Master of Education Programs

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

Knowledgeable
Caring
Ethical
Skilful

Educator as Reflective Leader

Graduate Student Handbook

2019-2020
Dear Graduate Students,

This handbook has been developed to assist you in understanding the various aspects of each program, including the many forms and licensure requirements. Please read this handbook carefully to ensure that you are knowledgeable about current policies and programs. If, after reading this handbook, you have any questions about a program, do not hesitate to contact your Program Chair or program advisor. This manual is intended to complement other documents that are available online.

You are required to contact your program advisor upon acceptance so that we may outline your program of study and ensure an appropriate sequencing of coursework for a successful outcome.

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

We look forward to working with you and wish you much success throughout your program of study.

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Special Education Moderate Disabilities Initial Licensure (5-12) (39 credits)

Course descriptions can be found in the University catalog at https://catalog.fitchburgstate.edu/index.php

All courses listed below are 3 credits.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Order of courses*</th>
<th>Semesters Offered</th>
<th>Planned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 7023</td>
<td>Foundations of Education (REQUIRED Prerequisite for anyone without teacher licensure or related coursework in education)</td>
<td>Pre</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

*Letters denote recommended order of courses.

**This course is not intended for individuals in the Behavior Analyst Certificate Program. If you are considering the Behavior Analyst Certificate Program, it is imperative that you talk with your advisor prior to registering for this course.
# Special Education Moderate Disabilities Initial Licensure (PreK-8) (39 credits)

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</thead>
<tbody>
<tr>
<td>SPED 7023</td>
<td>Foundations of Education (REQUIRED Pre-Requisite for anyone without teacher licensure or related coursework in education)</td>
<td>Pre</td>
<td>F S SI SII</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required 15 hour pre-practicum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Order of courses*</th>
<th>Semesters Offered</th>
<th>Planned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 7024</td>
<td>Understanding Disability and Diversity</td>
<td>A</td>
<td>F S SI SII</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 8300</td>
<td>Language Development, Differences, Disorders <em>(also offered Winter)</em></td>
<td>A</td>
<td>F S SI SII</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 9130</td>
<td>Advanced Identification and Remediation of Reading and Language-based Learning Disabilities <em>(taken with SPED 8917)</em></td>
<td>B - Taken concurrently</td>
<td>F S SI SII</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 8917</td>
<td>Assessment/Strategies for Students with Disabilities <em>(with 9130)</em></td>
<td>Required 15 hour pre-practicum</td>
<td>F S SI SII</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GATEWAY #1 completed within SPED 8917 Effective Fall 2020**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Order of courses*</th>
<th>Semesters Offered</th>
<th>Planned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 8011</td>
<td>Differentiating Content Instruction for the Inclusive Class</td>
<td>B</td>
<td>F S SI SII</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 8008</td>
<td>Emotional, Behavioral, and Autism Spectrum Disorders</td>
<td>B</td>
<td>F S SI SII</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 8180</td>
<td>Positive Behavioral Supports for Students with Disabilities **</td>
<td>Required 25 hour pre-practicum</td>
<td>F S SI SII</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 8915</td>
<td>Curriculum, Strategies in Mathematics PreK-8 <em>(taken after 9130)</em></td>
<td>Required 10 hour pre-practicum</td>
<td>F S SI SII</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GATEWAY #2 completed within SPED 8915 Effective Fall 2020**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Order of courses*</th>
<th>Semesters Offered</th>
<th>Planned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 9200</td>
<td>Collaboration and Consultation **</td>
<td>B</td>
<td>F S SI SII</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 7096</td>
<td>Sheltered English Immersion (SEI) Endorsement</td>
<td>B</td>
<td>F S SI SII</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 9300</td>
<td>Educational Research <em>(to be taken semester before practicum)</em></td>
<td>Required 25 hour pre-practicum</td>
<td>F S SI SII</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All of these must be completed prior to the Practicum:

- MTELs: Foundations of Reading □ AND General Curriculum Multi-subject □ and Math □
- STAGE REVIEW: Meet with your advisor in October or April the semester prior to your practicum. Note: Practicum applications must be in by November 1st/May 1st.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Order of courses*</th>
<th>Semesters Offered</th>
<th>Planned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 8963</td>
<td>Practicum: Moderate Disabilities</td>
<td>C - Taken concurrently</td>
<td>F S SI SII</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practicum is a full-day, full-week, full semester experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 9004</td>
<td>Practicum and Research Application Seminar <em>(must be taken concurrently with SPED 8963)</em></td>
<td>Required 10 hour pre-practicum</td>
<td>F S SI SII</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Letters denote recommended order of courses.

** This course is not intended for individuals in the Behavior Analyst Certificate Program. If you are considering the Behavior Analyst Certificate Program, it is imperative that you talk with your advisor prior to registering for this course.

Note: Speak to your advisor about the option of adding an Elementary Education License. Adding the elementary license requires that candidates be in the role of the license sought.
M.Ed. in Special Education: Severe Disabilities Initial Licensure (all levels) (42 credits)

Course descriptions can be found in the University catalog at https://catalog.fitchburgstate.edu/index.php

All courses listed below are 3 credits.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semesters Offered</th>
<th>Planned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 7023</td>
<td>Foundations of Education (REQUIRED Pre-Requisite for anyone without teacher licensure or coursework in education)</td>
<td>Pre</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SPED 7024</td>
<td>Understanding Disability and Diversity</td>
<td>Pre</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>

REQUARED COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semesters Offered</th>
<th>Planned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 8300</td>
<td>Language Development, Differences and Disorders</td>
<td>A</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SPED 8130</td>
<td>Advanced Identification and Remediation of Reading/Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Based Learning Disabilities. (taken concurrently with SPED 8917)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 8917</td>
<td>Assessment/Strategies for Students with Disabilities (w/SPED 9130)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required 15 hour pre-practicum</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GATEWAY #1 completed within SPED 8917  Effective Fall 2020

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semesters Offered</th>
<th>Planned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 7950</td>
<td>Physical/Medical Aspects of Working w/Children with Disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required 20 hour pre-practicum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 8022</td>
<td>Augmentative and Alternative Communication</td>
<td>B - Taken concurrently</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Required 20 hour pre-practicum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 8020</td>
<td>Behavior Analysis and Supports for Students with Severe Disabilities** (taken concurrently with SPED 8026)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required 25 hour pre-practicum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 8026</td>
<td>Program Development through the Life Span (with SPED 8020)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 8008</td>
<td>Emotional, Behavioral, and Autism Spectrum Disorders</td>
<td>B</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SPED 8915</td>
<td>Curriculum, Strategies in Mathematics (PreK-8) (take after 9130)</td>
<td>B</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Required 10 hour pre-practicum</td>
<td></td>
<td></td>
<td></td>
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GATEWAY #2 completed within SPED 8915  Effective Fall 2020

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semesters Offered</th>
<th>Planned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 9200</td>
<td>Collaboration and Consultation **</td>
<td>B</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EDUC 7096</td>
<td>Sheltered English Immersion (SEI) Endorsement</td>
<td>B</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Required 25 hour pre-practicum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 9300</td>
<td>Educational Research (to be taken semester before practicum)</td>
<td>B</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

All of these must be completed prior to the Practicum:

- MTELs: General Curriculum Multi-subject □ and Math □
- STAGE REVIEW: Meet with your advisor in October or April the semester prior to your practicum.
- Note: Practicum applications must be in by November 1st or May 1st

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Semesters Offered</th>
<th>Planned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 8863</td>
<td>Practicum: Severe Disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practicum is a full-day, full week, full semester experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 9004</td>
<td>Practicum and Research Application Seminar (must be taken concurrently with SPED 8863)</td>
<td>C - Taken concurrently</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

* Letters denote recommended order of courses.

** This course is not intended for individuals in the Behavior Analyst Certificate Program. If you are considering the Behavior Analyst Certificate Program, it is imperative that you talk with your advisor prior to registering for this course.
**COURSE/CREDIT INFORMATION**

**Incomplete Course**
An incomplete (IN) may be awarded with the recommendation of the instructor when the student has completed 80% of the coursework but cannot complete the rest due to illness or some other serious reason. A student who has received an Incomplete in lieu of a course grade must make up the missing part of their coursework during the first four weeks of the following semester. Failure to do so will result in an automatic 0.0 for the course and dismissal from the program. See Academic Policies and Procedures at:

https://catalog.fitchburgstate.edu/content.php?catoid=29&navoid=1849#Retention_in_a_Graduate_Degree_Program

**Transferring Credits**

1) All candidates in a graduate program may be allowed to transfer up to 6 graduate credits from another institution. You must confirm this with your advisor.

2) Candidates are able to take up to 12 credits prior to being matriculated into the program. To ensure that these will count toward your degree, please check with your advisor prior to enrollment to ensure that the course will count toward your degree.

3) Graduate degree programs must be completed within six years of the date of the student’s first course in the program, including transfer credits.

**Transfer Request Form links**

Form for use prior to acceptance into a program:


Form for use after acceptance into a program:


Please note that this form must be **typed** before printing for your signature. Once you have signed the form, it must be mailed, faxed, or scanned to your advisor.
MTEL REQUIREMENTS

Successful completion of all MTELs necessary for your license must be passed prior to applying for your practicum. Fitchburg State University’s Center for Professional Studies offers MTEL Test Preparation Workshops free of charge to matriculated candidates. For information on schedule and registering, visit http://www.fitchburgstate.edu/academics/continuing-education/center-for-professional-studies/center-for-professional-studies-mtel-preparation-workshops/.

<table>
<thead>
<tr>
<th>License</th>
<th>Level</th>
<th>Required MTELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher of Students with Moderate Disabilities</td>
<td>PreK-8</td>
<td>General Curriculum (03) (multi-subject + math subtest) AND Foundations of Reading (90) or Reading Specialist (08). Elementary Math (53), Middle School Math (47) or Mathematics (09) will also meet the math subtest requirement.</td>
</tr>
<tr>
<td></td>
<td>5-12</td>
<td>General Curriculum (multi-subject + math subtest) OR one of the following MTEL subject matter tests at the 5-8 or 8-12 grade level: English, History, Middle School Humanities (English/History) (50), Middle School Math/Science (51), Mathematics (47 or 09 only), science (Biology, Chemistry, Earth Science, General Science, Physics), or Political Science/Political Philosophy. (Elementary Math (53), Middle School Math (47), or Mathematics (09) will also meet the math subtest requirement.) AND Foundations of Reading. (Reading (08) will also meet this requirement.). AND Foundations of Reading (90) or Reading Specialist (08)</td>
</tr>
<tr>
<td>Teacher of Students with Severe Disabilities</td>
<td>All</td>
<td>General Curriculum (03) (multi-subject + math subtest) Elementary Math (53), Middle School Math (47) or Mathematics (09) will also meet the math subtest requirement.</td>
</tr>
</tbody>
</table>

SHELTERED ENGLISH IMMERSION (SEI) ENDORSEMENT

Please be aware that the SEI Endorsement is awarded with the initial license and not upon completion of EDUC 7096 Sheltered English Immersion (SEI) for Teachers. Fitchburg State is not authorized to endorse for SEI prior to completion of the entire initial licensure program. If you need the SEI endorsement prior to program completion, consider taking what is called the “Stand-alone” SEI course for credit from another provider. If the SEI course is taken for college credit, you can transfer that credit in to your program provided that it will not exceed the transfer of credit limit and other transfer of credit policies are met. Information on this option is available at: http://www.doe.mass.edu/retell/for-cost.html.

NOTE: Fitchburg State is not authorized to endorse you for SEI if you transfer out of an initial licensure program.
**Pre-Practicum and Practicum Requirements**

**Definition of Pre-Practicum Experiences**

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

**Purpose of Pre-Practicum Experiences**

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

**Site Requirements**

Given these requirements, pre-practicum and practicum experiences must provide candidates with:

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

Therefore, pre-practicum experiences must be:

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

In acknowledgment that exemplary practice also takes place outside of Massachusetts and in alternative settings, 20 hours of the candidate’s total pre-practicum requirement may be in a setting not as defined above. Candidates are strongly encouraged to document the similarities and differences between these experiences as a part of their pre-practicum documentation submitted to the Licensure Office.
Diversity Requirement for Program Completers

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

Diversity definition for determination of diverse settings includes:

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

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

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

For each pre-practicum experience, the appropriate forms below must be submitted immediately following the pre-practicum experience to your course instructor via BlackBoard AND to the Licensure Office at cee@fitchburgstate.edu or paper copies to the Licensure Office in McKay B126. These forms are required in order to be approved for your practicum even if you are the teacher-of-record. It is the candidate’s responsibility to ensure that all required pre-practicum documents are submitted to the Licensure Office at the completion of each pre-practicum course. Please be sure to retain originals/copies for your records. These forms must be on file prior to your Stage Review, which is an evaluation of your eligibility for practicum.

Required forms: www.fitchburgstate.edu/edunit >Graduate Student Resources >Forms Library

- Documentation of Field Based Activities
- Pre-practicum Report form
- Candidate Dispositions Assessment (minimum of 2 are required prior to the practicum semester. Candidates are encouraged to provide one CD from a course instructor and one CD from a field supervisor who are familiar with your work with children and professional work ethic.
The Massachusetts Department of Elementary and Secondary Education (ESE) is committed to ensuring that all PK-12 students have access to effective educators. They believe it is imperative that preparation results in candidates who are fully ready to positively impact student learning on day one of employment; this is especially true given that new teachers are twice as frequently assigned to teach in high poverty and high minority schools in our state. Therefore, it is expected that Sponsoring Organizations evaluate candidate readiness prior to the practicum in order to 1) identify at-risk candidates and provide them with the necessary supports and guidance to improve or exit the program and 2) monitor individual licensure programs to ensure that each is effective. (Guidelines for Prepracticum Guidelines, May 2018).

The ESE has issued guidelines in the evaluation and implementation of prepracticum experiences called “Gateways.” Fitchburg State University will address these guidelines in SPED 8917 Assessment and Strategies and SPED 8915/8916 Curriculum and Strategies in Math.

The requirements in SPED 8917 will be built into the course assignments and evaluation.

SPED 8915/8916 will be revised to include an observation and assessment of the candidates’ teaching. If the candidate does not pass the gateway in SPED 8915/8916, the candidate may be given an IP and complete additional prepracticum hours in conjunction with support from the supervisors in order to demonstrate competencies expected of this gateway.

Note: To receive a grade for SPED 8915/8916 Curriculum and Strategies in Math:

   a. all documentation that comprises the **prepracticum initial site-establishment packet** must be submitted no later than two weeks after the course start date*; and
   b. all **final prepracticum documentation** must be submitted upon completion of the course to the course instructor and the Licensure office (cee@fitchburgstate.edu)

*Candidates will receive detailed guidance on these requirements by the course instructors.
# SPECIAL EDUCATION COURSE PRE-PRACTICUM REQUIREMENTS

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>HOURS</th>
<th>PRE-PRACTICUM REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 7023</td>
<td>15</td>
<td>Fifteen hours within a special education (7.5 hours) and general education (7.5 hours) classroom (PreK-12). Some course assignments are dependent on the field-based experience.</td>
</tr>
<tr>
<td>SPED 7709</td>
<td>10</td>
<td>Observation of general education inclusion classrooms, ELL, or other special education settings.</td>
</tr>
<tr>
<td>SPED 7950</td>
<td>20</td>
<td>Active involvement with at least one student with severe disabilities including a significant physical disability. You are required to spend a minimum of three hours each week working with a student with physical/multiple disabilities. The time you spend will be focused on completing the three student-focused assignments for a total of 20 hours.</td>
</tr>
<tr>
<td>SPED 8020</td>
<td>25</td>
<td>Candidates will be actively involved with students with disabilities at least five hours per week. As part of field-based pre-practicum experience, you must have ongoing contact with a student who exhibits one or more challenging or excess behaviors.</td>
</tr>
<tr>
<td>SPED 8022</td>
<td>20</td>
<td>Each candidate will select a student with significant communicative needs. The candidate should plan to spend 2-3 hours per week with this student, for a minimum of 25 documented hours. The communication skill summary, IEP, and aided communication system will be completed with this specific student in mind.</td>
</tr>
<tr>
<td>SPED 8180</td>
<td>25</td>
<td>Candidates will be actively involved with students with disabilities at least five hours per week. As part of field-based pre-practicum experience, you must have ongoing contact with a student who exhibits one or more challenging or excess behaviors.</td>
</tr>
<tr>
<td>SPED 8915 and 8916*</td>
<td>10</td>
<td>Candidates will observe a classroom where math is being taught and look for strategies being used, curriculum being taught as well as any accommodations and specialized instruction taking place in the classroom. You will record this information on the Observation sheet and do a one page write up of what was observed.</td>
</tr>
<tr>
<td>SPED 8917*</td>
<td>15</td>
<td>Candidates will select a standardized assessment, and conduct an observation of someone administering the assessment to a student. Candidates will administer a minimum of two standardized formal assessments to one individual. Candidates are also required to include at least 2 informal assessments from SPED 8918 or 9130 integrated with the formal testing results. These must be administered to the same individual.</td>
</tr>
<tr>
<td>EDUC 7096</td>
<td>25</td>
<td>25 hours of pre-practicum experience in a classroom setting with English learners who are classified as a level 1-5 on the WIDA assessment. These hours include observations and the teaching of 3 lessons.</td>
</tr>
</tbody>
</table>

*Pre-practicum experience will be revised beginning fall 2020 in accordance with Pre-practicum Guidelines from the Department of Elementary and Secondary Education. See page 10 for more information.
PRACTICUM REQUIREMENTS

Practicum is a field-based experience within an approved Massachusetts program in the role and at the level of the license sought, during which a candidate's performance is supervised jointly by the program supervisor and the supervising practitioner. The candidate is evaluated on a Candidate Assessment of Performance (CAP) for Initial License.

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

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

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

1) The Moderate Disabilities PreK-8 license requires that candidates who are in a substantially separate setting to spend 75 of their practicum hours in an inclusive general education setting.

2) The Moderate Disabilities 5-12 license requires that candidates in a substantially separate setting to spend 150 of their practicum hours in an inclusive general education setting.

3) The Severe Disabilities license requires that the practicum include:
   a. 75 hours in an inclusive general education classroom; and
   b. a minimum of 150 hours each in 2 different levels (300 hours total) with students with severe disabilities (PreK-6, 5-8, 8-12). For instance, 150 hours in PreK-6 AND 150 hours in 5-8.

Well in advance of your practicum semester, contact your program advisor with any questions about practicum requirements. If you wish to use your employment for your practicum, any potential change in your employment situation should be discussed in advance with your program advisor.
**PRACTICUM REQUIREMENTS (continued)**

**ESTABLISHING A MASSACHUSETTS PRACTICUM SITE**

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

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

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

- Inclusive General Education Classrooms are defined as classrooms that serve both students with and without disabilities. The students with disabilities (a minimum of 5 on IEPs) must be receiving some of their Individualized Education Program services in the classroom setting. The teacher candidate must address the individual and group needs of all of the students (with and without disabilities) who are assigned to the classroom and receive supervision from both a special educator and a general educator during the practicum.

- The general education inclusion teacher-of-record must assume the role of that special educator during the time(s) that the special educator has responsibilities of the specialized instruction for students on IEPs. This generally necessitates (by previous agreement) the switching of roles; the general education teacher-of-record becomes the Special educator and the special educator becomes the classroom general education teacher.

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

During your practicum, you will have an assigned University Program Supervisor. In addition, you will have a supervising practitioner. If you are employed at your practicum site, you must secure an on-site mentor/supervising practitioner. **Eligible mentors/supervising practitioners hold an initial or professional license in the area of licensure that you seek, have taught under the initial license for at least 3 years, and have been rated proficient or higher on the Educator Evaluation System.** If you are unable to identify a supervising practitioner with the above-noted credentials, it is possible to have an administrator act as your supervisor provided that he or she also possesses a teaching license. In this instance, it is necessary to complete the Supervising Practitioner Waiver as well as the Supervising Practitioner/Mentor Teacher Application.
PRACTICUM REQUIREMENTS (continued)

APPLICATION FOR PRACTICUM

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

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

NOTE:
Even if you have an MTEL pending, you must submit a complete Application for Graduate Practicum Packet to your program advisor NO LATER THAN May 1 for fall and November 1 for spring. Your Application will be held by the Field Experience Office pending successful completion of remaining MTELS. If you need a placement, please submit your application as soon as possible.

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

A fingerprint as well as a CORI background check are now required for practicum placements in the Commonwealth schools. If you have questions, contact Lourdes Ramirez Field Experience Coordinator, 978-665-3685, lramier1@fitchburgstate.edu for more information.

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

SPED 8963: Practicum Moderate Disabilities and SPED 9004: Research Application and Practicum Seminar

OR

SPED 8863: Practicum for Severe Disabilities and SPED 9004: Research Application and Practicum Seminar

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

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

For a successful outcome, candidates are expected to follow all Practicum policies and procedures as outlined in the University Education Unit Practicum Handbook provided at Practicum Orientation and found at www.fitchburgstate.edu/edunit.

SUPERVISION REQUIREMENTS FOR PRACTICUM CANDIDATES

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

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

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

PLEASE REFER TO THE FITCHBURG STATE UNIVERSITY EDUCATION UNIT PRACTICUM HANDBOOK FOR SPECIFIC TIMELINES AND DETAILED EXPECTATIONS FOR A SUCCESSFUL EXPERIENCE:

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

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