

Framingham State University  
Framingham, Massachusetts



FRAMINGHAM STATE UNIVERSITY  
*Celebrating 175 Years of  
Teacher Preparation in 2014*

# Student Teaching Handbook

to be used in conjunction with MA DESE Candidate Assessment of Performance (CAP)  
for the following Initial licensure programs:

**Biology**  
**Chemistry**  
**Early Childhood**  
**Earth and Space Science**  
**Elementary**

**English**  
**Foreign Language: French**  
**Foreign Language: Spanish**  
**History**  
**Mathematics**  
**Visual Art**

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## COLLEGE OF EDUCATION MISSION STATEMENT

*To train and develop human minds and characters is the most inspiring work in the world.*

*Ellen Hyde, Class of 1862  
Principal 1875-1898  
Framingham Normal School*

The Education Unit at Framingham State University strives to prepare its candidates for one of the worthiest and noblest of careers, the teaching profession. In order to achieve high standards of excellence members of the Education Unit encourage the development of teachers who are knowledgeable, skillful, caring, inclusive, ethical and professional. The philosophy, goals and purposes of the Education Unit are consonant with professional standards established by the Commonwealth of Massachusetts as requisite for approval of programs to prepare candidates for teacher licensure and for reciprocal licensure through the Interstate Certification Compact. They are designed to meet or align to national standards, including the standards of the National Council for Accreditation of Teacher Education, standards of specialized professional associations, and the Five Core Propositions of the National Board for Professional Teaching Standards.

## **ACKNOWLEDGEMENT**

The Coordinator of Field Placements thanks the members of the FSU Education Department and FSU community for their assistance in maintaining this Student Teaching Handbook.

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## I. INTRODUCTION

Framingham State University opened on July 3, 1839, under the leadership of the renowned educator, Horace Mann. As our nation's first public university to offer teacher preparation, it has proudly maintained this heritage and tradition with the highest professional standards.

The Student Teaching Handbook is a resource guide for the use of education candidates, supervising practitioners, and program supervisors. It should be used in conjunction with the Commonwealth of Massachusetts Department of Elementary and Secondary Education *Curriculum Frameworks* and the Professional Standards for Teachers defined by the *Regulations for Educator Licensure and Program Approval* 603 CMR 7:00 Section 7.08 (Appendix N).

## II. MAINTAINING PROFESSIONAL CHARACTERISTICS STANDARD

Teaching involves extensive interaction with children and/or adolescents. Framingham State University and the faculty associated with teacher education are obligated to insure that those who complete a teacher education program possess both the academic knowledge and the professional attributes appropriate for teaching. Therefore, all teacher candidates will be evaluated on both academic and professional attributes deemed necessary for working with students, students' families, and professionals in the field. Teacher candidates whose suitability for teaching is in question by FSU faculty and staff or by field personnel will be evaluated by the Framingham State University College of Education Professional Standards Committee. If warranted, continuation in education studies may be prohibited.

## III. LICENSURE REQUIREMENTS

### A. Requirements for Initial Licensure

1. A bachelor's degree with a liberal arts and sciences or interdisciplinary major
2. Passing scores on the Massachusetts Tests for Educator Licensure:
  - MTEL 001 Communication and Literacy Skills Test
  - subject matter knowledge test(s) for the license sought
  - MTEL 090 Foundations of Reading for elementary and early childhood teacher licenses
3. Completion of an approved Initial licensure educator preparation program including:
  - course work or other experiences which address the subject matter knowledge requirements in the area of the license sought
  - course work and field experience which address the requirements of the Sheltered English Immersion endorsement
  - pre-practicum sequence including course work and varied field experience directly related to the Professional Standards for Teachers
  - a supervised practicum of 300 or more hours in the field and at the grade level for the teaching license sought. The early childhood educator license requires a minimum of 100 hours of the practicum at kindergarten level, and a minimum of 200 hours of the practicum at the first or second grade level. At least one of these segments should be in a setting which includes children with disabilities.

### B. Evaluation

The evaluation of the practicum experience is conducted by a program supervisor and a supervising practitioner based on the Professional Standards for Teachers and utilizing the Candidate Assessment of Performance (CAP). A mediator is named at the start of the practicum experience and ready to step in, in those rare instances in which there is disagreement between the two evaluators.

### C. Application for Initial Licensure

At the end of the practicum semester, candidates attend a seminar which guides them through the process of applying for the SEI endorsement and Initial licensure.

#### IV. EDUCATOR PREPARATION PROGRAMS

Framingham State University offers programs of licensure<sup>1</sup> in the following areas:

|                          |   |
|--------------------------|---|
| Early Childhood (PreK-2) | English                                 |
| Elementary (1-6)         | History                                 |
| Biology 8-12             | Math 5-8 and 8-12                       |
| Chemistry 8-12           | Modern Language Spanish and French 5-12 |
| Earth Science            | Visual Arts PreK-8 and 5-12             |

The professional educator preparation programs at Framingham State University consist of a planned series of developmental experiences. The amount of participation and responsibility increases as the candidate progresses through the program. Field experiences are designed to provide a transition from theoretical knowledge to professional application, culminating in a student teaching practicum assignment.

#### V. REQUIREMENTS AND POLICIES

##### A. Admission to the Student Teaching Practicum

Teaching involves extensive interaction with Pk-12 children and/or adolescents. Framingham State University educator preparation faculty members are obligated to insure that those who complete an educator preparation program possess both the academic knowledge and the professional attributes appropriate for teaching. Therefore, all candidates will be evaluated on both academic and professional attributes deemed necessary for working with children and/or adolescents. Candidates whose suitability for teaching is in question will be evaluated by the Framingham State University College of Education Professional Standards Committee, and if warranted, may be dismissed from an educator preparation program.

The Coordinator of Field Placements chairs the Framingham State University College of Education Professional Standards Committee. The committee is composed of the College of Education Dean, the Education Department Chair, representatives from the Education Department, subject departments for areas of licensure, and local public schools. Its purpose is to insure that all educator preparation candidates meet and fulfill the academic competencies and professional characteristics appropriate to the requirements of teaching.

The requirements for entering the student teaching practicum are:

1. All candidates must have reached and maintained a qualifying Grade Point Average (GPA) for all courses taken at FSU as well as a qualifying Education Grade Average (EGPA) for all education courses.
2. Every student teacher must have achieved a passing score on the subject matter section(s) of the Massachusetts Test for Educator Licensure (MTEL) appropriate to the teaching license that is sought.

##### B. Attendance Policies

Student teachers are required to be in attendance every day that their assigned school is in session or the teachers are required to be in attendance during the semester. They are expected to observe the same hours as regular faculty and participate as fully as possible in the role of a teacher in the school community. In this respect they should attend professional development and faculty

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<sup>1</sup> Effective July 1, 2019, Massachusetts Department of Elementary and Secondary Education will no longer offer Initial licenses for Biology 5-8 and Earth Science 5-8; English and History 5-8 and 8-12 licenses will be replaced with 5-12 licenses.

meetings, when appropriate, participate in parent-teacher conferences, IEP meetings with permission; and assist with school-wide supervisory duties.

Student teachers are expected to arrive early for each school day and class session. They are not to be absent or tardy without good cause such as personal illness or other extraordinary circumstances. Every absence and tardiness should be reported to the program supervisor and supervising practitioner or other person designated by the school as early as possible. Absences in excess of three days must be made up at the discretion of the program supervisor.

### C. Candidate Course Load

University policy does not allow candidates to enroll in any other courses during the Student Teaching Practicum, which is considered a full-time responsibility. Candidates are encouraged to avoid or minimize employment outside of teaching during the school week.

### D. Course Requirements

The FSU program supervisor creates a syllabus for the student teaching experience which requires candidates to:

- maintain time logs
- maintain a reflection journal
- maintain a notebook of evidence
- meet with the supervising practitioner regularly to discuss completed and upcoming lessons
- develop specific lesson plan outlines
- attend regularly scheduled group seminars
- develop and teach at least one interdisciplinary unit, or Teacher Work Sample.

In addition:

- early childhood and elementary student teachers assume the role of the teacher for at least one-hundred-fifty (150) hours, including full responsibility of the classroom for three consecutive *takeover* days during Practicum A, five consecutive *takeover* days for Practicum B, and two other days mutually agreed upon by the student teacher, supervising practitioner and the program supervisor.
- Secondary/subject student teachers gradually assume responsibility for three to four classes, up to 80% of a full teaching load, and at least one-hundred-fifty (150) hours. Secondary/subject student teachers often work with two teachers, although only one is designated as the supervising practitioner of record. Secondary/subject student teachers are generally asked to prepare two subjects/courses at a given time.

### E. Student Teaching Structure

Student teaching requires the commitment of a full day, every day of the semester. Early Childhood candidates fulfill a six-week assignment at the kindergarten level followed by ten weeks at the first or second grade level.

Please note that

- student teachers **may not be employed** by the hosting school for any duties performed during the school day.
- student teachers **cannot be legally responsible** for students.

### F. [National Education Association \(NEA\) Code of Ethics](#)

Candidates adhere to the two principles of the NEA Code of Ethics:

- Principle I: Commitment to the Student
- Principle II: Commitment to the Profession



**G. [Interstate Teacher And Support Consortium \(InTASC\) Model Core Teaching Standards](#)**

Candidates strive to become proficient in the InTASC Standards, authored by the Council of Chief State School Officers (CCSSO).

**H. Grading System**

The final grade for Student Teaching Practicum A or Practicum I is either “Satisfactory” or “Unsatisfactory.” A letter grade is given to Student Teaching Practicum B or Practicum II. Although the program supervisor is responsible for the assignment of grades, he/she consults with the supervising practitioner concerning a candidate’s progress throughout the practicum experience.

**I. Substitute Teaching**

A student teacher **may not substitute** for any other teacher during the period of student teaching. If a regular teacher is absent, the school must provide a substitute teacher.

Although student teachers are often left alone with students, they still must be supervised by a supervising practitioner or another school employee if the supervising practitioner is absent or unavailable. Student teachers **cannot be legally responsible** for students. If a supervising practitioner is absent, a substitute must be hired and in close proximity of the classroom, even if the student teacher teaches for the entire day. If a supervising practitioner is unavailable (e.g. attending a meeting), another school employee must be assigned to supervise the student teacher until the supervising practitioner is once again available. Similarly, a student teacher may not be pulled from his or her classroom to cover another classroom.

**J. School Vacations**

Candidates follow the calendars and schedules of the school districts in which they are student teaching. Because most school districts have two full weeks of vacation during the spring semester, student teachers participate in their assignments during the University spring break. **Campus housing is not available at this time;** candidates must make their own accommodations for the week. Student Teaching Practicum assignments extend through the University examination period.

**K. Student Teaching Placements**

Student teaching placements are made with several considerations in mind. To ensure that candidates have a variety of experiences and a range of grade levels, every attempt is made to place candidates in districts with diverse populations. At the early childhood and elementary levels, candidates are clustered to facilitate supervision and to promote sharing and mutual support. Schools which regularly support the University’s field study and student teacher programs are most frequently selected for placements at all levels. Candidate preferences are considered, but are not guaranteed.

**L. Course Vouchers**

Course vouchers are issued to supervising practitioners at the end of the student teaching practicum in recognition of service performed. Each voucher entitles the supervising practitioner to one tuition-free course at Framingham State University, and is **valid for one year** after issue. The recipient may choose to transfer the voucher to another teacher at the same school.

**Please note:**

1. Although the voucher covers the cost of tuition, a nominal **registration fee** is due at the time of registration.
2. If two supervising practitioners share supervision of a student teacher, professional development points are apportioned and only one course voucher is issued.

## VI. ROLES AND RESPONSIBILITIES<sup>2</sup>

### A. Sponsoring Organizations:

- Work to serve the needs of PK-12 partners; involve partners in the design and execution of field-based experiences; and engage in partnerships that improve the experience for preparation candidates and outcomes for PK-12 students.
- Design, implement and evaluate the quality of field-based experiences ensuring that they begin early in preparation, cover a range of time periods within the school year, are in settings with diverse learners and build to candidate readiness for the licensure role.
- Identify candidates throughout the program who may be at-risk of not meeting standards and provide necessary supports and guidance to guide improvement or exit.
- Identify Supervising Practitioners that meet all regulatory requirements, including being rated as proficient or higher on their most recent summative evaluation, and monitor their efficacy in impacting candidate performance.
- Provide training, support, and development to Program Supervisors and Supervising Practitioners that impacts candidate effectiveness.
- Ensure that all candidates receive consistent guidance, support and high-quality feedback during field-based experiences with the Program Supervisor and Supervising Practitioner.
- Oversee CAP as the culminating assessment of performance and ensure that it serves to document the evidence of candidate readiness (or not) for the licensure role. Maintain all required CAP forms on file at the Sponsoring Organization.
- Develop programs of study that ensure candidates are prepared to demonstrate readiness in their practicum placements.
- Use formative and summative assessment data to target areas of candidate need.
- Use data from CAP to inform strategic decisions that have a positive impact on programs, candidates and employing PK-12 partners.

### B. PK-12 Schools and District Partners

- Engage in the design, implementation and evaluation of field-based experiences.
- Provide Sponsoring Organizations with a list of potential Supervising Practitioners that meet regulatory requirements, including being rated as proficient or higher on their most recent summative evaluation.
- Support teachers serving in the role as Supervising Practitioners; monitor their efficacy in impacting candidate effectiveness; and recognize individuals' contributions to the profession.
- Coordinate with Sponsoring Organizations to implement field-based experiences that cover a range of time periods and are in settings with diverse learners.
- When appropriate, calibrate observations and feedback with Program Supervisor and Supervising Practitioner to ensure teachers are receiving consistent messages about their practice.
- Work with University and school faculty to develop experiences for student teachers which will foster optimum growth toward acceptance of full responsibilities as teachers.
- Assist in developing experiences for student teachers which will enhance their ability to perform satisfactorily in light of the Professional Standards for Teachers.
- As appropriate, include student teachers in staff meetings and notifications, PTO meetings, professional development workshops, teacher-parent conferences, team meetings, meetings about students, assembly programs, and other school-sponsored events.

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<sup>2</sup> ● indicates items taken directly from CAP; ➤ indicates items added by FSU.

### **C. Program Supervisor**

- Provide candidates with consistent guidance, support and high-quality feedback during field based experiences that improves their practice.
- Use CAP as outlined in these guidelines to assess and document evidence of candidate readiness for the licensure role.
- Coordinate 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.
- Actively collect evidence during observations, synthesize and analyze the evidence to provide focused feedback to the candidate about their performance.
- Conduct at least two observations of the candidate; review information from all observations; support the Supervising Practitioner in conducting observations.
- Submit data on candidate performance on CAP.
- Plan cooperatively with student teachers for ongoing collaboration and communication.
- Meet with the supervising practitioner and agree on a mediator.
- Assist supervising practitioners in the development of techniques of supervision and the resolution of problems encountered.
- Review the student teacher's lesson plans in conjunction with established instructional objectives and the Massachusetts Curriculum Frameworks.
- Insure that final written evaluations and other reports pertinent to licensure are filled out completely and filed on time in the Framingham State University College of Education office in O'Connor Hall.
- Maintain close contact with the Coordinator of Field Placements and Education Department Chair who oversee all professional experiences.
- Establish clear milestones, as necessary, to support the teacher candidate's development.

### **D. Supervising Practitioner**

- Use CAP as outlined in these guidelines to assess and document evidence of candidate readiness for the licensure role.
- Conduct at least two observations of the candidate; review information from all observations; support the Program Supervisor in conducting observations.
- Actively collect evidence during observations, synthesize and analyze the evidence to provide focused feedback to the candidate about their performance.
- Identify and set the measures of student learning to be used in CAP prior to the first Three-Way Meeting, support Program Supervisor in interpreting candidate performance relative to the parameters that were set.
- Administer, or support the candidate in administering, the student feedback surveys.
- Meet with the student teacher prior to the start of student teaching to share expectations and develop a cooperative working relationship.
- Meet with the program supervisor at the beginning of the student teaching practicum to determine a conference schedule and identify a mediator.
- Provide the candidate with an orientation to the class and school environment.
- Introduce the student teacher to faculty, staff, school philosophy, policies, guidelines, and regulations.
- Carefully analyze and initial all lesson plans and materials which are submitted by the candidate at least two days before the lesson is to be taught in order to provide ample time for suggestions and/or corrections. Guide the candidate to demonstrate connections to the Massachusetts Curriculum Frameworks and the Professional Standards for Teachers.
- Establish a regular conference time with the student teacher for discussion and evaluation of progress. This conference should assist the candidate in discovering needs, strengths,

weaknesses, and growth relative to his/her teaching.

- Establish clear milestones, as necessary, to support the teacher candidate's development.

#### E. Candidate

- Participate in CAP as outlined in these guidelines including attending Three-Way Meetings; being available for additional observations, and collecting evidence of candidate artifacts.
- Engage 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.
- Demonstrate competency at all threshold levels; attain growth on professional practice goal; have a moderate or high impact on student learning.
- Administer, or support the Supervising Practitioner in administering, the student feedback surveys.
- Provide feedback to your Sponsoring Organization about your experience in your preparation program.
- Determine what is expected by the supervising practitioner as well as the planning and preparation which can be accomplished prior to the experience.
- Take the initiative to establish a professional atmosphere of mutual respect.
- Prioritize student teaching over all other activities. It is a full-time job, calling for all the time, energy, and ability the student teacher can devote to it. No other courses may be taken during this semester.
- write and teach teacher work samples or unit(s) of study, prepared according to the Framingham State University format and approved by the program supervisor.
- Early childhood and elementary student teachers will maintain full responsibility for the classroom for three consecutive *takeover* days during Practicum A, five consecutive *takeover* days for Practicum B, and two other days mutually agreed upon by the student teacher, supervising practitioner and the program supervisor. Secondary student teachers will gradually assume responsibility for three-four classes.
- Accept and heed constructive guidance from the program supervisor and supervising practitioner, as is necessary for professional growth.
- Write lesson plans for all lessons to be taught; submit to the supervising practitioner for review and approval at least 48 hours in advance to allow for recommendations and corrections. The plans should be coordinated with established goals of the school, the *Massachusetts Curriculum Frameworks*, and the *Professional Standards for Teachers*.
- Submit weekly schedules and reports to the program supervisor via e-mail.
- Provide the program supervisor with plans, textbooks, or other material being used in an observation lesson.
- Schedule time after an observation lesson for a conference with the supervisor.
- Student teachers must demonstrate that they successfully meet the Professional Standards for Teachers (PSTs) and provide evidence for each standard and indicator.

## **VII. EVALUATION OF THE STUDENT TEACHING PRACTICUM**

### **A. Conferences**

1. daily conferences between the candidate and supervising practitioner to evaluate the day's work and to confirm the plans for the next day
2. weekly conferences between the candidate and supervising practitioner to plan for the following week
3. frequent conferences between the supervising practitioner, student teacher, and program supervisor, as needed to evaluate the candidate's teaching

### **B. Written Reports**

CAP forms are required for all observations, assessments and evaluations. Narratives are not required, but are optional.

**NOTES:**