Undergraduate Secondary Pre-Service Manual
Fitchburg State University
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/.
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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 MTELs, 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/](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:

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

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

**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**
- **Street:** ____________________________________________
- **Town:** __________________  **State:** _____  **Zip Code:** ___________

**Permanent Address**
- **Street:** ____________________________________________
- **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.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 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 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. | | | | |
EDUCATION UNIT

Candidate Dispositions Assessment—Page 1

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1—Unsatisfactory</th>
<th>2—Needs Improvement</th>
<th>3—Proficient</th>
<th>4—Exemplary</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicates effectively in speech and in writing.</td>
<td>Oral communication often needs to be articulated more accurately, more clearly, or in a more appropriate tone. Writing is clear, concise, complete, and free from errors in spelling, grammar, and word usage.</td>
<td>On occasion oral communication needs to be articulated more accurately, more clearly, or in a more appropriate tone. Written communication is clear, concise, complete, and free from errors in spelling, grammar, and word usage.</td>
<td>Oral communication is well-articulated and clear with appropriate voice inflection. Written communication is clear, concise, complete, and free from errors in spelling, grammar, and word usage.</td>
<td>Communication skills are appropriate to the audience and the level of English proficiency, open and honest, and invite and encourage participation. Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language. Demonstrates active listening skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrates preparedness for coursework and understands when more information is needed and how to find it.</td>
<td>Often needs to get better prepared for class and assignments. Needs to obtain information to be prepared.</td>
<td>On occasion needs to better prepare for class and assignments. Needs to obtain information as needed through research and questioning.</td>
<td>Well prepared for all class and assignments. Needs to obtain information as needed through research and questioning.</td>
<td>Goes beyond required preparation for class and assignments. Evidence of extensive planning with probing questions, written notes, learning materials, etc. Preparation positively impacts learning, teaching effectiveness and peer student learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Interacts with others (faculty, supervisors, peers, students, and parents) in a thoughtful and considerate manner.</td>
<td>Often needs to interact with others in a more polite and professional manner. Sometimes lacks appropriate respect for other's perspectives. Needs to respond more appropriately to different perspectives and misunderstandings.</td>
<td>On occasion needs to interact with others in a more polite and professional manner. Lacks appropriate respect for other's perspectives. Needs to respond more appropriately to different perspectives and misunderstandings.</td>
<td>Interacts in a polite and professional manner with others. Communicates respectfully by considering multiple perspectives and responding appropriately to these differences.</td>
<td>Always collaborates with others to promote positive group interactions and productivity. Listens and supports others to ensure a collaborative environment. Always interacts to make appropriate adjustments to ensure a supportive and nurturing environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reflects on his or her work, behavior, and/or practice.</td>
<td>Often needs to reflect on personal strengths and weaknesses and adjust work habits and/or practice.</td>
<td>Reflects on personal strengths and weaknesses. Responds appropriately to suggestions and feedback to others and uses this feedback to adjust work habits and/or practice.</td>
<td>Reflects on personal strengths and weaknesses. Responds appropriately to suggestions and feedback from others and uses this feedback to adjust work habits and/or practice.</td>
<td>Reflects on personal strengths and weaknesses and adjusts work habits and/or practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Follows the ethics of the field.</td>
<td>Lacks judgment reflecting integrity, honesty, fairness, respect for intellectual property of others, and trustworthiness. Needs to protect the confidentiality of others.</td>
<td>On occasion judgment reflecting integrity, honesty, fairness, respect for intellectual property of others, and trustworthiness is questionable. Needs to protect confidentiality of others.</td>
<td>Demonstrates sound judgment reflecting integrity, honesty, fairness, respect for intellectual property of others, and trustworthiness. Protects confidentiality of others.</td>
<td>Acts directly with the consequences of actions and events; and works proactively to pursue positive outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Demonstrates clear understanding of legal and professional and other responsibilities, and organizational rules and procedures.</td>
<td>Unaware of state and national laws and codes of ethics, mandated reporting responsibilities, and organizational rules and procedures. Needs to apply this knowledge as appropriate.</td>
<td>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.</td>
<td>Is aware of state and national laws and codes of ethics, mandated reporting responsibilities, and organizational rules and procedures. Applies this knowledge as appropriate.</td>
<td>Serves as a resource for others in the professional role. Shares the role and responsibilities with others.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Form #6 CDA
Student name: ___________________________________________________________  Semester taken: __________________

Student ID (required): @ __________________ Major/Field: __________________________

Student address: ____________________________________________________________

Pre-practicum course number and title: __________________________________________

Grade level(s): ____________________________________ Clock hours: __________________

List of pre-practicum activities/responsibilities:

___________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Initial meeting held at which expectations for the pre-practicum experience and the associated paperwork were discussed.

Date: __________________ Teacher Candidate: __________________ Supervising Practitioner: __________________

Midpoint meeting held midway through the pre-practicum at which the pre-practicum experience was discussed.

Date: __________________ Teacher Candidate: __________________ Supervising Practitioner: __________________

Final meeting held to complete evaluation/reflection of the pre-practicum experience and associated paperwork.

Date: __________________ Teacher Candidate: __________________ Supervising Practitioner: __________________

The above student has completed a pre-practicum which has been designated by the University as a field-based experience related to the role of the major/field mentioned above.

Signature—Course Professor/Instructor: __________________ Date: __________________

Signature—Classroom Supervising Practitioner __________________ Date: __________________

Classroom Supervising Practitioner

PLEASE PRINT the information requested below.

Classroom Supervising Practitioner (Please print first and last name): __________________

Pre-practicum school site (school name): __________________________________________

Pre-practicum school site address: ________________________________________________

Contact phone number: __________________ E-mail: ____________________________
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 1, 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