



Undergraduate Secondary Pre-Service Manual

Fitchburg State University

Contents

1. Secondary Education Faculty & Administrators
2. Overview of Secondary Education Programs
3. Stages in the Progression Through Secondary Education Programs
4. Secondary Education Core Course Pre-Requisites
5. Secondary Education Program Completion Timetable
6. MTEL Test Information
7. Pre-Practicum Information
8. Resume Format
9. Adding a Middle School (5-8) License
10. Appendix: Pre-Service Forms & Policies
 - a. Stage I & II Review Form
 - b. Candidate Disposition Assessment
 - c. Pre-Practicum Report Form
 - d. Petition Policy for Taking Courses During the Practicum

Fitchburg State University students majoring in Biology, Chemistry, English, History, Mathematics, and Industrial Technology can pursue a license to teach high school in these subjects. Our secondary education programs are nationally accredited by the National Council for Accreditation of Teacher Education (NCATE) and boast graduates working in high schools throughout the region.

Our program prepares teacher candidates to be “Educators as Reflective Leaders,” defined by Fitchburg State University’s Conceptual Framework as professionals who are knowledgeable, skillful, ethical and caring. They *know* the subject matter that they teach, they are *skilled* in making decisions about the most effective pedagogical approach to use in teaching diverse learners, they make decisions based upon sound *ethical* behavior, and they demonstrate *caring* for their students through commitment to their students and the profession. Reflection enables our candidates to learn from their experiences, grow in their professional development, and develop leadership skills that enable them to become agents of self, institutional, and societal change.

Secondary education programs are cooperatively administrated by the FITCHBURG STATE UNIVERSITY Education Unit, Licensure Office, and the departments of Biology, Chemistry, English, History, Mathematics, and Industrial Technology (note: all secondary education students major in one of these fields, *not* Education). This manual clarifies policies and procedures for teacher candidates. Please remember to check with your advisor if you have any questions or problems. Further information can also be found on the Education Unit website:
<http://www.fitchburgstate.edu/edunit/>.

1. Secondary Education Faculty & Administrators

Faculty

BIOLOGY/CHEMISTRY

Lisa Grimm, Ph.D.

lgrimm1@fitchburgstate.edu

978.665.3334

Erin Rehrig, Ph.D.

erhrig@fitchburgstate.edu

978.665.3982

ENGLISH

Katharine Covino-Poutasse, Ph.D.

kcovinop@fitchburgstate.edu

978.665.3751

Wendy Keyser, Ed.D.

wkeysey@fitchburgstate.edu

978.665.3983

HISTORY

Laura Baker, Ph.D.

lebaker@fitchburgstate.edu

978.665.3379

Teresa Fava Thomas, Ph.D.

tthomas@fitchburgstate.edu

978.665.4587

MATH

Jennifer Berg, Ph.D.

jberg5@fitchburgstate.edu

978.665.3787

Nermin Bayazit, Ph.D.

nbayazit@fitchburgstate.edu

978.665.3475

TECHNOLOGY/ENGINEERING

Wayne Whitfield, Ph.D.

wwhitfield@fitchburtstate.edu

978.665.4807

Administrators

Annette Sullivan, Ed.D.

Dean of Education

asulli15@fitchburgstate.edu

978.665.3717

Sandra Herndon

Administrative Assistant

sherndon@fitchburgstate.edu

978.665.3239

Laura Baker, Ph.D.

Secondary Education Coordinator

lebaker@fitchburgstate.edu

978.665.3379

Ann Hogan, M.Ed.

Director of Educator Licensure

ahogan@fitchburgstate.edu

978.665.3233

Jason Miles, M.Ed.

Field Placement & Partnership Coordinator

jmiles6@fitchburgstate.edu

978.665.3292

2. Overview of Secondary Education Programs

Fitchburg State University secondary education teacher preparation programs lead to Initial Licensure to teach grades 8-12 in the Commonwealth of Massachusetts. Programs meet the approval of the Massachusetts Department of Education, under the *Regulations for Educator Licensure and Preparation Program Approval – 603 CMR 7.00*. Under these regulations, FITCHBURG STATE UNIVERSITY secondary education programs provide preparation in the content area by requiring teacher candidates to fulfill the requirements of the major in the content area, and any additional coursework as required by individual programs.

The Commonwealth of Massachusetts' regulations for Initial Licensure also require that teacher candidates complete coursework that address the professional standards set forth in *603 CMR 7.08*. These standards address: a) the planning of curriculum and instruction; b) managing of classroom climate and operation; c) delivering effective instruction; d) promoting equity; and, e) meeting professional responsibilities. These standards are promoted in secondary education core courses, which are listed below (24 credits total).

Secondary education core courses include a minimum of 85 hours of field experiences (pre-practica) in varied settings in local high schools, as well as a 300-hour field experience (practicum) that generally culminates in an application to the Massachusetts Department of Elementary and Secondary Education to obtain the Initial License. At least 50% of the 85 pre-practicum hours must be completed in a diverse setting. The Education Unit *Practicum Handbook* outlines the processes for completing the teaching practicum experience.

All secondary education programs are 120 credit hour programs and are designed to be completed in four years. However, almost all of the coursework is predetermined. You should follow your program's plan of study carefully and consult early on and regularly with your advisor. To be admitted to and progress through a secondary education program, candidates must meet certain minimum requirements, including minimum overall and program GPA requirements, passing scores on the Communication and Literacy Skills, and subject area MTEs, and evidence of a professional disposition. These requirements are documented by Stage I and Stage II reviews completed by your advisor.

Components of a Bachelor's Degrees in a Secondary Education Program

- Liberal Arts & Science (LA&S) requirements
- Courses required for the major (Biology, Chemistry, English, History, Mathematics, Industrial Technology)
- Additional courses by program (Biology, Chemistry, and History)
- Secondary education core courses

Secondary Education Core Courses

- 2860 Introduction to Teaching (25 hour pre-practicum)
- SPED 3800 Secondary Programs for Adolescents w/Disabilities (10 hour pre-practicum)
- ENGL 4700 Teaching Reading & Writing in s (25 hour pre-practicum)
- 4850 Special Methods in Teaching (25 hour pre-practicum)
- 4860 & 4870 Initial Practicum (300 hour practicum)

- 4012 Practicum Seminar (taken concurrent with the practicum)

3. Stages in the Progression Through Secondary Education Programs

There are three stages or checkpoints to graduation and licensure in secondary education programs. At each stage your credentials are reviewed to determine your readiness and qualifications to move forward in the program and to ensure your success in schools. Students/candidates who are unable to meet all requirements at any stage may not move forward and they should meet with their advisor to determine whether or not they wish to continue their efforts to meet the requirements to complete the program.

Stage I Review: Formal Admission to the Teacher Preparation Program

Students interested in teaching are admitted to a teacher preparation program only after they have completed the following requirements. The Stage I Review should be completed with the advisor during spring semester advising of the sophomore year (45 credits completed).

- Completion of the university's math and reading readiness requirements
- Successful completion of at least 2860: Introduction to Teaching and positive evaluation of the related pre-practicum. Pre-Practica Report Form must be on file in the Licensure Office.
- A minimum overall GPA of 2.5 and no grade of 0.0 for any completed course
- A passing score on the Communication and Literacy Skills portion of the Massachusetts Test for Educator Licensure
- Completion of two Candidate Disposition Assessment reviews. These reviews should rate the candidate as acceptably (2) or comprehensively (3) meeting the standards. Disposition reviews must be on file in the Licensure Office. Note: A candidate failing to meet the standards (1) in two or more disposition areas requires a program review.
- Completion of a pre-candidacy philosophy statement (you will complete this statement in 2860)
- Recognition of a list of requirements to be completed prior to student teaching, including a criminal background check
- Recommendation for admission to the teacher preparation program by the teacher candidate's advisor with approval from the Dean of Education.

Students denied formal admission to a teacher preparation program can appeal to the appropriate department chair and the Dean of Education.

Stage II Review: Admission to the Practicum

Teacher candidates are approved for student teaching only after they have completed the following requirements. The Stage II Review should be completed with the advisor the semester prior to the practicum (at least 75 credits completed).

- Successful completion of all education coursework (exclusive of the practicum and courses in which the candidate is currently enrolled) and positive evaluation of related pre-practica. Pre-Practica Report Forms must be on file in the Licensure Office.
- A minimum overall GPA of 2.75, a minimum program GPA of 3.0, and no grade of 0.0 in any course required for licensure

- A passing score on the appropriate content tests of the Massachusetts Test for Educator Licensure
- Completion of two additional Candidate Disposition Assessment reviews. These reviews should rate the candidate as acceptably (2) or comprehensively (3) meeting the standards. Disposition reviews must be on file in the Licensure Office. Note: A candidate failing to meet the standards (1) in two or more disposition areas requires a program review.
- Recommendation for admission to the practicum by the teacher candidate's advisor with approval from the Dean of Education.

Recommendation for Licensure

Teacher candidates who have successfully completed the following requirements will be recommended for licensure by the Commonwealth of Massachusetts.

- Final review of Candidate Dispositions Assessments (at least two have been completed in the practicum, one by the university supervisor and one by the supervising practitioner).
- Successful completion of the practicum and recommendation for licensure by the university supervisor, the supervising practitioner, and the department or program.
- Completion of exit survey by candidate.
- Endorsement for licensure by the Dean of Education.

To apply for licensure, the teacher candidate should follow the procedure outlined on the Fitchburg State University website <http://www.fitchburgstate.edu/edunit/> which includes the following.

- Submission of the Practicum Evaluation Report Form, Pre-Service Performance Assessment (PPA), Teacher Work Sample (TWS), Observation Report Forms, Lesson Plan Rubrics, and Candidate Disposition Assessments.
- Print out of a completed on-line application form with the Department of Elementary and Secondary Education.
- Request for a formal transcript from the Registrar's office, which will verify completion of the approved program in Biology, Chemistry, English, History, Math or Industrial Technology.

4. Secondary Education Core Course Pre-Requisites

GPA & MTEL requirements are embedded in education core course pre-requisites as follows:

Course	Credits	Field Experience	Pre-Requisites
2860 Introduction to Teaching	3	25 hours	2.5 Overall GPA
SPED 3800 Secondary Programs for Adolescents w/Disabilities	3	10 hours	2.5 Overall GPA
ENGL 4700 Teaching Reading & Writing in a Secondary School	3	25 hours	2.5 Overall GPA
EDUC 3012 Sheltered English Immersion	3	25 hours	2.5 Overall GPA
4850 Special Methods in Teaching	3	25-30 hours	2.75 Overall GPA 3.00 Program GPA Passing scores on the MTELS (Com/Lit Skills & subject area)
4860 & 4870 Initial Practicum	9	17 weeks	Completed and approved application
4012 Practicum Seminar (taken concurrent with the practicum)	3		

5. Secondary Education Program Completion Timetable

The timetable below applies to secondary education core coursework and program deadlines. See your advisor for plans of study specific to your program that address requirements for the major and LA&S coursework. Your advisor may also suggest a different timetable for completion of the subject area MTEL.

1st Year	Fall	Attend Secondary Education Orientation Meeting (this is an annual meeting that all secondary education majors must attend)
	Spring	Register for Communication and Literacy Skills MTEL
2nd Year	Fall	Take 2860 Introduction to Teaching
	Spring	Take SPED 3800 Complete Stage I review with advisor Register for Subject Area MTEL
3rd Year	Fall	Take EDUC 3122 SEI
	Spring	Take ENGL 4700 Complete Stage II review with advisor
4th Year	Fall	Take 4850 Special Methods in Teaching Attend Practicum Orientation session and apply to the Practicum
	Spring	Take 4860 & 4870 Initial Practicum and 4012 Practicum Seminar (this is the only coursework in which you may enroll during the final semester)

6. MTEL Test Information

The Commonwealth of Massachusetts Department of Elementary and Secondary Education decides which tests are required for educator licensure. Communication and Literacy Skills (01) and all academic content area tests—Biology (13), Chemistry (12), English (07), History (06), and Mathematics (09)—are now offered only on computer. Computer-based testing is administered through Pearson Education Testing Centers, which are located throughout Massachusetts. Information regarding test dates, test administration locations, and study materials, including practice versions of the tests, is available on DESE’s MTEL website: <http://www.doe.mass.edu/mtel/>. Register for the Communication and Literacy Skills, and subject area tests at <http://www.mtel.nesinc.com/>.

The FITCHBURG STATE UNIVERSITY Tutoring Center offers MTEL test preparation seminars and individualized support. Register for Communication and Literacy Skills preparation seminars through Web4. Request a tutor at the Tutor Center (3rd floor Library): 978.665.3499.

The FITCHBURG STATE UNIVERSITY Center for Professional Studies offers several MTEL preparation workshops in specific subject areas.

An MTEL Communication and Literacy Skills Best Test Preparation Study Guide is available from the Research & Education Association at www.rea.com or can be purchased in the Fitchburg State University bookstore.

For MTEL test preparation on specific major subject fields consult with your advisor.

7. Pre-Practicum Information

Secondary education core courses include a minimum of 85 hours of field experiences (pre-practica) at partnership schools. At least 50% of the 85 hours must be completed at a *diverse* school site (see the list of partnership schools on the Education Unit website to determine whether a school site is designated as diverse). Field Experiences should include the activities identified below according to the level of the course.

Completing pre-practica is a privilege accorded by the partnership school and the supervising teachers. Supervising practitioners receive no remuneration for admitting you to their classrooms and mentoring you. Please be considerate of their time and generosity and observe confidentiality. Do not discuss teachers by name in your journals or in class, instead use teacher A, B, C, etc.

You are expected to interact with supervising teachers and other staff in a professional manner, and to model positive, mature behavior for the students at all time. This includes familiarizing yourself with school policies and procedures, being punctual, and notifying your supervising practitioner of absences ahead of time. Your attire must be clean, neat, and professional. It is difficult to define what is “appropriate professional attire.” Some schools may tolerate more casual attire than others. It is important that you understand the dress code and policies of the school to which you are assigned and always follow them. Fitchburg State University teacher preparation programs frown upon casual attire such as jeans or shorts in schools as a general rule. It is unacceptable to wear clothes, jewelry, or exhibit body art and piercings of a distracting nature. Clothing that advertises alcohol or drugs or alludes to sexual behavior is never appropriate in a school setting.

Keep in mind that the teachers and administrators you will meet have long memories—you may be assigned to do student teaching in their classrooms or might someday apply for a job there. Do not burn any bridges you might need to cross in the future. Note that information, whether positive or negative, travels very rapidly in the small community of a high school. Your FITCHBURG STATE UNIVERSITY professors regularly keep in touch with classroom teachers—be sure that what they hear about your behavior and attire is positive. Remember also that you are representing not only yourself, but also Fitchburg State University.

The supervising practitioner evaluates you at semester's end using the Candidate Dispositions Assessment and Pre-Practicum Report form.

Field Experiences

Level 1: Candidates are introduced to or initiated in the knowledge base of theory and practice during pre-practicum experiences, largely through structured observations and interviews.

Level 2: Candidates put knowledge into practice by assisting supervising teacher-directed instructional situations with individuals, small groups, and whole group instruction. Candidates engage in subsequent reflection and self-assessment.

Level 3: Candidates put knowledge into practice by participating in specially designated instructional situations under careful supervision with individuals, small groups, and whole group instruction. Candidates engage in subsequent reflection and self-assessment.

Level 4: Candidates apply knowledge and demonstrate performance growth in periodically scheduled teaching situations where they plan, implement, analyze, and modify instructional practices directed toward identified student needs. Candidates engage in subsequent reflection and self-assessment.

Level 5: Candidates apply knowledge and demonstrate competence as they daily plan, implement, analyze, and modify instruction and practices to meet all students' needs. Candidates engage in daily reflection and continual self-assessment.

8. Resume Format

You will need to develop a resume for all pre-practicum experiences, as your supervising teachers will want to know a little about you before you enter their classrooms.

NAME
Address at home and school
Phone and email address(s)

OBJECTIVES: List objectives in applying for a teaching position.

EDUCATION:

- List the most recent degree in progress or degree attained. Be specific: B.S. in History, secondary education track. Cite a projected, realistic date of completion (e.g. “degree in progress, anticipated date of graduation May 2015”).
- List survey courses and upper level electives completed in your field.
- List all teacher education courses and describe pre-practica (number of hours completed, where, supervising teacher).
- Tests: list MTEL tests passed and dates completed.
- Technology: detail computer skills, including software used.

TEACHING or TUTORING EXPERIENCES:

- List relevant experience in education, teaching or tutoring—for example, Upward Bound, coaching, etc.
- Be sure to include paid and unpaid experiences, camps, volunteer work, substitute teaching, etc. Detail exactly when and where.

ACHIEVEMENTS:

- List awards, special achievements, skills, training completed, and professional organizations you have joined.
- List honor societies, clubs, moot court, literary magazines, cheerleading, and charity work.
- List specific areas of interest: hobbies, sports, etc. (remember, schools want teachers who can advise clubs and coach sports).

WORK HISTORY:

- List jobs or paid positions (list most recent first).

REFERENCES:

- List persons familiar with your work and character.

NOTE: Attach your Philosophy of Teaching Statement

9. Adding a Middle School (5-8) License

By taking two additional courses, it is possible add a middle school license to your credentials. Adding this license entails completing

EDUC 3070 Middle School Concept (offered spring only)

EDUC 3300 Curriculum and Instruction in the Middle School (offered fall only)

Once we endorse you for the high school initial license (grades 8-12) in your subject area, you may add the middle school license (grades 5-8) in your subject area at the initial level.

You should consult with your advisor regarding how to fit EDUC 3070 and EDUC 3300 into your plan of study. It is preferable to take Middle School Concept before Curriculum and Instruction.

10. Appendix: Pre-Service Forms & Policies


FITCHBURG STATE UNIVERSITY

EDUCATION UNIT

FIRST AND SECOND STAGE REVIEW

- First Stage Review**—Formal admission to educator licensure program (completion of 45 – 60 credits)
- Second Stage Review**—Formal approval to enter practicum/student teaching (semester prior to student teaching/practicum)

Candidate: _____ Banner I.D.: _____

Educator Licensure Program (Required): _____ Level: _____

Number of credits the candidate has completed: _____ Transfer Credits: _____

Local Address
Permanent Address

Street: _____ Street: _____

Town: _____ State _____ Zip Code _____ Town: _____ State: _____ Zip Code: _____

Telephone Number: _____ Telephone Number: _____

Advisor Instructions

- Step 1 Review candidate records and respond to statements below regarding requirements.
- Step 2 Make recommendations and invite candidate response.
- Step 3 Make a copy of this form for the candidate's advising folder.
- Step 4 Forward the original review form along with Candidate Dispositions Assessment(s) and other supporting documents to the Licensure Office within **one week** of completion of the Review.

For the items below, please provide the appropriate answer. If "No," please note the next action step under "Comments." Check the appropriate box under Advisor's Recommendations on the back of this form.

Requirement	Yes	No	N/A	Comments
1. Candidate Dispositions Assessment Forms have been completed with acceptable ratings. Stage One—minimum of 2 positive Candidate Dispositions Assessments required Stage Two—minimum of 2 additional positive Candidate Dispositions Assessments required (at least one from a supervising practitioner of a prepracticum)				
2. The candidate has completed the education coursework requirement for the major. Stage One—core education courses Stage Two—all professional coursework required for practicum				
3. The candidate meets cumulative GPA requirements. Stage One—cumulative GPA of at least a 2.5 Stage Two—cumulative GPA of at least 2.75 and 3.0 in major				
4. The candidate has made up any failed courses.				
5. The candidate has satisfied the Fitchburg State mathematics readiness and reading readiness requirements.				
6. The candidate has successfully completed the required Massachusetts Tests for Educator Licensure. Stage One—Communication and Literacy Stage Two—Content Test(s) specific for license				
7. The candidate is aware that a misdemeanor or felony could prevent him/her from obtaining a license and that he/she should contact the Dean of Education or the Massachusetts Department of Elementary and Secondary Education for advisement.				
8. Stage Two Only—A current degree evaluation has been reviewed with the candidate and, if applicable, Student Petitions have been submitted.				
9. The candidate has completed the required field experiences for this stage and has received positive evaluations by course instructors and supervising practitioners. The candidate is aware that the appropriate documentation must be filed with the Licensure Office.				
10. If the candidate has undergone a departmental review, all outcome conditions have been met.				

Candidate: _____ ID # (required): @ _____ Major/License Sought: _____

Reviewer completing form: _____ School/District: _____ Date: _____ Pre-Practicum Practicum

Performance Ratings: 1—Unsatisfactory 2—Needs Improvement 3—Proficient 4—Exemplary N/O—Not Observed
Please note that candidates need to meet all elements in the Proficient category to receive a Proficient rating for an indicator. Should a candidate exhibit any of the actions and/or behaviors related to the Needs Improvement category or the Unsatisfactory category, the candidate will receive the lower rating. The Exemplary category is reserved for candidates who meet all criteria in the proficient level and who model the indicator elements for others.

Indicator	1—Unsatisfactory	2—Needs Improvement	3—Proficient	4—Exemplary	Rating	Comments
Candidate is knowledgeable. (Conceptual Framework Component 1)						
1. Communicates effectively in speech and in writing.	Oral communication often needs to be articulated more accurately, more clearly, or in a more appropriate tone. Written communication, including email, often needs to be better organized and ideas often need to be more clearly presented. Oral and written communication often lack Standard English Conventions (SEC).	On occasion oral communication needs to be articulated more accurately, more clearly, or in a more appropriate tone. On occasion written communication, including email, needs to be organized better with ideas more clearly presented. On occasion oral and written communication lack Standard English Conventions (SEC).	Oral communication is well-articulated and clear, with appropriate tone. Written communication, including email, is well-organized and ideas are presented clearly. Oral and written communication follow Standard English Conventions (SEC).	Communication skills are appropriate to the audience and the level of English proficiency, open and honest, and invite and encourage participation or others. Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language. Demonstrates active listening skills.		
2. Demonstrates preparedness for course work and/or field experience, understands when more information is needed and knows how to find it.	Often needs to better prepare for class/field experience assignments and activities. Often lacks information needed to be prepared and/or is unaware of how to find information needed.	On occasion needs to better prepare for class/field experience assignments and activities. Needs to obtain information to be prepared.	Well-prepared for all class/field experience assignments and activities; obtains information as needed through research and questioning.	Goes well beyond required preparation for class and/or field work. Evidence of extensive planning with probing questions, written notes, learning materials, etc. Preparation positively impacts learning/teaching effectiveness and peer/student learning.		
Candidate is skillful. (Conceptual Framework Component 2)						
3. Interacts with others (faculty, supervising practitioners, peers, students, and parents) in a thoughtful and considerate manner.	Often needs to interact with others in a more polite and professional manner. Often needs to be more considerate of multiple perspectives. Lacks appropriate response to conflict or misunderstandings.	On occasion needs to interact with others in a more polite and professional manner, which considers multiple perspectives. Needs to respond more appropriately to conflict or misunderstandings.	Interacts in a polite and professional manner with others. Communicates respectfully by considering multiple perspectives and responds appropriately to conflict or misunderstandings.	Always collaborates with others to promote positive group interactions and productivity. Listens and supports others to ensure a collaborative environment. Analyzes interactions to make appropriate adjustments to ensure a supportive and nurturing environment.		
4. Reflects on his/her work, behavior, and/or practice.	Often needs to recognize personal strengths and challenges. Often needs to respond more appropriately to suggestions and feedback from others and often needs to adjust work, behavior, and/or practice.	On occasion needs to recognize personal strengths and challenges. On occasion needs to respond more appropriately to suggestions and feedback from others and needs to adjust work, behavior, and/or practice.	Recognizes personal strengths and challenges. Responds appropriately to suggestions and constructive feedback from others and uses it to adjust work, behavior, and/or practice.	Always receptive of critical examination of personal strengths and challenges and solicits feedback on teaching effectiveness. Makes data driven decisions. Reflection results in changing work, teaching behaviors, and/or interactions with others.		
Candidate is ethical. (Conceptual Framework Component 3)						
5. Follows the ethics of the field.	Lacks judgment reflecting integrity, honesty, fairness, respect for intellectual property of others, and/or trustworthiness. Needs to protect the confidentiality of others.	On occasion judgment reflecting integrity, honesty, fairness, respect for intellectual property of others, and/or trustworthiness is questionable. Needs to better protect confidentiality of others.	Demonstrates sound judgment reflecting integrity, honesty, fairness, respect for intellectual property of others, and trustworthiness. Protects confidentiality of others.	Always demonstrates ethical behavior and serves as a role model/mentor for others. Deals directly with the consequences of actions and events; and works proactively to pursue positive outcomes.		
6. Demonstrates clear understanding of legal and moral obligations of the profession, mandated reporting responsibilities, and organizational rules and procedures.	Unaware of state and national laws and codes of ethics, mandated reporting responsibilities, and/or organizational rules and procedures or aware of this knowledge but unaware of how to apply it.	Needs to be aware of state and national laws and codes of ethics, mandated reporting responsibilities, and organizational rules and procedures. Needs to apply this knowledge as appropriate.	Is aware of state and national laws and codes of ethics, mandated reporting responsibilities, and organizational rules and procedures. Applies this knowledge as appropriate.	Serves as a resource for others in the profession. Shares the roles and responsibilities that apply to teachers within district guidelines, including rules for safety and emergency procedures.		



SECONDARY EDUCATION PROGRAMS

Petition Policy for Taking Courses During the Practicum

During the semester in which teacher candidates complete their student teaching, they are expected to enroll *only* in 4860 Practicum I, 4870 Practicum II, and 4012 Practicum Seminar (12 credits total).

Candidates requesting permission to enroll in coursework in addition to the 4860, 4870, and 4012 during the semester in which they complete their student teaching must complete a Student Petition which includes documentation of the following:

- Completion of all courses required for licensure (an approved Stage II Review)
- Completion of all courses required for the degree with the exception of 1-2 LA&S and/or free elective courses (candidates requiring 3 or more courses for graduation will have to wait until the following semester to complete the practicum)
- Circumstances that necessitate having to take the course(s) during student teaching

The Student Petition must be submitted to the faculty advisor for signature and then forwarded to the Dean of Education in the Center for Excellence in Education for consideration. The candidate will be notified of the determination.

The Student Petition form can be found at
<http://www.fitchburgstate.edu/uploads/files/Registrar/studentpetitionfsu.pdf>