



BRIDGEWATER

STATE UNIVERSITY

COLLEGE OF EDUCATION & ALLIED STUDIES

Practicum Handbook

8/2016

Bridgewater, Massachusetts 02325
(508) 531-1227

Prohibition against Discrimination, Discriminatory Harassment, and Retaliation

Policy Statement of Non-Discrimination and Diversity

Bridgewater State University is committed to a policy of non-discrimination, equal opportunity, diversity, and affirmative action. The university is dedicated to providing educational, working, and living environments that value the diverse backgrounds of all people.

The university does not unlawfully discriminate in admission or access to, or treatment or employment in, its educational programs and activities on the basis of race, color, religion, national origin, age, disability, gender, sexual orientation, gender identity, gender expression, genetic information, marital or parental status, or veteran status. The university prohibits unlawful discrimination or discriminatory harassment on all of those bases and retaliation. Such behaviors violate the university's Policy against Discrimination, Discriminatory Harassment, and Retaliation, will not be tolerated, and may result in disciplinary action up to and including termination or expulsion.

It is also the policy of the University to provide each student, employee, and other person having dealings with the institutions an environment free from unlawful sexual violence and all forms of misconduct on the basis of gender. The University prohibits rape, statutory rape, sexual assault, sexual exploitation, incest, sexual harassment, gender-based harassment, domestic violence, dating violence and stalking, and retaliation. These behaviors violate the University's Sexual Violence Policy, including Sexual Harassment, Gender-Based Harassment, Domestic Violence, Dating Violence and Stalking ("Sexual Violence Policy"). Such behaviors will not be tolerated and may result in disciplinary action up to and including termination or expulsion.

The University's Discrimination, Discriminatory Harassment and Retaliation Policy and Sexual Violence Policy (both contained in the University's its Equal Opportunity, Diversity, and Affirmative Action Plan) apply in all University programs and activities, including, but not limited to, athletics, instruction, grading, housing, and employment. They apply to all members of the campus communities, including, but not limited to, students, faculty, librarians, staff, visitors, contractors and applicants for employment or admission. They also apply to off-campus conduct that negatively affects a community member's experience in the University environment.

The University has appointed a Director of the Office of Equal Opportunity ("EO Director") to oversee its compliance with those policies. The EO Director handles discrimination, discriminatory harassment, and retaliation complaints from and about students, applicants, employees, faculty, staff, and visitors to campus. The EO Director also oversees the University's compliance with the state and federal nondiscrimination and equal opportunity laws.

The EO Director is the University's Title IX coordinator and is responsible for the University's compliance with Title IX of the Education Amendments of 1972 and the administration of the University's Sexual Violence Policy. In addition, the EO Director is charged with the responsibility for the University's compliance with Title II of the Americans with Disabilities Act of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973. ² Anyone with questions, concerns or complaints regarding discrimination, discriminatory harassment or retaliation may contact the EO Director at: Boyden Hall, Room 206 131 Summer Street Bridgewater, MA 02325 (508) 531-2744 EO@bridgew.edu

To View, Print, or Obtain the University's Full Discrimination, Discriminatory Harassment, and Retaliation Policies: The university's official Policy Against Discrimination, Discriminatory Harassment, and Retaliation, Sexual Violence Policy and complaint Investigation and Resolution Procedures are included in its Equal Opportunity, Diversity, and Affirmative Action Plan (the "EO Plan")¹. Each of these documents is also available upon request from the Equal Opportunity Office at (508)

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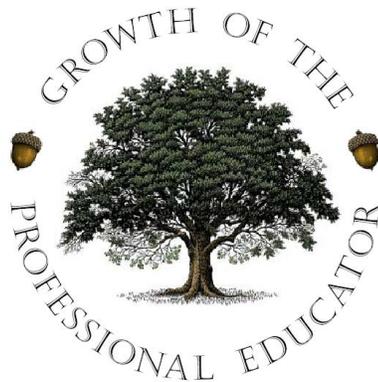
ABOUT BRIDGEWATER STATE UNIVERSITY

Bridgewater State University is one of the oldest public colleges in America, founded in 1840 as Bridgewater Normal School. The renowned statesman Daniel Webster, former U.S. President John Quincy Adams, and the great educator Horace Mann were among the early supporters of the school. Currently, Bridgewater State University is a regional comprehensive public university in southeastern Massachusetts, the fastest-growing region in New England.

Bridgewater State University serves approximately 11,500 full-time and part-time students. Approximately 20% of Bridgewater's students are enrolled at the graduate level. Bridgewater's 50,000+ alumni, more than 80 percent who live and work in Massachusetts, are a vital part of every sector of the state's economy (many of our supervising practitioners are Bridgewater alums!). The 30 academic majors at BSU are distributed across four colleges: the College of Humanities and Social Science, the Ricciardi College of Business, the Bartlett College of Science and Mathematics and the College of Education and Allied Studies. The College of Education and Allied Studies prepares more teachers for employment in the Commonwealth than any other college or university in Massachusetts.

THE MISSION AND PHILOSOPHY OF THE COLLEGE OF EDUCATION AND ALLIED STUDIES

Bridgewater State University's teacher preparation programs operate under a guiding philosophy (conceptual framework) that was first developed two years after the School of Arts and Sciences and the School of Education and Allied Studies were founded in 1992. Since its' inception, this framework, entitled the "Growth of the Professional Educator Model", has evolved as the faculty research and implement new and better strategies for enhancing teaching and learning. The following mission statement and goals provide the foundation of our conceptual framework:



Mission Statement

Our mission for educator licensure programs at Bridgewater State University is to graduate creative, caring and skilled professionals who combine deep knowledge of content with rich understanding of how young people learn. Our graduates collaborate effectively with colleagues and families to apply their knowledge in schools throughout Massachusetts and the nation. The most crucial elements in students' education are the people who staff their schools. Therefore, we use the Growth of the Professional Educator model to incorporate the themes of student learning, effective practice and collaboration throughout programs offered at the university.

To foster meaningful learning, our candidates must understand and respect children and adolescents as holistic, individual learners, observe carefully their interests and needs, and help each one succeed at the highest level possible. Our candidates understand and value students as members of families and communities, each with a distinct social and cultural context that shapes his or her world. Our candidates recognize that the challenge and joy of working with children and adolescents lies principally in understanding each student as a unique learner with his or her own individual strengths, needs, and aspirations.

To work effectively with students, our candidates must learn to foster the curiosity, openness and risk-taking essential to meaningful learning. Our candidates create learning environments that encourage students to experiment, collaborate, practice and struggle in order to achieve their goals. They help students see learning as a complex, recursive and life-long process. Our candidates are guided by a rich theoretical understanding of how children construct knowledge, and they draw on an extensive research-based pedagogical skill-set, including a wide range of digital resources, to deepen learning. They are also skilled in thoughtfully adapting their practice to meet the needs of their students. Our candidates use on-going, relevant assessments aligned with state and national standards, drawing on a variety of data to evaluate student learning and continually refine their practice.

To further improve their practice, our candidates must draw on the many resources of their profession, from national organizations in the disciplines to current research in their fields. They graduate knowing how to work as part of a team, collaborating effectively with teachers, counselors, allied staff, and administrators to better foster student learning. They also work with parents and community members, sharing information and strategies that support students and schools. To help students learn and thrive in the twenty-first century, our candidates are active members in a community of educators. Bridgewater State University plays a key role in this community, drawing together people and resources from throughout southeastern Massachusetts and beyond to prepare the best possible educators for our rapidly changing and increasingly interconnected world.

The Growth of the Professional Educator Model Components and Goals

The College of Education and Allied Studies adopted a depiction of an oak tree to symbolize the “Growth of the Professional Educator Model” in August of 2006. The mission components described in our model are symbolized by the various elements of this tree.

Mission Components	Goals
PK-12 Student Learning (SL)  (acorn)	<i>BSU Educator Candidates enable PK-12 students to:</i> <ol style="list-style-type: none"> 1. Construct and demonstrate knowledge through authentic achievement 2. Become mindful and independent learners 3. Understand and respect diversity 4. Demonstrate inquiry and enthusiasm for learning
Effective Practice: Professional knowledge, skills and dispositions (EP)  (branches)	<i>BSU Educator Candidates will:</i> <ol style="list-style-type: none"> 1. View students as holistic learners 2. Understand and value diversity 3. Use developmentally appropriate practice 4. Develop and use student-centered curriculum 5. Use research-based best practices 6. Demonstrate and integrate pedagogical content knowledge 7. Incorporate appropriate technology 8. Use appropriate assessments to refine and inform practice 9. Demonstrate moral, caring dispositions 10. Analyze learning environments 11. Reflect on teaching and learning
Collaboration (C)  (leaves)	<i>BSU Educator Candidates will collaborate with:</i> <ol style="list-style-type: none"> 1. Students 2. Colleagues 3. Student support personnel 3. Parents and families 4. Community members

UNIVERSITY POLICIES FOR STUDENT TEACHING

Placement Coordination

All practica requests for early childhood, elementary, health, middle school, high school, physical education, special education and specialist teacher candidates are formally submitted to the Superintendent and/or his/her designee(s) and/or School Directors in BSU professional development or partner schools and agencies by the Bridgewater State University Field Placement Office. This Office notifies practicum candidates of interview protocol, CORI & SAFIS procedures and other school/agency requests. School System/Agency and candidate inquiries relative to placements should be directed to the Clinical Experience Office (508-531-1227).

1. **Expectation for the Student Teaching Experience**

The practicum is a full semester (with the exception of approved waivers for half semester placements) full-time, 5 days/week field experience. During the time the student teacher is assigned to a classroom, the expectation is that the student teacher will participate in the full spectrum of professional activities effectively shadowing the supervising practitioner. These activities may include, but are not limited to, attending faculty meetings and professional development opportunities; observing special education team evaluation meetings; participating in the parent conference process, attending showcase/project fairs (science, geography, etc.) and other PreK-12 student activities. Understanding that student teaching is the final experience in the initial teacher preparation program, the university and the PreK-12 professional community have a responsibility to insure that every student teacher is provided with a full complement of professional experiences that will best prepare them for their role as classroom teachers.

2. **Departmental Requirements**

In addition to MA Department of Elementary & Secondary Education mandated practicum assessments (e.g. CAP), many university departments require student teachers to meet additional specific requirements (e.g., weekly logs, unit plans, student impact assessments, electronic portfolio, etc.). Student teachers will be informed of these requirements by your university supervisor during your Practicum Candidates and Supervisors meeting scheduled prior to the start of your placement. In addition, you will be expected to attend group seminars and meet additional expectations of your department, program supervisor, school building administrator and your supervising practitioner. Program supervisors may also conduct additional seminars (both on or off-site) for their student teachers. Student teaching supervisors should check with their department chairs regarding additional departmental requirements for the practicum.

3. **Student Attendance**

The specific beginning and ending dates for the field experience are identified by the Office of Field Experiences when placement requests are sent to the cooperating agencies. Unless informed otherwise by the University, students are required to follow the public/pre-school calendars. Authorized absences for such activities as the mandatory *Career Services/Licensure meeting* held

each semester, commencement rehearsal and/or other required meetings are indicated in the separate Practicum Calendar posted on the College of Education and Allied Studies web site. If a student is going to be absent from school due to illness, he or she should follow the school system's guidelines in terms of notifying administration. It's important that program supervisors also set-up a protocol for students to follow in the event of illness.

Student teachers are expected to report to their assignment every day. Only absences due to illness or unavoidable absences pre-approved by the supervising practitioner and the program supervisor will be tolerated. At the discretion of the program supervisor and supervising practitioner, students may be required to make up absences that total not more than five days per semester. Absences totaling over five days per semester must be made up on a schedule mutually agreed to by the program supervisor and the supervising practitioner. Supervising practitioners and schools/agencies may expect student teachers to attend in-service meetings, parent-teacher conferences, and faculty meetings. The University expects student teachers to participate as fully as possible in the role of a teacher, provided cooperating agency policies are not violated.

4. **Substitute Teaching**

If the supervising practitioner will be out of the classroom, the school district is expected to provide an appropriate substitute teacher for the classroom, the same as they would if the student teacher were not assigned to that room. The student teacher will be expected to provide the same level of instruction in collaboration with the district substitute teacher as would have happened if the supervising practitioner were present.

The purpose of student teaching is to provide mentoring to the pre-service teacher. The university has established a course of study and series of field experiences to best prepare the student teacher to become a classroom teacher. In recognition of the fact that a substitute teacher may not always be available, the university has established the following guidelines to protect the integrity of the student-teaching experience.

A student teacher may be asked to be the substitute teacher in the classroom they are assigned no earlier than four weeks into an assignment. The student teacher must have demonstrated to the program supervisor the ability to function effectively in managing a classroom. **The program supervisor must approve all substitute teaching requests for student teachers.**

The total substituting-days must not exceed two days per quarter placement and four days per semester placement. This policy is not intended to contradict or supersede any local bargaining agreement clause that may be in place.

The College of Education and Allied Studies does not recommend the use of student teachers as substitute teachers.

5. **Compensation to Cooperating Schools/Agencies: Vouchers**

The following items are quoted from a "Memorandum of Understanding between Massachusetts State Colleges and Massachusetts Association of School Superintendents" approved at the June 12, 1980, Board of Trustees of State Colleges meetings:

One full tuition credit voucher will be awarded to the Superintendent's Office for each student placed for a full semester of student teaching. Half-vouchers are issued for quarter placements (8 weeks). A voucher registration fee (currently \$100) is required for use of each voucher.

Tuition credit vouchers are awarded to the district and delivered to the Superintendent.

The Superintendent can negotiate these with the university for purposes of professional in-service developed specially for the district. Another option is that they may be assigned by the Superintendent to any licensed administrator or teacher in the school system for graduate course work. Vouchers may not be transferred beyond the assignments made by the Superintendent.

6. **Professional Development Points (PDPs) for Supervising Practitioners**

In accordance with Massachusetts General Laws, Chapter 71, section 38G, all educators licensed at the professional stage are subject to license renewal requirements. To acknowledge the importance of your role as a mentor to a pre-service student teacher, the Massachusetts Department of Elementary & Secondary Education allows for the awarding of professional development points to supervising practitioners. With the implementation of the new CAP assessment, MA ESE has increased the number of PDPs awarded to teachers serving as supervising practitioners from 15 PDPs to 30 PDPs. 20 PDP's may be issued for the role of supervisor and an additional 10 PDP's for the training/professional development involved with the role. Professional Development Certificates for supervising practitioners "of record" (those assigned a student teacher by the Superintendent) will be issued by the BSU Field Placement Office.

7. **Job Action**

Student Teachers are assigned to classrooms in the public schools to complete the practicum experiences required for their licensure program at Bridgewater State University. They are not employees of the district. Therefore, they should not participate in a job action (picketing, walk-outs, strikes, etc.). If a job action occurs at an assigned school or agency, student teachers are directed to notify their program supervisor immediately. Student teachers should not report to their assignments until the job action has ended. So as not to impede a candidate's eligibility for licensure, BSU may need to seek alternative placements in the event of a lengthy job action.

8. **Candidate Load**

The BSU student teaching practicum is a full semester (with the exception of approved an approved waiver for half semester) full-time responsibility. Student teachers must make a *full time commitment to their supervising practitioner, assigned school placement and most importantly, students*. Therefore, student teachers should not be registered for any other courses during the clinical semester other than the practicum course the practicum seminar, and SEI course (if required by your program). Student Teachers are encouraged to plan their course schedule so that they only enroll for the 6-12 credits (varies) of the practicum course during the semester they are student teaching. The practicum experience must be your student teacher's highest priority. **Courses, jobs or other outside activities cannot interfere in any way with the regular school day.**

9. **Student Grades**

The program supervisor is contractually responsible for the assignment of grades. Most program supervisors, however, will request input from the supervising practitioner concerning the student teacher's grade.

Grading System

The University uses the letter-grade system of evaluation to indicate the candidate's relative performance. The grading system is as follows.

UNDERGRADUATE LEVEL		GRADUATE LEVEL	
A	Superior	A	Excellent
A-		A-	
B+		B+	
B	Good	B	Good
B-		B-	
C+		C+	
C	Satisfactory	C	Poor but passing
C-		C-	
D+		F	Failure
D	Poor	W	Withdrawn
D-			
F	Failure		
W	Withdrawn Passing		
WF	Withdrawn Failing		

The university supervisor is contractually responsible for assignment of grades. Most supervisors, however, will request input and seek recommendation from the supervising practitioner concerning a candidate's grade.

10. **Department of Elementary & Secondary Education Criteria for Supervising Practitioners**

The Massachusetts Department of Elementary & Secondary Education states in its Regulations for Educator Licensure and Preparation Program Approval [603 CMR 7.02] *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.* This criteria is stated when the university requests student teaching placements from partner school districts and agencies. Program supervisors are required to verify that supervising practitioners meet this criteria via the Introductory Visit form.

Safety Guidelines (Universal Precautions)

The College of Education and Allied Studies is aware that teachers come in close contact with children on a daily basis. The safety guidelines found in Appendix I, as proposed by the United States Public Health Service for the handling of blood and bodily fluid of all persons, not just those previously known to have HIV infection, shall be followed by all Bridgewater State University students.

Professional Conduct Policy

Professional Dispositions (draft 9/15)

The College of Education and Allied Studies' conceptual framework describes the professional commitments and candidate dispositions outlined by the faculty. "Caring, fairness, honesty, responsibility, and social justice" are important general dispositions for all educators. The educator accepts the responsibility to adhere to the highest ethical standards. At the institutional level, the BSU College of Education and Allied Studies adopted the following Professional Dispositions (draft 9/15) that express what is expected of all teacher candidates.

The Teacher Candidate

1. Demonstrates respect for human diversity, community and cultural perspectives.
2. Collaborates with others (faculty, supervising practitioners, colleagues, peers, students, and parents) in a thoughtful and considerate manner.
3. Demonstrates clear understanding of legal and moral obligations of the profession, mandated reporting responsibilities, and confidentiality.
4. Demonstrates respect for students' differences and provides fair and equitable access to all learners and believes that all students can learn.
5. Communicates effectively and professionally in speech, writing, and nonverbal contexts.
6. Demonstrates professional demeanor and a passion for teaching.
7. Is receptive to constructive feedback and reflects on his/her work, behavior, and/or practice.
8. Exhibits personal integrity and professional conduct with all members of the learning community.

CODE OF ETHICS

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgement, to achieve conditions which attract persons worthy of careers in education, and to assist in preventing the practices of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator -

1. Shall not in application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the authorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct.

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator --

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
 - a. Exclude any student from participation in any program;
 - b. Deny benefits to any student;
 - c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

Student Teacher's Professional Image

Student teachers are the guests of a particular school district during the term, it is important that they bear in mind certain considerations that directly concern them and the image they create among the faculty and students. It is up to the student teachers to adjust to the school where they will be doing their field experience rather than expect the school to adjust to them.

1. Personal Appearance

As a representative of the University student teachers are expected to present a professional image. Every student teacher is expected to be properly dressed according to the policies and expectations of their school/agency placement site. Request a copy of the school's dress code/policy when beginning student teaching assignment. Extremes in dress should be avoided.

2. Relationships With Students

Student teachers should not concern themselves with trying to make students like them. This creates a "one of the bunch" atmosphere which can lead to problems, make discipline difficult, and seriously hamper effectiveness as a teacher. The primary concern should be to create a feeling of respect.

3. **Relationship With Faculty**

Student teachers should make it a point to get acquainted with other members of the faculty. Student teachers should not come on too strong and alienate the teachers by monopolizing the conversation in the lunch room or teachers' lounge, by criticizing the school and/or staff, by getting into frequent arguments, or by using offensive language. In short, student teachers should be good listeners and tread lightly. Respect the confidentiality of their students and fellow faculty members.

4. **School Community**

Student teachers should be willing to cooperate in every way possible with any and all employees of the school. Not only will this broaden their experiences, but it will also give them an opportunity to make the kind of contribution that would be appreciated by the school community.

Student At-Risk Protocol and Report Form

In order to more accurately provide a means of remediation for students at-risk of not meeting the Professional Standards for Teachers and/or failing to demonstrate BSU professional dispositions during the practicum experience, the PDS Advisory Council developed a Student At-Risk Practicum Report Form. This form, to be completed jointly by the Supervising Practitioner and the Program Supervisor, is only used when a candidate is not making adequate progress towards meeting the licensing standards or demonstrating appropriate professional dispositions. The report will identify areas of concern as well as provide a detailed plan and timeline for meeting missing standards. A copy of this report must be filed with the Field Placement Office upon issue to the practicum student. A copy of the Student At-Risk report form is located in the appendix.

ROLES AND RESPONSIBILITIES

Program Supervisor (BSU Clinical Faculty Member)

The University supervisor's role is one of working effectively with cooperating agency personnel in order to assist his/her students to develop into successful beginning teachers.

At a minimum, the supervisor

1. represents the teacher education program at Bridgewater State University and serves as direct liaison between the University and cooperating agency personnel
2. makes a minimum of eight contact visits with assigned semester practicum students and four contact visits with assigned half-semester practicum students (some contacts may occur via technology) - within these contacts the supervisor participates in the required Three-Way Conferences and observes the student a minimum of five times (including CAP) over a semester

3. plans cooperatively with practicum students and supervising practitioners. Students and supervising practitioners should be clear about the purpose, number, approximate duration, and spacing of supervisory contacts. While it is not possible to foresee all circumstances nor desirable to formulate a rigid schedule, it is important that students and supervising practitioners have a tentative idea of plans for observation, conferences, seminars, correspondence, or other means of communication.
4. Provide candidates with consistent guidance, support and high-quality feedback during field based experiences that improves their practice.
5. Uses CAP as outlined in these guidelines to assess and document evidence of candidate readiness for the licensure role.
6. Coordinates the CAP process in collaboration with the Supervising Practitioner and candidate; stay on top of timelines, facilitate meetings; calibrate with the Supervising Practitioner; submit all forms.
7. Conducts at least two observations of the candidate using CAP forms and protocol; reviews information from all observations; support the Supervising Practitioner in conducting observations.
8. Actively collects evidence during CAP observations, synthesizes and analyzes the evidence to provide focused feedback to the candidate about their performance.
9. Submits data on candidate performance on CAP.
10. assists his/her students with problems identified by the student, supervising practitioner or supervisor
11. supervises appropriate completion of, maintenance and timely return of all practicum forms and the Candidate Assessment of Performance (CAP) for her/his student's permanent records to the Office of Professional Education
12. Attends Supervisor/Student Teacher Orientation meeting at the beginning of each semester

Program Supervisor Training

Program supervisor orientation and supervision updates are offered before the start of each academic year by the staff in the Office of Clinical Experience and Licensure. Orientation and updates include a review of the current MA ESE required practicum assessments, forms, handbooks, regulatory updates and changes and university related policies and procedures. These general sessions are followed by departmental specific sessions lead by faculty practicum coordinators on clinical supervision for individual license areas. Program supervisors are expected to attend this training and therefore sessions are scheduled the day prior to the start of classes at the university.

Supervising Practitioner (In-Service Teacher)

The University recognizes that the supervising practitioner is a primary influence in determining the direction and outcome of each individual's experience as a practicum student. The University also recognizes that the supervising practitioner's first responsibility is the children in his or her classroom. The University is aware that working with practicum students is time-consuming but believes this role is also stimulating and worthwhile.

At a minimum, the supervising practitioner

1. 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
2. Uses CAP to assess and document evidence of candidate readiness for the licensure role.
3. Conducts at least two observations of the candidate; reviews information from all observations; supports the Program Supervisor in conducting observations.
4. Actively collects evidence during observations, synthesizes and analyzes the evidence to provide focused feedback to the candidate about their performance.
5. Identifies and set the measure(s) of student learning (Candidate impact on student learning) to be used in CAP prior to the first Three-Way Meeting. The Supervising Practitioner should identify at least one measure of student learning, growth, or achievement that assesses a meaningful sample of the content the teacher candidate is primarily responsible for teaching. The student learning impact measure can be an assessment that the teacher has previously used to measure student understanding of a certain content area and has found to be reliable and useful.
6. Administers, or supports the candidate in administering, the student feedback surveys. (see ESE Student feedback measures at: <http://www.doe.mass.edu/eeval/feedback/>)
7. provides orientation for the student teacher to the classroom, conducts a tour of the school/agency and introduces the student teacher to other personnel in the school/agency
8. introduces the student teacher to the work routine and provides the student teacher with a work area
9. introduces the student teacher to the students and provides important information about each student
10. shows the student teacher available instructional resources including building facilities, technology, curriculum guides, faculty and student handbooks, media and supply area
11. gives the student teacher gradual responsibility in the classroom. Student Teachers differ in their ability to assume responsibility for a classroom
12. together with the student teacher and program supervisor, outlines a specific plan for taking over responsibility for the classroom for a minimum of 100 hours
13. observes student teaching and confidentially (not in front of the students) gives specific suggestions for improvement
14. plans with the student teacher instructional responsibilities and, at the beginning, checks lesson plans
15. meets regularly to discuss lessons and planning
16. assists in unit planning and helps develop resources and share materials
17. encourages the student teacher to try new methods or approaches and assists in the evaluation of these methods
18. encourages the student teacher to use a variety of assessment and evaluative tools to assess student learning
19. demonstrates a high level of knowledge in their subject field
20. ensures that his/her assigned student teacher participates in the full spectrum of teaching professional responsibilities (parent conferences, special education team meetings, in-service professional development offerings, faculty meetings, etc.)
- 21.** complies with the policies and procedures for student teaching including the substitute teaching policy detailed in this Handbook

Student Teacher

As the culminating experience of a student's preparation as a teacher, the teacher candidate must assume the most active part and responsibility for his/her practicum.

At a minimum, the student teacher

1. gains insight as far as is possible into the many facets of the school/agency and the community in which he/she is teaching and appreciates the cooperation of the host school and its personnel who provide for the student teaching experience
2. becomes acquainted with the philosophy of the school/agency, department and supervising practitioner relative to education
3. becomes an integral part of the school/agency and its community
4. knows definitely what is expected of him/her by the supervising practitioner and the University supervisor
5. presents to the supervising practitioner and/or the university supervisor lesson plans, tests, etc. which he/she is to administer for analysis and approval as required by the supervising practitioner and University supervisor
6. is receptive to constructive criticism and seeks suggestions from the supervising practitioner and University supervisor
7. participates in CAP including attending Three-Way Meetings; being available for additional observations, and collecting evidence of candidate artifacts.
8. engages in early field-based experiences and activities in coursework that provide you with the knowledge and skills necessary to demonstrate readiness for the licensure role.
9. demonstrates competency at all threshold levels; attain growth on professional practice goal; have a moderate or high impact on student learning.
10. administers, or support the Supervising Practitioner in administering, the student feedback surveys.
11. provides feedback to your Sponsoring Organization about your experience in your preparation program.
12. attends to the needs, interests and abilities of the students he/she is teaching
13. presents a professional image - every student teacher is expected to be appropriately dressed according to the policies/expectation set by the cooperating school/agency (at minimum, no midriffs showing, no pierced jewelry with exception of discreet earrings).
14. cooperates in every way possible with any and all employees of the school/agency
15. is punctual and observes regular attendance (arrives before students arrive and departs after students leave building) at his or her assignment

Mediator

The licensure regulations state with regard to a discrepancy in the final evaluation of the student teacher [603 CMR 7.04 (4)]:

Disagreement between the university supervisor and supervising practitioner will be resolved by the decision of a third person chosen jointly by them.

It is the University's position that good communication between the supervising practitioner and the program supervisor throughout the experience is the best means for avoiding a situation where the mediator is necessary. In order to be proactive rather than reactive should this situation occur, the University suggests that the supervising practitioner and program supervisor identify a mutually agreed upon mediator at the Initial Three-Way Conference. Quite often the building administrator or, in the case of a high school, the department chair, is asked to serve in this capacity. Early identification of the mediator would allow that person to participate in the evaluation process should disagreement be evident mid-way through the student's experience.

Office of Educator Licensure and Clinical Experience

The Office of Educator Licensure and Clinical Experience functions as a central communication, coordination, monitoring and record-keeping resource for candidates, faculty, supervisors, other University administrative offices and cooperating agencies.

Specific questions or concerns regarding the practicum may be forwarded to the Office of Educator Licensure and Clinical Experience.

The Office of Educator Licensure and Clinical Experience also processes requests for institutional recommendation/endorsement for licensure. Student teachers are required to attend a Career Services and Licensure meeting during the practicum semester at which time directions for program completion and licensure are provided. Please see the Licensure section of this handbook for instructions on how to apply for Massachusetts Educational License.

Professional Development Schools Advisory Council

In an effort to more effectively design, deliver and evaluate clinical practice, the College of Education and Allied Studies established an advisory council specifically dedicated to reviewing and improving field placement policies and procedures. The Clinical Practice Advisory Council (CPAC) was charged by the CEAS Dean in December 2004 and has been meeting regularly since. In the fall of 2009, CPAC was renamed the Professional Development Schools Advisory Council (PDSAC) to incorporate the College of Education's PDS initiatives. PDSAC is chaired by the CEAS Associate Dean and has broad representation from both inside and outside of the school and the university. PreK-12 council members currently include classroom teachers and building administrators from the Brockton, New Bedford and Taunton school districts. PDSAC also has faculty representation from the Bartlett College of Science and Mathematics and the College of the Humanities and Social Sciences and representation from teacher education, school administration and support licensure programs.

PDSAC collects data from those directly involved with the field experience program in order to continuously improve clinical practice for our candidates. Some of these improvements based upon data collected include:

- Develop and revision of the Practicum handbook
- Creation and implementation of the "Support Your Student Teacher" workshop series
- Creation of FAQs for Practicum constituents

- Creation of an orientation/training program for program supervisors prior to the practicum semester
- Creation of a one day clinical conference for supervising practitioners and program faculty
- Pilot and plan full implementation of CAP
- Development of a student-at-risk protocol and reporting system
- Provision of reciprocal professional development opportunities for BSU faculty and supervising practitioners

PDSAC will continue to collect data from those directly involved with the field experience program in order to continuously seek ways to improve clinical practice for our candidates. Please help us by responding to our surveys and providing your feedback with regard to BSU clinical practice.

VARIOUS ROLES IN THE EVALUATION OF THE PRACTICUM EXPERIENCE

There are two types of evaluation that occur in a typical student teaching experience: 1. Evaluation for MA Department of Elementary & Secondary Education (MA ESE) Licensure using DOE forms and assessments 2. Evaluation for the practicum course using BSU faculty/departmental assessment tools (e.g. “the grade” you give for the practicum course). Supervising Practitioners have a greater responsibility for the first type of student teaching evaluation which involves the use of tools (CAP), forms and rating scales mandated by ESE. The MA Department of Elementary & Secondary Education’s Candidate Assessment of Performance described in the [Guidelines for the Candidate Assessment of Performance \(CAP\)](#), documents a formative and summative evaluation of your student teacher’s ability to meet the MA Professional Standards for Teachers. The second type of practicum evaluation is measured via the letter grade assigned to the student teaching course. BSU program supervisors are contractually responsible for assigning the letter grades assigned to BSU courses. Many faculty will also solicit feedback from supervising practitioners concerning the grade for the practicum experience.

CANDIDATE ASSESSMENT OF PERFORMANCE “CAP” AND OTHER PRACTICUM EVALUATION FORMS

Practicum Verification Form

This form verifies that the practicum placement and supervising practitioner credentials comply with MA ESE licensing regulations. The form must be completed during the first site visit by the program supervisor. The program supervisor confirms at this meeting that the supervising practitioner holds an appropriate MA ESE teaching license, has at least three years experience in the role in which the practicum supervised is being exercised, and has received a recent educator evaluation rating of proficient or higher (per BSU field placement request form).

For Early Childhood and Special Education majors, this report must be filed for each student teaching placement.

Candidate Assessment of Performance

CAP stands for “Candidate Assessment of Performance.” CAP is designed to assess the overall readiness of teacher candidates during their practicum semester (a.k.a. student teaching). By demonstrating readiness through CAP, Massachusetts will be able to ensure that teacher candidates enter classrooms prepared to be impactful with students on day one. CAP is the culminating assessment required for program completion in the Commonwealth and in this way creates an intentional bridge from training to practice by aligning expectations with the [Massachusetts Educator Evaluation Framework](#). CAP will replace the PPA (Preservice Performance Assessment) in the 2016-17 academic year.

The goals of CAP are:

- To ensure teacher candidates are ready to make impact with students day one;
- To measure teacher candidates’ practice on key indicators as outlined in the [Guidelines for the Professional Standards for Teachers](#) (PSTs) revised in January 2014; and
- To support supervising teachers in improving their practice based on targeted feedback and performance evaluations (they get to be the “evaluator” using an instrument similar to the one they are evaluated under).

The CAP process and online platform resources are located on the MA Department of Elementary & Secondary Education’s website: <http://www.doe.mass.edu/edprep/cap/>

The web address for the CAP Online Platform: www.desecap.com

This site is not compatible with Internet Explorer and should be opened with another internet browser. (i. e. Safari, Google Chrome)

The Program supervisor is responsible for returning the completed CAP signature forms to the BSU Office of Field Placement and closing out the CAP online cycle for each of their student teachers.

Criminal Offender Record Inquiries (CORIs)

Chapter 71 of the Massachusetts General Laws requires school systems, camps, child care agencies and other organizations providing activities and programs for children to require any person who has access to their building or their student population to participate in a mandatory Criminal Offender Record Inquiry or CORI. The CORI provides information to the school/agency regarding a person’s criminal offender history.

CORI reports are conducted by placement sites. Candidates are encouraged to complete the CORI as soon as their placement has been confirmed. Districts will not allow a student teacher access to their schools without CORI clearance. CEAS facilitates the CORI process for the Bridgewater-Raynham and New Bedford School districts by collecting CORI forms and verifying identification in house.

Candidates completing a practicum within the BR or New Bedford school district should report to the CEAS office in Hart Hall 124 for CORI processing.

An unsatisfactory CORI report is a reason for refusal of placement by the BSU Office of Clinical Experience and the School District and agencies. If a candidate has any reason to believe they may have a CORI entry, we strongly recommend the candidate requests a CORI at this website: <http://www.mass.gov/chsb/> . The CHSB provides information regarding the process for correcting a criminal record on its web site. Additional criminal background checks may be required for field placement in schools and agencies according to Massachusetts laws and regulations.

Fingerprint Identification Check

In September 2013, MA Governor Patrick signed into law Chapter 77 of the Acts of 2013, “An Act Relative to Background Checks.” This law expands the Criminal Offender Record Information (CORI) checks used in MA schools. Specifically, it requires a fingerprint-based state and national criminal record check for all school employees. The individual school districts have expanded this requirement to anyone who will be completing practicum experiences in the classroom. The Statewide Applicant Fingerprint Identification Service (SAFIS) has been created for this purpose. The vendor selected by the state to perform the fingerprint-based checks is MorphoTrust USA IndentoGo. Student Teachers must complete the fingerprint identification check prior to beginning their practicum.

PRACTICUM REQUIREMENTS FOR MASSACHUSETTS LICENSURE

A candidate is eligible for initial stage licensure by completing a program approved by the Massachusetts Department of Elementary and Secondary Education. Candidates successfully completing a state approved program at Bridgewater State University are eligible for licensure in Massachusetts as well as many other states through the Interstate Certification Contract. Specific information about ICC agreement is available at: www.nasdtec.org

All Bridgewater State University initial licensure programs include early field-based experiences in a variety of settings prior to the practicum and a full semester practicum experience. During the practicum the candidate completes the field-based experience *in the role and at the level of the license* sought. The candidate's performance is supervised jointly by a BSU program supervisor and the in-service supervising practitioner. The university must document the experience using the Candidate Assessment of Performance, CAP. The supervised practicum is evaluated according to the MA Professional Standards for Teachers and the subject matter knowledge for each teaching license field. The Professional Standards for Teachers (PST's) are the same for all teaching areas in the state. The subject matter knowledge requirement is unique for each licensure field. A copy of the PST's and subject matter knowledge requirements for each of BSU's initial teaching fields can be found in the appendix.

Applying for Massachusetts Teaching License

At the successful completion of a student teaching practicum, students will be eligible to apply for their *initial* teaching license in Massachusetts. Bridgewater State University participates in the Department of Elementary & Secondary Education's on-line Educator Licensing and Recruitment system (ELAR) and batch processing system thereby providing its' students with an efficient means to obtain their Massachusetts educator license number. To initiate this process students will need a computer with internet access. Step by step instructions for how to apply for the SEI endorsement and educator licensure on-line are provided at the *Educator Licensure and Career Day meeting* held each semester for student teachers. The information is also located on BSU's Educator Licensure webpage: <https://my.bridgew.edu/departments/ELCE/SitePages/Home.aspx#>

In addition to applying for the license and SEI endorsement on-line, students must also complete a request granting the University permission to submit program completion of a state approved licensure program to DESE. You will receive a form to request this permission at the *Educator Licensure and Career Day meeting* or by contacting the Office of Licensure in the College of Education & Allied Studies. The form is also located on the BSU Educator Licensure webpage: <https://my.bridgew.edu/departments/ELCE/SitePages/Home.aspx#>

The completed request must be returned to the Licensure Office (Hart Hall, room 124). Please note, the ELAR system prohibits colleges and universities from posting on-line recommendations for undergraduate students until *after the degree conferral date passes*

A checklist for students exiting licensure programs and additional information regarding ELAR is located at: <https://my.bridgew.edu/departments/ELCE/SitePages/Home.aspx#>

APPENDIX A

MASSACHUSETTS PROFESSIONAL STANDARDS FOR TEACHERS

All candidates seeking initial teaching licensure in Massachusetts are required to participate in a supervised practicum which is evaluated according to the MA Professional Standards for Teachers and the subject matter knowledge for each teaching license field.

7.06: Subject Matter Knowledge Requirements for Teachers

The effective candidate for initial licensure demonstrates knowledge of the subject matter as prescribed for each license field. (See the appendix for a complete listing of the subject matter knowledge for the teaching license fields offered by BSU).

7.08: Professional Standards for Teachers

(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.

(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.

(b) Assessment indicator: 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.

(c) Analysis indicator: Analyzes data from assessments, draws conclusions, and shares them appropriately.

SEI Indicator (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

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.

(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.

(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.

(b) Learning Environment indicator: 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.

(c) Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

(d) Expectations indicator: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.

(e) Social and Emotional Learning Indicator: Employs a variety of strategies to assist students to develop social emotional-competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

(f) Classroom Management Indicator: Employs a variety of classroom management strategies, and establishes and maintains effective routines and procedures that promote positive student behavior.

SEI Indicator (b) Uses effective strategies and techniques for making content accessible to English language learners.

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.

(3) Family and Community Engagement standard: Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

(a) Engagement indicator: Welcomes and encourages every family to become active participants in the classroom and school community.

(b) Collaboration indicator: Collaborates with families and communities to create and implement strategies for supporting student learning and development both at home and at school.

(c) Communication indicator: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

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.

(4) Professional Culture standard: Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

(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.

(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.

(c) Collaboration indicator: Collaborates effectively with colleagues on a wide range of tasks.

(d) Decision-making indicator: Becomes involved in school-wide decision-making, and takes an active role in school improvement planning.

(e) Shared Responsibility indicator: Shares responsibility for the performance of all students within the school.

(f) Professional Responsibilities indicator: Is ethical and reliable, and meets routine responsibilities consistently.

Appendix B

Subject Matter Knowledge Requirements for each Initial Teaching Field offered at BSU

(603 CMR 7.06)

(1) Biology (Levels: 5-8; 8-12)

- (a) Biology of organisms, especially that of humans, including characteristics and classifications of organisms.
- (b) Cells and cell theory.
- (c) Ecology and evolutionary biology.
- (d) Matter and energy in ecosystems.
- (e) Genetics, including chromosome structure and function and inheritance.
- (f) Molecular biology.
- (g) Related aspects of chemistry, physics, earth science, and mathematics, such as statistics.
- (h) Engineering and technical applications of biology.
- (i) History and philosophy of science.
- (j) Methods of research in the sciences, including laboratory techniques and the use of computers.

(3) Chemistry (Levels: 5-8; 8-12)

- (a) Inorganic chemistry.
- (b) Organic chemistry.
- (c) Analytical chemistry.
- (d) Physical chemistry.
- (e) Biochemistry.
- (f) Related aspects of biology, physics, earth science, and mathematics, such as statistics and calculus.
- (g) Engineering and technical applications of chemistry.
- (h) History and philosophy of science.
- (i) Methods of research in the sciences, including laboratory techniques and the use of computers.

(4) Dance (Levels: All)

- (a) Dance technique, including skills and kinesthetic concepts of ballet, modern, jazz, tap, social, and folk dance.
- (b) Choreography, including elements and principles of design, rhythm, dynamics, form, improvisation, and composition.
- (c) Dance production, including costumes, lighting, sound, promotion, and management.
- (d) History of Western dance performance, including historical periods, major stylistic traditions, and major artists.
- (e) History of American dance performance from circa 1650.
- (f) Introductory knowledge of dance traditions across the world.

- (g) Children's dance, movement exploration, and improvisation.
- (h) Artistic development of children and adolescents in dance.
- (i) Dance criticism: analysis and critique of dance works and performance.

(5) Early Childhood: Teacher of Students With and Without Disabilities (Levels: PreK-2)

(a) The following topics will be addressed on the Foundations of Reading test:

1. Reading theory, research, and practice.
 - a. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension.
 - b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
 - c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
2. Development of a listening, speaking and reading vocabulary.
3. Theories on the relationships between beginning writing and reading.
4. Theories of first and second language acquisition and development.

(b) The following topics will be addressed on a test of other subject matter knowledge:

1. English language arts
 - a. Children's literature: genres, literary elements, literary techniques, vocabulary demands.
 - b. Approaches and practices for developing skill in using writing tools.
 - c. Writing process and formal elements of writing.
2. Basic principles and concepts related to PreK-2 grade mathematics in number sense and numeration, patterns and functions, geometry and measurement, and data analysis.
3. Basic principles and concepts of the physical and life sciences appropriate to the PreK-2 grades.
4. Basic principles and concepts of history, geography, government, and economics appropriate to the PreK-2 grades.
5. Basic theories of cognitive, social, physical, language, and emotional development in children and adolescents, including learning through play, as they apply to children with and without disabilities.
6. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).

(c) Topics in basic principles and concepts of the arts, health, and physical education appropriate to the PreK-2 grades shall be included in an approved program but will not be addressed on a written test of subject matter knowledge.

(6) Earth Science (Levels: 5-8; 8-12)

- (a) Geology.
- (b) Oceanography.
- (c) Astronomy.
- (d) Environmental biology, physics, and chemistry.
- (e) Meteorology.
- (f) Related aspects of chemistry, physics, biology, and mathematics.
- (g) Engineering and technical applications of earth science.
- (h) History and philosophy of science.

(i) Methods of research in the sciences, including laboratory techniques and the use of computers.

(7) Elementary (Levels: 1-6)

(a) The following topics will be addressed on the Foundations of Reading test:

1. Reading theory, research, and practice.
 - a. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.
 - b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
 - c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
2. Development of a listening, speaking, and reading vocabulary.
3. Theories on the relationships between beginning writing and reading.
4. Theories of first and second language acquisition and development.

(b) The following topics will be addressed on the General Curriculum test:

1. English.
 - a. Children's and young adult literature.
 - b. Adult literature, classical and contemporary works.
 - c. Genres, literary elements, and literary techniques.
 - d. Nature, history, and structure of the English language: lexicon and grammar.
 - e. Approaches and practices for developing skill in using writing tools.
 - f. Writing process and formal elements of writing and composition.
2. Mathematics.
 - a. Basic principles and concepts important for teaching elementary school mathematics in the following areas:
 - i. Number and operations (the foundation of topics in 603 CMR 7.06 (7) (b) 2. a. ii. - iv.).
 - ii. Functions and algebra.
 - iii. Geometry and measurement.
 - iv. Statistics and probability.
 - b. Candidates shall demonstrate that they possess both fundamental computation skills and comprehensive, in-depth understanding of K-8 mathematics. They must demonstrate not only that they know how to do elementary mathematics, but that they understand and can explain to students, in multiple ways, why it makes sense.
 - c. The Commissioner, in consultation with the Chancellor of Higher Education, shall issue guidelines for the scope and depth of knowledge expected in mathematics, described in 603 CMR 7.06 (7) (b) 2 a. and b.
3. History and Social Science.
 - a. Major developments and figures in Massachusetts and U.S. history from colonial times to the present.
 - b. Major developments and figures in world history, with stress on Western civilization.
 - c. Basic economic principles and concepts.
 - d. Basic geographical principles and concepts.

- e. U.S. political principles, ideals, founding documents, institutions, and processes, their history and development.
 - 4. Science and Technology/Engineering.
 - a. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.
 - b. Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.
 - c. Principles and procedures of scientific inquiry.
 - d. History of major scientific and technological discoveries or inventions.
 - e. Safety issues related to science investigations.
- (c) The following topics shall be included in an approved program but will not be addressed on a written test of subject matter knowledge:
- 1. Science laboratory work.
 - 2. Child development.
 - a. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
 - b. Characteristics and instructional implications of moderately and severely disabling conditions.
 - 3. Basic principles and concepts in each of the visual and performing arts (art, music, drama/theater, dance).
 - 4. Basic principles and practices in physical education.
 - 5. Basic principles and practices related to personal and family health.

(8) English (Levels: 5-8; 8-12)

(a) Literature.

- 1. American literature including the Colonial Period; the Revolutionary Period; American Romanticism and the American Renaissance (to include Hawthorne, Emerson, Melville, Whitman, and Thoreau); the Civil War and the post-war period; and fiction, poetry, drama from the early 20th century to the present.
- 2. World literature including British literature (including the Anglo-Saxon period, the Middle Ages, the Renaissance, the Restoration and the 18th century, the Romantic Period, the Victorian Period, and the 20th century) and other European literature; literature of Africa, Latin America and Asia; Ancient Greek and Roman literature; the Bible as literature; world myths and folktales.
- 3. Characteristics of the different genres of literature.
- 4. Various schools of literary criticism.

(b) Language.

- 1. History and structure of the English language.
- 2. Knowledge of the rules and conventions of standard written and spoken English.

(c) Rhetoric and composition.

- 1. Principles of classical rhetoric.
- 2. Modern and contemporary theories of rhetoric.
- 3. Similarities and differences between oral and written communication.

(d) Reading theory, research, and practice at the middle and high school level.

(9) English as a Second Language (Levels: PreK-6; 5-12)

(a) The following items will be assessed on a subject matter knowledge test:

1. Language and Linguistics
 - a. Language as a system: functions and registers of language.
 - b. The structure and nature of language: Phonology, morphology, syntax, semantics, pragmatics, discourse varieties, aspects of social and academic language, rhetorical registers, and writing conventions.
 - c. Language variation and change
2. Language acquisition and literacy development
 - a. Theory and research in first and second language acquisition.
 - b. Knowledge of the significant theories and practices for developing reading skills and reading comprehension in English as a first language at different educational levels.
 - c. Relevance of linguistic differences between the first and the second language for reading instruction in English.
 - d. Differences in initial reading instruction in English (including phonemic awareness and phonics) for students who may or may not be literate in their first language: effects of first language literacy on second language learning and literacy.
 - e. Formal and informal measures for assessing development in reading skills and their use with second language learners.
 - f. Development of listening, speaking, reading, and writing vocabulary.
 - g. Approaches and practices for developing writing skills and the use of writing tools.
 - h. Writing process and formal elements of writing.
 - i. Oral/Aural fluency in English at different proficiency levels.
 - j. Social and academic English and academic language for the content areas.
 - k. Development of metalinguistic skills and vocabulary appropriate to cognitive, academic, and language proficiency levels.
3. Instructional approaches and best practices for teaching ESL
 - a. Foundations of ESL instruction.
 - b. Theories and sheltered strategies for developing English language skills in listening, speaking, reading, and writing for English language learners in bilingual or multilingual classrooms from the primary grades on.
 - c. Research-based practices for English language development.
 - d. Program models and teaching strategies for developing and integrating language skills.
 - e. Planning and implementing standards-based ESL and content instruction.
4. Socio-cultural and socio-emotional considerations in teaching ESL
 - a. Regional, socioeconomic, and developmental factors influencing language variation and bilingualism or multilingualism.
 - b. The nature and role of culture and its intersection with teaching and learning.
 - c. Cultural, racial, ethnic, and linguistic identity.
 - d. Intercultural communication in the classroom.
 - e. Special populations and situations: long term English language learners, English learners with disabilities, and students with limited or interrupted formal education.

- f. The role of the community, families, and schools in English language learner education.
5. Formal and informal English language assessment procedures and instruments for English language learners: selection, administration, and interpretation; identification of bias and normal variation in performance as well as possible differentiation from learning disabilities.

(b) The following shall be included in an approved program but will not be addressed on the subject matter test:

1. Federal and State laws pertaining to the education of English language learners.
2. Theoretical, political, and historical foundations of education for English language learners.
3. Instruction, assessments, resources, research, and advances in the field of ESL.
4. Strategies for school collaboration, family outreach, and community involvement for English language learners.

(10) Foreign Language (Levels: PreK-6; 5-12)

(a) The following topics will be addressed on a subject matter knowledge test for the PreK-6 level:

1. Spoken and written command of a standard version of the target language (the version used by a formally educated speaker of the language).
2. Knowledge of culturally and historically significant literary and non-literary texts and authors associated with the country of origin of the target language and of one other country with which the target language may now be associated.
3. Introductory knowledge of contemporary political, social, and artistic features of the country of origin of the target language and of one other country with which the target language may now be associated.
4. Children's literature, songs, and games in the target language.
5. Characteristics of elementary reading and writing pedagogy in the target language.
6. Similarities and differences between the target language and English.
7. Theories of, and differences between, first and second language acquisition.

(b) The topics set forth in 603 CMR 7.06 (10) (a) 1., 6., and 7. and the following topics will be addressed on a subject matter knowledge test for the 5-12 level:

1. Knowledge of culturally and historically significant literary and non-literary texts and authors associated with the country of origin of the target language; literary traditions, periods, and genres.
2. Introductory knowledge of the other arts (historical traditions, genres, and major artists) associated with the country of origin of the target language.
3. Introductory knowledge of the political, social and intellectual history of the country or culture with which the target language is or was originally associated.
4. Introductory knowledge of significant literary and non-literary texts, the arts, and history of at least one other country or people with which the target language may now be associated.

(12) Health/Family and Consumer Sciences (Levels: All)

- (a) Human growth and development: physical (anatomy and physiology), emotional/mental, social, intellectual, and moral.
- (b) Food science and nutrition.
- (c) Physical fitness.
- (d) Human sexuality.
- (e) Disease prevention and control.
- (f) First aid, safety, and injury prevention.
- (g) Tobacco, alcohol, and other substance abuse prevention.
- (h) Current topics in health education, including family violence, child abuse, suicide, sexually transmitted diseases (including AIDS), teen pregnancy, violence prevention, and eating disorders.
- (i) Parenting skills, early childhood education, and care.
- (j) Family and interpersonal relationships.
- (k) Public health functions and responsibilities.
- (l) Management skills for family/consumer health and finance.

(13) History (Levels: 1-6; 5-8; 8-12)

- (a) The following topics will be addressed on a subject matter knowledge test for the 1-6 level:
 1. United States history from the age of exploration to the Civil War.
 2. World history from human beginnings and ancient and classical civilizations of the Mediterranean area; and English and Western European history through the Enlightenment.
 3. Geography: major physical features of the world and key concepts of geography.
 4. Basic economic principles and concepts.
 5. United States political principles, institutions, and processes, their history and development.
 6. Major developments and figures in Massachusetts history.
- (b) The following topics will be addressed on a subject matter knowledge test for the 5-8 and 8-12 levels:
 1. United States History: indigenous people of North America; European settlements and colonies; the American Revolution; expansion, reform, and economic growth of the United States up to the Civil War; the Civil War and Reconstruction; European immigration, industrialization, and scientific and technological progress; the two World Wars; and the United States from 1945 to the present.
 2. World History: human beginnings and early civilizations (Africa, Mesopotamia, Phoenicia, Egypt, India, China); roots of Western civilization (Israel, Greece, Rome); English and Western European history; Renaissance and the age of exploration; development of Asia, Africa, and South America; age of revolutionary change in Europe; the world in the era of two World Wars; and the world from 1945 to the present.
 3. Geography.
 - a. Major physical features of the world.
 - b. Key concepts of geography and its effects on various peoples.
 4. Economics.
 - a. Fundamental economic concepts and economic reasoning.
 - b. American economic history.
 5. Government.

- a. Principles of American government and the Founding Documents of the United States.
 - b. Comparative government.
6. History and Philosophy of Science.
 7. Methods and Sources for Research in History.

(14) Instructional Technology (Levels: All)

(a) The following topics will be addressed on a test of subject matter knowledge:

1. Technology tools for word processing, databases, spreadsheets, print/graphic utilities, multi- and hypermedia, presentations, videos for the purpose of formal and informal assessment, instruction, and administration for professional and instructional use.
2. Communications and research tools such as email, world wide web, web browsers, and other online applications that link to the state standards and requirements, for professional and instructional use.
3. Criteria for selection, evaluation, and use of appropriate computer/technology based materials to support a variety of instructional methods.
4. Ethical and social issues surrounding privacy, copyright, and crime relating to educational technology and resources.

(b) The following topics shall be included in an approved program but will not be addressed on a test of subject matter knowledge:

1. Use of resources for adaptive/assistive devices that provide access for all students.
2. Methods to support classroom teachers and other school personnel in improving student learning through appropriate use of technology in the classroom, including consultation techniques and professional development.

(17) Mathematics (Levels: 1-6; 5-8; 8-12)

(a) The following topics will be addressed on a subject matter knowledge test for the 1-6 level:

1. Basic principles and concepts related to elementary school mathematics in the areas of number sense and numeration, patterns and functions, geometry and measurement, and data analysis.
2. Algebra.
3. Euclidean geometry.

(b) The following topics will be addressed on a subject matter knowledge test for the 5-8 level:

1. Algebra.
2. Euclidean geometry.
3. Trigonometry.
4. Discrete/finite mathematics.
5. Introductory calculus through integration.
6. History of mathematics.

(c) The topics set forth in 603 CMR 7.06 (17) (b) and the following topics will be addressed on a subject matter knowledge test for the 8-12 level:

1. Abstract algebra.
2. Number theory.
3. Calculus through differential equations.
4. Probability and statistics.
5. Non-Euclidean and transformational geometries.

6. Applied mathematics or mathematics modeling.

(20) Music: Vocal/Instrumental/General (Levels: All)

(a) The following topics will be addressed on the test of subject matter knowledge:

1. Traditional Western music theory and harmony.
2. Score reading and musical analysis.
3. Music history and literature, including the following:
 - a. Western (European) - early Gregorian chant to present.
 - b. American music - 1650 to present (including ethnic folk, jazz, Broadway, and classic streams).
 - c. Introductory knowledge of at least two other musical traditions with contrasting compositional and performance characteristics and genres.
4. Music criticism: analysis and critique of musical works and performance.
5. Knowledge of at least one special approach to music education for students, such as Orff Schulwerk, Kodály, Dalcroze, Suzuki, Gordon.
6. Musical development in children and adolescents.
7. Introductory knowledge of choral literature and conducting techniques.
8. Introductory knowledge of instrumental literature and conducting techniques.

(b) The following topics shall be included in an approved program but will not be addressed on the test of subject matter knowledge:

1. Singing skills and basic vocal production.
2. Sight singing and music reading, using standard notation.
3. Intermediate level of keyboard proficiency.
4. Use of technologies in music.
5. Advanced vocal proficiency.
6. Choral methods for treble, changing, and high school voices.
7. Advanced instrumental proficiency on one instrument.
8. Instrumental methods on strings, woodwinds, brass, percussion.

(21) Physical Education (Levels: PreK-8; 5-12)

(a) Principles of developmentally sound physical health and fitness.

(b) Lifespan growth, development, and nutrition.

(c) History and foundations of kinesiology.

(d) Range of appropriate play and sports for PreK-12 and the relevant motor skills.

(e) Knowledge of appropriate physical and safety limitations, legal standards, tort liability, and first aid and Cardiac Pulmonary Resuscitation (CPR).

(f) Knowledge of adaptations for students with disabilities.

(22) Physics (Levels: 5-8; 8-12)

(a) Mechanics (including fluid mechanics).

(b) Heat, heat transfer, and thermodynamics.

(c) Kinetic theory of gases.

(d) Light and geometric optics.

(e) Electricity and magnetism.

(f) Waves (sound and light).

(g) The atom: its structure and the nucleus (including nuclear reactions).

(h) Quantum theory of the atom.

- (i) Quantum theory of light.
- (j) Engineering and technical application of physics.
- (k) Related aspects of biology, chemistry, earth science and mathematics, such as trigonometry, vector analysis, and calculus.
- (l) History and philosophy of science.
- (m) Methods of research in the sciences, including laboratory techniques and the use of computers.

(25) Teacher of Students with Moderate Disabilities (Levels: PreK-8; 5-12)

(a) Teachers seeking a license as a teacher of students with moderate disabilities for PreK-8 must meet the requirements set forth in 603 CMR 7.06 (25) (b) (c) and (d); those seeking this license for 5-12 must meet the requirements set forth in 603 CMR 7.06 (25) (b) and (d) and pass either the General Curriculum test or a subject matter test in one of the following academic subjects: English, mathematics, science (biology, chemistry, earth science, general science, and physics), history, middle school humanities, middle school mathematics/science, or political science/political philosophy at the 5-8 or 8-12 grade level.

(b) The following topics will be addressed on the Foundations of Reading test:

1. Reading theory, research, and practice.
 - a. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension.
 - b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
 - c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
2. Development of a listening, speaking, and reading vocabulary.
3. Theories of the relationships between beginning writing and reading.
4. Theories of first and second language acquisition and development.

(c) The following topics will be addressed on the General Curriculum test:

1. English.
 - a. Children's and young adult literature.
 - b. Adult literature, classical and contemporary works.
 - c. Genres, literary elements, and literary techniques.
 - d. Nature, history, and structure of the English language: lexicon and grammar.
 - e. Approaches and practices for developing skill in using writing tools.
 - f. Writing process and formal elements of writing and composition.
2. Mathematics.
 - a. Basic principles and concepts important for teaching elementary school mathematics in the following areas:
 - i. Number and operations (the foundation of topics in 603 CMR 7.06 (7) (b) 2. a. ii. - iv.).
 - ii. Functions and algebra.
 - iii. Geometry and measurement.
 - iv. Statistics and probability.
 - b. Candidates shall demonstrate that they possess both fundamental computation skills and comprehensive, in-depth understanding of K-8 mathematics. They must demonstrate not only that they know how to do elementary mathematics, but that

they understand and can explain to students, in multiple ways, why it makes sense.

- c. The Commissioner, in consultation with the Chancellor of Higher Education, shall issue guidelines for the scope and depth of knowledge expected in mathematics, described in 603 CMR 7.06 (7) (b) 2 a. and b.
3. History and Social Science.
 - a. Major developments and figures in Massachusetts and U.S. history from colonial times to the present.
 - b. Major developments and figures in world history, with stress on Western civilization.
 - c. Basic economic principles and concepts.
 - d. Basic geographical principles and concepts.
 - e. U.S. political principles, ideals, founding documents, institutions, and processes, their history and development.
 4. Science and Technology/Engineering.
 - a. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.
 - b. Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.
 - c. Principles and procedures of scientific inquiry.
 - d. History of major scientific and technological discoveries or inventions.
 - e. Safety issues related to science investigations.

(d) The following topics shall be included in an approved program but will not be addressed on a written test of subject matter knowledge:

1. Educational terminology for students with mild to moderate disabilities.
2. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
3. Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities.
4. Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.
5. Ways to prepare and maintain students with disabilities for general education classrooms; for example, use of behavioral management principles.
6. Knowledge of services provided by other agencies.
7. Federal and state laws and regulations pertaining to special education.
8. Science laboratory work.
9. Child development.
 - a. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
 - b. Characteristics and instructional implications of moderately and severely disabling conditions.

(26) Teacher of Students with Severe Disabilities (Levels: All)

(a) The following topics will be addressed on the General Curriculum test:

1. English.
 - a. Children's and young adult literature.

- b. Adult literature, classical and contemporary works.
 - c. Genres, literary elements, and literary techniques.
 - d. Nature, history, and structure of the English language: lexicon and grammar.
 - e. Approaches and practices for developing skill in using writing tools.
 - f. Writing process and formal elements of writing and composition.
2. Mathematics.
- a. Basic principles and concepts important for teaching elementary school mathematics in the following areas:
 - i. Number and operations (the foundation of topics in 603 CMR 7.06 (7) (b) 2. a. ii. - iv.).
 - ii. Functions and algebra.
 - iii. Geometry and measurement.
 - iv. Statistics and probability.
 - b. Candidates shall demonstrate that they possess both fundamental computation skills and comprehensive, in-depth understanding of K-8 mathematics. They must demonstrate not only that they know how to do elementary mathematics, but that they understand and can explain to students, in multiple ways, why it makes sense.
 - c. The Commissioner, in consultation with the Chancellor of Higher Education, shall issue guidelines for the scope and depth of knowledge expected in mathematics, described in 603 CMR 7.06 (7) (b) 2 a. and b.
3. History and Social Science.
- a. Major developments and figures in Massachusetts and U.S. history from colonial times to the present.
 - b. Major developments and figures in world history, with stress on Western civilization.
 - c. Basic economic principles and concepts.
 - d. Basic geographical principles and concepts.
 - e. U.S. political principles, ideals, founding documents, institutions, and processes, their history and development.
4. Science and Technology/Engineering.
- a. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.
 - b. Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.
 - c. Principles and procedures of scientific inquiry.
 - d. History of major scientific and technological discoveries or inventions.
 - e. Safety issues related to science investigations.
- (b) The following topics shall be included in an approved program but will not be addressed on a test of subject matter knowledge:
- 1. Definitions, etiologies, and characteristics of severely disabling conditions.
 - 2. Theories, concepts, and methods of assessing physical, emotional, intellectual, and social development in children and adolescents.
 - 3. Theories of language development and the effects of disabilities on learning.
 - 4. Reading.
 - a. Reading theory, research, and practice.

- i. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.
 - ii. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
 - iii. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
- b. Development of a listening, speaking, and reading vocabulary.
- c. Theories on the relationships between beginning writing and reading.
- d. Theories of first and second language acquisition and development.
- 5. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
- 6. How to design or modify curriculum, instructional materials, and classroom environments for students with severe disabilities.
- 7. Ways to prepare and maintain students with severe disabilities for general education classrooms; for example, use of behavioral management principles.
- 8. Knowledge of services provided by other agencies.
- 9. Knowledge of appropriate vocational or alternative school programs, or work-study and community-based opportunities and alternative high school programs and how to refer students to them.
- 10. Federal and state laws pertaining to special education.
- 11. Techniques for developing skills designed to facilitate placement in least restrictive environments.
- 12. Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.
- 13. Source and operation of orthotic devices, medical technologies, and computer-moderated prosthetic devices.

(30) Theater (Levels: All)

- (a) Principles of acting, including improvisation methods, styles, and techniques for developing voice, movement and characterization.
- (b) Principles of dramatic structure and processes of playwriting, playmaking, and adaptation of literary works for the theater.
- (c) Fundamentals of directing, including selection of material, script analysis, and techniques and procedures for rehearsing and staging theatrical works.
- (d) Basics of stage and theater management.
- (e) Knowledge of theater production, including principles of design and basic tools and techniques of technical theater.
- (f) American dramatic literature in the 20th century.
- (g) British, European, and classical Greek dramatic literature: historical periods, major stylistic traditions, major works and writers.
- (h) History of drama.
- (i) Introductory knowledge of other world drama in its cultural and historical contexts.
- (j) Theater criticism: analysis and critique of works of theater and dramatic literature.
- (k) Knowledge of theater for young audiences and dramatic literature for children.
- (l) Appropriate practices in drama and theater education for children.
- (m) Artistic development of children and adolescents in the theater arts.

(31) Visual Art (Levels: PreK-8; 5-12)

- (a) Elements of art and the principles of design.
- (b) Methods, materials, and techniques unique to the visual arts in: drawing, painting, sculpture, printmaking, collage, crafts, photography, film, and electronic technologies.
- (c) Observation, abstraction, invention, and representation in visual art.
- (d) Theories of artistic creativity and aesthetics; philosophies of prominent artists and art educators.
- (e) Art criticism: concepts of style and stylistic change.
- (f) Artistic development in children and adolescents.
- (g) Major developments, periods, and artists in Western traditions in art and architecture.
- (h) Major developments, periods, and artists in American art and architecture from *circa* 1650 to the present.
- (i) Characteristics of art and architecture in two non-Western artistic traditions stylistically different from each other.
- (j) Influences of non-Western artistic traditions on Western art; influences of Western art on non-Western artistic traditions.

7.07 Specialists

(2) **Reading** (Levels: All)

(a) **Initial License.**

1. Prerequisite: At least an Initial teaching license and at least one year of experience under that license.
2. Completion of an approved educator preparation program for the Initial license as set forth in 603 CMR 7.03 (2) (a).
3. The following topics will be addressed on the test of subject matter knowledge:
 - a. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.
 - b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
 - c. History and nature of English vocabulary and of English-language dialects; development of vocabulary knowledge.
 - d. Theories, research, and practices for reading instruction in the academic disciplines.
 - e. Selection and use of appropriate programs, materials, and technology for reading instruction.
 - f. Knowledge of, and selection criteria for, literature and informational books for children and adolescents.
 - g. Screening and diagnostic instruments, their administration and use for determining student strengths and weaknesses.
 - h. Knowledge and use of a variety of informal and formal reading assessments.
 - i. Second language acquisition and its relationship to literacy learning.
 - j. Child and adolescent development and the timing of formal reading instruction.
 - k. Cognitive development in adolescence and its relationship to reading instruction.
 - l. Approaches and practices for writing instruction, including assessment of writing skills and their relationship to reading.

- m. Methods to support classroom teachers and tutors in the improvement of reading instruction, including consultation techniques and professional development.

Excerpt from Regulations for Educator Licensure and Preparation Program Approval, 603CMR 7.00 , June 26, 2013

Appendix C

Bridgewater State University College of Education & Allied Studies Student-At-Risk Practicum Report

To: _____

Date: _____

(BSU Practicum Candidate)

From: _____ and

(Supervising Practitioner – teacher)

(Program Supervisor - BSU Faculty)

Assignment Location:

(school/agency, city/town)

You are receiving this report because you have been identified by your supervising practitioner and/or program supervisor as being potentially at-risk in terms of not meeting the MA Department of Elementary & Secondary Education Professional Standards for Teachers (603CMR7.08) and/or failing to demonstrate the professional dispositions required for successful completion of your practicum and subsequent eligibility for initial teaching licensure. This report will help to identify areas you need to address as well as short term goals and timelines for performance improvement.

(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.

(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.

(b) Assessment indicator: 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.

(c) Analysis indicator: Analyzes data from assessments, draws conclusions, and shares them appropriately.

SEI Indicator (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

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.

These are the areas of concern within this standard:

In order to address these concerns, you will need to: (identify short-term goals, supportive evidence and timeline):

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(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.

(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.

(b) Learning Environment indicator: 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.

(c) Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

(d) Expectations indicator: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.

(e) Social and Emotional Learning Indicator: Employs a variety of strategies to assist students to develop social emotional-competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

(f) Classroom Management Indicator: Employs a variety of classroom management strategies, and establishes and maintains effective routines and procedures that promote positive student behavior.

SEI Indicator (b) Uses effective strategies and techniques for making content accessible to English language learners.

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.

These are the areas of concern within this standard:

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In order to address these concerns, you will need to: (identify short-term goals, supportive evidence and timeline):

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(3) Family and Community Engagement standard: Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

(a) Engagement indicator: Welcomes and encourages every family to become active participants in the classroom and school community.

(b) Collaboration indicator: Collaborates with families and communities to create and implement strategies for supporting student learning and development both at home and at school.

(c) Communication indicator: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

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.

These are the areas of concern within this standard:

In order to address these concerns, you will need to: (identify short-term goals, supportive evidence and timeline):

(4) Professional Culture standard: Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

(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.

(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.

(c) Collaboration indicator: Collaborates effectively with colleagues on a wide range of tasks.

(d) Decision-making indicator: Becomes involved in school-wide decision-making, and takes an active role in school improvement planning.

(e) Shared Responsibility indicator: Shares responsibility for the performance of all students within the school.

(f) Professional Responsibilities indicator: Is ethical and reliable, and meets routine responsibilities consistently.

These are the areas of concern within this standard:

In order to address these concerns, you will need to: (identify short-term goals, supportive evidence and timeline):

College of Education and Allied Studies Professional Dispositions (DRAFT 9/2015)

1. Demonstrates respect for human diversity, community and cultural perspectives.
2. Collaborates with others (faculty, supervising practitioners, colleagues, peers, students, and parents) in a thoughtful and considerate manner.
3. Demonstrates clear understanding of legal and moral obligations of the profession, mandated reporting responsibilities, and confidentiality.
4. Demonstrates respect for students' differences and provides fair and equitable access to all learners and believes that all students can learn.
5. Communicates effectively and professionally in speech, writing, and nonverbal contexts.
6. Demonstrates professional demeanor and a passion for teaching.
7. Receptive to constructive feedback and reflects on his/her work, behavior, and/or practice.
8. Exhibits personal integrity and professional conduct with all members of the learning community.

These are the areas of concern within these BSU professional dispositions:

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In order to address these concerns, you will need to: (identify short-term goals, supportive evidence and timeline):

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I have met with my supervising practitioner and my clinical faculty member to discuss the areas of concern detailed in this report and I understand the steps I must take in order to address these concerns. A follow-up meeting will be held on _____, at which time I will bring evidence to support progress toward addressing the standards identified in this report.

Date: _____
(BSU Teacher Candidate's Signature)

(Program Supervisor's Signature)

(Supervising Practitioner's Signature)

Summary of Follow-up Meeting

Date: _____

Progress since first report:

Recommendations:

Date of future follow-up meeting(s): _____

IMPORTANT PHONE NUMBERS

BSU Affirmative Action/Minority Affairs and Equal Opportunity.....	531-1241
Licensure Office.....	531-1228
Clinical Experience Office.....	531-1227
College of Graduate Studies	531-1300
Office of Career Services.....	531-1328
College of Education and Allied Studies - Dean's Office.....	531-1347
College of Education and Allied Studies - Education Departments	
Elementary and Early Childhood Education.....	531-1243
Movement Arts, Health Promotion and Leisure Studies	531-1215
Secondary Education and Professional Programs.....	531-1320
Special Education and Communication Disorders	531-1226

IMPORTANT INTERNET ADDRESSES

Bridgewater State University.....	www.bridgew.edu
MA Department of Elementary & Secondary Education	www.doe.mass.edu
Pearson Evaluation Systems: MTEL	www.mtel.nesinc.com
U.S. Department of Education (No child left behind)	www.ed.gov