](#)
 - i. Grades Pre-K-8

Moderate Disabilities

Teacher of Students with Moderate Disabilities

Level Pre-K—8:

Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following *Massachusetts Curriculum Frameworks*:

- a. [2017 English Language Arts\(ELA\)/Literacy Framework:](#)
 - i. Pre-K—8
- b. [2017 Mathematics Curriculum Framework:](#)
 - i. Pre-K—8
- c. [2016 Science and Technology/Engineering \(STE\) Curriculum Framework:](#)
 - i. Pre-K—8
- d. [2018 History and Social Science Framework:](#)
 - i. Grades PreK-8

In addition to the content outlined above that aligns with the *Massachusetts Curriculum Frameworks*, teachers of Students with Moderate Disabilities should demonstrate the following knowledge and skills:

- e. Educational terminology for students with mild to moderate disabilities.
- f. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
- g. Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities.
- h. Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.
- i. Ways to prepare and maintain students with disabilities for general education classrooms; for example, use of behavioral management principles.
- j. Knowledge of services provided by other agencies.
- k. Federal and state laws and regulations pertaining to special education.

Level 5-12:

Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following *Massachusetts Curriculum Frameworks*:

- a. [2017 English Language Arts\(ELA\)/Literacy Framework:](#)
 - i. Grades 3-12
- b. [2017 Mathematics Curriculum Framework:](#)
 - i. Grades 3-12
- c. [2016 Science and Technology/Engineering \(STE\) Curriculum Framework:](#)
 - i. Grades 3-12
- d. [2018 History and Social Science Framework:](#)
 - i. Grades Pre-K—8

In addition to the content outlined above that aligns with the *Massachusetts Curriculum Frameworks*, teachers of Students with Moderate Disabilities should demonstrate the following knowledge and skills:

- e. Educational terminology for students with mild to moderate disabilities.
- f. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
- g. Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities.
- h. Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.
- i. Ways to prepare and maintain students with disabilities for general education classrooms. For example, use of behavioral management principles.
- j. Knowledge of services provided by other agencies.
- k. Federal and state laws and regulations pertaining to special education.

Health and Physical Education

Health/Family and Consumer Sciences, 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.

Physical Education, Pre-K—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.

Arts

Visual Art

Level Pre-K-8:

Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following *Massachusetts Curriculum Framework*:

- a. [2019 Arts Framework](#):
 - i. Grades PreK-10 Visual Arts Standards

Level 5-12:

Teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering expectations outlined in the following *Massachusetts Curriculum Framework*:

- a. [2019 Arts Framework](#):
 - i. Grades 3-12 Visual Arts Standards

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 on-going 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 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 and 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, including 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

Note: The Subject Matter Knowledge Guidelines were updated September 2019. See below for SMK guideline excerpts.

School Counselor, Pre-K—8; 5-12

- a. Familiarity with the *Massachusetts Curriculum Frameworks* and their use in the advising responsibilities of the guidance counselor.
- b. Understanding and interpretation of the [Massachusetts Comprehensive Assessment System \(MCAS\)](#) and other academic test results to students, teachers, and parents.
- c. Psychology of learning.
- d. Understanding of the diagnosis and treatment of learning and behavior disorders.
- e. Theories of normal and abnormal intellectual, social, and emotional development.
- f. Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in Pre-K—12 students.
- g. Philosophy, principles and practices in school guidance counseling.
- h. Federal, state, municipal, and school laws and regulations.
- i. Career counseling.
- j. Resources within the school system or the community for referral.
- k. Knowledge of statistics, research design, and research in guidance counseling.
- l. Group counseling and group leadership.
- m. Development of skills for consultation with parents, teachers, and administrators.
- n. College counseling and use of college and other post-secondary resource materials (grades 5-12).

(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)

Note: The Subject Matter Knowledge Guidelines were updated September 2019. See below for SMK guideline excerpts.

School Social Worker/School Adjustment Counselor, All

- a. Principles of therapeutic relationships.
- b. Theories of normal and abnormal intellectual, social, and emotional development.
- c. Learning disorders, including emotional issues affecting student achievement, and their treatment.
- d. Prevention and treatment of substance abuse, physical and sexual abuse, and violence in Pre-K—12 students.
- e. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results.
- f. Techniques for communicating and working with families, school personnel, and community members.
- g. Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations.
- h. Knowledge of medical conditions and medication related to physical disabilities and learning disorders.
- i. Federal and state laws and regulations addressing the legal rights of students and families.

7.14: Endorsements

Unless otherwise provided in 603 CMR 7.00 or 603 CMR 14.00, 603 CMR 7.00 does not require a person to seek or obtain an endorsement. Endorsement 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) SEI Teacher Endorsement is to be 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. Attainment of 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 learners.
 6. Federal and Massachusetts' laws and regulations pertaining to English learners.
 7. Understanding of diversity and background of English 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 learners. Practices and approaches for developing reading and writing skills and comprehension in English for English learners who are at different levels of English language proficiency.
 9. The role of oral language development in literacy development for English learners.
 10. Formative and summative assessments for English learners.
 11. Literacy and academic language development. The role of vocabulary development in accessing academic language.

(3) *Bilingual Education Endorsement*

- (a) Bilingual Education Endorsement is to be awarded to educators who meet all of the following requirements:
1. A passing score on a foreign language test acceptable to the Department in the relevant foreign language.
 2. Demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.14(3)(b), through one of the following:
 - a. Successful completion of a Department-approved course of study for providing bilingual education. The Department shall issue guidelines for approval of this course of study.
 - b. A passing score on a test acceptable to the Department.
 3. Completion of 75 hours of field-based experience in a Pre-K through grade 12 dual language education or two-way immersion program, transitional bilingual education program, or other bilingual education setting.
- (b) Subject Matter Knowledge:
1. Knowledge of the foundations of bilingual education, including dual language education or two-way immersion and transitional bilingual education, as defined in M.G.L. c. 71A, § 2, and the concepts of bilingualism and biculturalism.
 2. Bilingual language acquisition factors as they affect access to the Massachusetts content and language standards.
 3. Social-cultural, social-emotional, political, and other salient factors in bilingual language acquisition.
 4. Implementation of strategies for coordinating non-English partner language instruction and English language development instruction for English learners.
 5. Practices and approaches of teaching reading and writing in two languages, including the

- importance of oral language development as a foundation for literacy.
6. Practices and approaches for assessing content knowledge, reading and writing skills and comprehension in English and the non-English partner language for English learners who are at different levels of proficiency in English and the non-English partner language.
 7. Understanding and implementation of culturally relevant teaching materials and practices.
- (c) A candidate who fulfills the requirement in 603 CMR 7.14(3)(a)1 and has at least three years of prior employment experience in a dual language education or two-way immersion program, transitional bilingual education program, or other bilingual education setting, and who can demonstrate that he or she meets the subject matter knowledge and skills requirements set forth in 603 CMR 7.14(3)(b), will be exempt from the requirements set forth in 603 CMR 7.14(3)(a)2-3 if he or she applies to the Department and completes all of the requirements for the Bilingual Education Endorsement by June 30, 2020.
 - (d) A candidate who was prepared outside of Massachusetts shall not be required to complete the requirements set forth in 603 CMR 7.14(3)(a)2-3 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 English learners and is either state-approved under the National Association of State Directors of Teacher Education and Certification (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 Bilingual Education Endorsement issued by a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner.
 - (e) Renewal. The Bilingual Education Endorsement shall be valid for five years and may be renewed for successive five-year terms upon successful completion of 15 professional development points (PDPs) in the content area related to 603 CMR 7.14(3)(b). The 15 PDPs may be included in the total number of PDPs necessary for license renewal pursuant to 603 CMR 44.06: *Educator License Renewal*.
- (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 interests, 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 provisional 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 licenses.
- (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 during the year after you graduate.

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 feel free to reach out to SC faculty and other alums for support and networking opportunities.
2. We want to stay in touch in order to share tips and other information. We want to continue to support you as you embark on your career as an educator.

Teacher Loan Forgiveness Program

You may be eligible for the Teacher Loan Forgiveness Program. This program grants loan forgiveness of up to \$17,500 for those who teach for five complete and consecutive academic 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:

(<https://studentaid.gov/manage-loans/forgiveness-cancellation/teacher>)

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, COUN) 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?** Yes, typically in order to advance your license you need to complete a master's degree. There are different pathways, make sure you are following one that meets the state requirements for professional licensure.
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 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 ELAR website in a safe place (www.doe.mass.edu/licensure/).
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.