

BRANDEIS
**TEACHER EDUCATION
PROGRAM HANDBOOK**



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WELCOME TO THE BRANDEIS TEACHER EDUCATION PROGRAM

The Brandeis Teacher Education Program is a personalized, cohort-based program, wholly integrated with a full-year, student-teaching internship. It offers both Undergraduate (UDG) and Master of Arts in Teaching (MAT) pathways to licensure, in both elementary and secondary education, public schools and Jewish day schools.

Brandeis Teacher Education Program instructors walk their talk: they model the same kind of student-centered pedagogy that the program espouses for pk-12 teachers. Whether in the university or in schools, teaching is about *students* – who they are, what they bring, and how they think. Brandeis prepares teachers to ‘scaffold’ that is, structure and support student, learning so that the *students* generate and own the intellectual work in classrooms. This is teaching not merely *in service* of social justice, but teaching that *engages* students in issues of equity and justice.

These priorities are reflected in the [central themes](#) of the Teacher Education Program: [Teaching for Social Justice](#), [Teaching for Understanding](#), [Teaching All Learners](#), and [Teaching as Inquiry](#).

These aren’t just lofty ideals; this is the daily work of teaching – work that makes a difference every single day.



DEFENDING
EDUCATION

TEACHER EDUCATION PROGRAM THEMES

Teaching for Social Justice

The Teacher Education Program attends to social justice at both the systemic (macro) and interpersonal (micro) levels. Teachers must understand the ways in which issues of in/justice affect schools, schooling, and policy. At the same time, teachers must be cognizant of the *daily* work of teaching for justice – in their everyday interactions with individuals and groups of students, in addressing status inequities in the classroom, and in ensuring that each student is challenged and supported. Teachers need to pursue equity and access to knowledge for all students, while creating classrooms that are not just culturally relevant and responsive, but culturally *sustaining*. This work can reach beyond the classroom, when teachers engage students in the work of diversity, equity, inclusion, and justice.

Teaching for *Understanding*

Teaching for understanding means moving beyond rote memorization and toward students' own meaning-making. In teaching for understanding, teachers leverage students' 'funds of knowledge.' This means that teachers value and build upon students' prior knowledge, experiences, and interests. Teachers also:

- couple high expectations with strong support so that all students can reach mastery.
- engage their students in explorations of rich content.
- employ a wide repertoire of instructional approaches to make content accessible and meaningful.
- extend students' ideas and monitor students' learning and intellectual engagement.
- take steps to challenge or re-engage each student in learning.

Teaching *All* Learners

In order to teach all learners, teachers must work actively to know their students as individuals who bring diverse intellectual, social, and emotional needs. Teachers must apply their knowledge of child/ adolescent development, identity formation, and learning theory and continually refine this understanding through interactions with students. Teachers' knowledge of their students, their content, and their context shapes their planning, instruction, and assessment in ways that help them teach for understanding. Teaching for understanding and teaching *all learners* furthers social justice when teachers honor the knowledge and experience that students bring to the classroom and ground their teaching in these assets.

Teaching as *Inquiry*

Taking an 'inquiry stance' refers to the way teachers approach their own and their students' learning. Taking an inquiry stance means continually and systematically assessing and reflecting on one's teaching practice in order to improve. To do this effectively, teachers need to draw on current resources and research – including teacher research conducted in their own and others' classrooms. A firm grounding in educational research and an understanding of the relationship between theory and practice enables teachers to locate the particulars of their classrooms ('micro') in a broader educational framework ('macro') and ultimately shed light on teaching and learning more generally.

LEARNING GOALS AND STANDARDS

The Teacher Education Program learning goals (learning targets) are shaped by the following themes: [Teaching for Social Justice](#), [Teaching for Understanding](#), [Teaching All Learners](#), and [Teaching as Inquiry](#).

These learning targets are directly linked, but not limited, to the Massachusetts Department of Elementary and Secondary Education [DESE] teaching standards. These goals are assessed by the DESE Teacher Candidate Assessment of Performance [CAP] as a prerequisite of licensure.

Teacher Education Program Learning Targets

Teacher Education Program graduates will demonstrate the ability to:

Plan, Sequence, and Scaffold Instruction and Assessment in ways that . . .

- emphasize enduring understanding, transferrable skills, and authentic experiences.
- meet the needs of a diverse student population.
- engage students' prior knowledge, experiences, cultures, identities, and stages of development.
- challenge students intellectually and facilitate students' independence and mastery.
- give students the support they need to meet high expectations.
- demonstrate deep pedagogical content knowledge.

Create a Safe Learning Environment for Intellectual and Emotional Development in ways that . . .

- give students ownership over the intellectual work in the classroom.
- maintain rituals, routines, and responses that support learning.
- engage students in the work of diversity, equity, inclusion, and social justice.
- integrate and support students' identities in classroom experiences.

Engage in Reflective Practice by . . .

- approaching their own and others' teaching from an inquiry stance.
- integrating theory and practice; linking the macro (big ideas in education) and the micro (small moments in classrooms).
- seeking out, engaging with, and integrating feedback.
- analyzing observation and assessment data to inform teaching practice.
- analyzing the impact of positionality on teaching and learning.

Enter a Professional Culture by . . .

- engaging professionally with others across contexts: in schools, with families, and with the community.
- locating themselves and their teaching in the broader culture of schools and schooling.

Candidate Assessment of Performance [CAP] Standards for Teacher Licensure

Massachusetts Department of Elementary and Secondary Education [DESE]

Standard	Element	Proficient Descriptor*
<i>I: Curriculum, Planning and Assessment</i>	I.A.1 Subject Matter Knowledge	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.
	I.A.4: Well-Structured Lessons	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.
	I.B.2: Adjustment to Practice	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.
<i>II: Teaching All Students</i>	II.A.3: Meeting Diverse Needs	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English language learners.
	II.B.1: Safe Learning Environment	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.
	II.D.2: High Expectations	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.
<i>IV: Professional Culture</i>	IV.A.1: Reflective Practice	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.

Social Justice Standards:

The Brandeis Teacher Education Program uses the [Learning for Justice Social Justice Standards[†]](#) as a guide for our program-wide theme: Teaching for Social Justice.

Identity

Diversity

Justice

Action

* Proficient Descriptor is included here to provide a sense of the expectation outlined in the element. Expectations of demonstrated competency for preparation candidates are outlined further in the [CAP guidelines](#) <http://www.doe.mass.edu/edprep/cap/2020-21guidelines.docx>.

[†] Learn more about Learning for Justice (formerly Teaching Tolerance) at <https://www.learningforjustice.org>

TEACHER EDUCATION PROGRAM PATHWAYS TO LICENSURE & DEGREES

The Teacher Education Program offers three degree pathways, each of which fulfills the requirements for Massachusetts Initial Teaching Licensure. Each pathway includes the option to specialize in elementary (grades 1-6) or secondary (grades 5-12) education and to student-teach in either public schools or Jewish day schools. All of the pathways include a full-academic year student-teaching Internship under the guidance of a Mentor Teacher (i.e., supervising practitioner) and a Field Instructor (i.e., program supervisor). All pathways include Sheltered English Instruction (SEI) endorsement for teaching students who are multilingual learners. See below for pathway descriptions; further details can be found in the program guides, website, and handbook.

Note: Candidates who successfully fulfill degree program expectations are well-positioned to earn an MA Initial Teaching License. The university grants the academic degree; however, licensure is governed and granted by the Massachusetts Department of Elementary and Secondary Education [DESE], not by Brandeis University.

I. Undergraduate Program – Minor in Teacher Education

Undergraduates can complete a minor in Teacher Education as part of their Bachelor's degree. The Teacher Education minor is not simply an academic degree; it is part of a professional preparation program (like law school or an MBA program). In fact, the responsibility is even greater than in many other professions, because teacher education students work directly with children and prepare to be *in loco parentis* (legally responsible for children). During their senior year, Teacher Education minors engage in a full-year student-teaching internship. To demonstrate readiness for this responsibility, prospective teacher education minors must complete an application process in **January of their junior year**. Declaring the minor is the first step which should be done as soon as students begin their education coursework (as early as their first year at Brandeis).

II. Master of Arts in Teaching (MAT)

The MAT is an intensive 13-month (June-July) program. It includes not only a year-long student teaching internship, but also a supplemental field placement in a different context, during which students have the option of pursuing additional certification in teaching students who have moderate disabilities or who are becoming multilingual. MAT students spend more time in their field placements in the fall than do undergraduates. The MAT includes additional courses, and each course explores topics in further depth than in the undergraduate program. The MAT also includes teacher research, an opportunity for students to systematically study and report on an aspect of their teaching. The MAT program also includes additional subject-specific preparation and content electives at the secondary level and additional work with content specialists at the elementary level.

III. Dual Degree Program BA/MAT or BS/MAT

During the fall of their junior year, undergraduates can apply to the BA/MAT dual degree program. BA/MAT students begin their graduate level coursework in the summer after their junior year. They complete the MAT in the summer after their senior year, earning two degrees and preparing for a teaching license, all in a total of 10 semesters. It is a demanding, accelerated, and rewarding program. To apply for the BA/MAT students must be able to complete their undergraduate major and university general education / core requirements **by the end of their junior year**. BA/MAT applicants complete the undergraduate student-teaching application and the Graduate School of Arts and Sciences GSAS application.

MINOR IN TEACHER EDUCATION FOR MASSACHUSETTS INITIAL TEACHER LICENSE: ELEMENTARY, GRADES 1- 6

Students who plan to complete this minor OR pursue the BA/MAT should advise with the [Elementary Faculty Leader](#) early in their years at Brandeis. To obtain Massachusetts licensure, MA students must also take courses (or submit an AP/IB score equivalent) to count toward subject matter knowledge (SMKs) requirements for teaching in elementary schools. These courses can also satisfy requirements for the [Brandeis Core](#) and/or a variety of majors, minors, study abroad, etc. All SMK courses and/or AP/IB scores are subject to approval by the [Elementary Faculty Leader](#). As well, students must take [Massachusetts Tests for Educator Licensure \(MTELEs\)](#) with required dates of completion listed below.

Required Courses, Year/Semester & Credits/Course

Elementary Teacher Education Minor Courses	Total Credits = 38
Subject Matter Knowledge (SMK) Coursework required for MA Teaching License, see below (year/semester varies)	No additional credits for minor
ED 100a Exploring Elementary & Early Childhood Teaching (1st-Junior years, FALL)	4
Field work in conjunction with ED 100a: 3 hrs/week assisting and observing in elementary classrooms	2
PSY 33a Developmental Psychology (1st-Junior years, FALL)	4
ED 232A 1 Elementary Teaching & Learning II: Literacy (Senior Year, FALL)	4
ED 235A 1 Elementary Teaching & Learning: Math (Senior Year, FALL)	4
ED 211A 1 Internship Two Days/Week, 12-14 hrs/week (Senior Year, FALL)	4
ED 214A 1 Reflective Seminar (Senior Year, FALL)	2
ED 260A Teaching students with Moderate Disabilities (Senior Year, FALL)	2
ED 204A Teaching Multilingual Learners (Senior Year, FALL)	2
ED 233 1 Teaching & Learning in Elementary Schools III: Science, Social Studies & the Arts (Senior Year, SPRING)	4
ED 212A 1 Internship Five Days/Week (Senior Year, SPRING)	4
ED 215A 1 Reflective Seminar (Senior Year, SPRING)	2

Required Subject Matter Knowledge (SMK) areas for the MA Elementary 1-6 license & documentation to monitor progress:

SMK	Possible Courses*	Course Taken (number, year/semester)	Approved/Completed
Developmental Psychology	PSY 33a or ED 202		
Mathematics	Math3a or approved course		
US History & Government	HIS 51a, 50b or approved course		
World History	Varies		
Literature	Varies		
Writing	UWS		
Science	EBIO 33b or approved course		

*Option to submit an AP or IB score to satisfy SMKs subject to review of official score reports.

Massachusetts Tests for Educator Licensure (MTELEs)* to take with due dates

Exam Name/Number	Suggested Semester for Exam	Completed
Literacy & Communications	Before Fall Senior Year	
Foundations of Reading	End of Fall Senior Year	
General Curriculum 03 - Multi-Subject	Before end of Fall Senior Year	
General Curriculum 03 - Math	Before end of Fall Senior Year	

*Please consult the [MTEL website](#) and the [Elementary Faculty Leader](#) with questions about cost, registration, and preparation for these exams.

MINOR IN TEACHER EDUCATION FOR MASSACHUSETTS INITIAL TEACHER LICENSE: **SECONDARY, GRADES 6 - 12**

Students pursuing a teaching licensure for secondary school (grades 6-12) by completing the undergraduate teacher education minor must complete required education coursework and:

- meet with the [Director of Teacher Education](#) for advising as early in the process as possible
- fulfill the Massachusetts subject matter knowledge (SMK) requirements for the subject they will teach (generally, by completing the equivalent of a **major in that subject**).
- complete the student-teaching application in January of their junior year.
- complete major and Brandeis core requirements (all but 2-3 courses maximum) before senior year.
- complete a full-year student-teaching internship during the senior year.
- complete the Massachusetts teacher licensure process
 - o includes taking the applicable Massachusetts Tests for Educator Licensure ([MTELs](#)) before fall of senior year.

Required Education Coursework for the Teacher Education Minor Secondary grades 6-12

Secondary School (grades 6-12) Teacher Education Minor Courses	Credits 32-36
ED 100b Exploring Secondary School Teaching (1 st - junior years)	4
(until 2022) ED 102a Secondary Curriculum, Instruction, and Assessment (1st - junior years)	(4)
Field work in conjunction with ED 100b and ED 102: 3 hrs/week assisting and observing in secondary school classrooms	2
PSYC 36a Adolescent Psychology (1st - Junior years) OR ED 202 Learning Identity & Development (summer between junior/senior year)	4
ED 242A Pedagogy in the Disciplines [in English, History, Math, Science, or World Language] (senior, Fall)	4
ED 211A 1 student-teaching Internship, 3-4 mornings per week (~12-14 hrs) (senior, Fall)	4
ED 214A 1 Reflective Teaching Seminar (senior, Fall)	2
ED 205A 1 Teaching students with Moderate Disabilities (senior, Fall)	2
ED 204A 1 Teaching Multilingual Learners (senior, Fall)	2
ED 245 Engaging Learning: Equitable Assessment and Expectations (senior, Spring)	2
ED 215 Reflective Teaching Seminar (senior, Spring)	2
ED 212 Internship 5 days/week, ~30 hours (senior, Spring)	4
Engaging Learning: Educational Technology (or equivalent)	(2)

Subject Matter Knowledge (SMK) Requirements

Overview

The Massachusetts Department of Elementary and Secondary Education (DESE) requires prospective teachers to demonstrate a **functional** level of [subject matter knowledge \(SMK\)](#) in order to pursue a *provisional* license and a **fluent** level of SMK to earn an *initial* license, the license for which Brandeis Teacher Education Program prepares candidates.

According to [DESE guidelines](#), **functional** knowledge is knowledge of the subject itself (at a university level). A **fluent** level of subject matter knowledge is not only knowledge of the subject itself, but an ability to *teach* the subject in a range of contexts; this is also called pedagogical content knowledge.

The Brandeis Teacher Education Program coursework includes coursework to develop fluent, pedagogical content knowledge in their subject areas. However, the Teacher Education program requires students to demonstrate *functional* knowledge of subject matter *prior* to beginning the full-year student teaching internship.

Functional subject matter knowledge is demonstrated in two ways:

- 1) All teacher candidates must pass the Massachusetts Tests for Educator Licensure (MTEL) in the areas under which they will be licensed. At Brandeis, these tests must be taken by August 31 of the licensure year, **before** beginning the full-year student-teaching internship. For clarification on which MTEs are required for which areas of licensure, please consult the [DESE website](#). All licenses require passing the [Communication and Literacy Skills](#) MTEL in addition to the grade level and subject area test/s.
- 2) Candidates for initial licensure must have earned a B- or higher in sufficient coursework in the topics covered by the MTEL and Massachusetts frameworks listed below. Teaching at the **secondary** (grades 5-12) level requires university coursework in functional SMK. To teach at the elementary level, *some* of the functional SMK may be demonstrated through AP exams.

Below, please find a list of content areas needed to demonstrate functional subject matter knowledge at the elementary level and for specific subject area licenses in secondary (middle/high) school teaching. Consult your Teacher Education Program advisor for specific guidance in fulfilling functional SMK requirements.

Below, please find an alphabetical list of content areas needed to demonstrate functional subject matter knowledge for elementary (grades 1-6) teaching and for specific subject area licenses in secondary (middle/high) school teaching. Consult your Teacher Education Program advisor for specific guidance in fulfilling functional SMK requirements prior to the full-year student-teaching Internship.

1) Biology (grades 6-12)

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

2) Chemistry (grades 6-12)

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

3) Elementary Teaching (grades 1-6)

- a) Developmental Psychology
- b) Mathematics
- c) US History & Government
- d) World History
- e) Literature
- f) Writing
- g) Science

4) English (grades 6-12)

- a) American Literature, including:
 - i) the Colonial Period
 - ii) the Revolutionary Period
 - iii) American Romanticism and the American Renaissance (to include Hawthorne, Emerson, Melville, Whitman, and Thoreau)
 - iv) the Civil War and the post-war period
 - v) fiction, poetry, drama from the early 20th century to the present.
- b) British and Anglophone Literature, including all of the following:
 - i) The Anglo-Saxon period and the Middle Ages
 - ii) the Renaissance
 - iii) the Restoration and the 18th century
 - iv) the Romantic Period
 - v) Victorian Period
 - vi) early 20th century to the present.
- c) Other World Literature, including a combination of:
 - i) Europe
 - ii) Africa
 - iii) Latin America
 - iv) Asia
 - v) Ancient Greek and Roman literature and the Bible as literature
- d) Characteristics of the different literary genres and texts including:
 - i) Drama
 - ii) Poetry
 - iii) Novel and Short Story
 - iv) Literary Non-Fiction
 - v) spoken language and visual texts
- e) Broad range of schools of literary criticism.
- f) Linguistics: including history and structure and conventions of the English language
- g) Rhetoric and composition, principles and theories.
- h) Reading theory, research, and practice at the middle and high school level

5) Foreign Language / World Language (grades 5-12)

- a) Spoken and written command of a standard version of the target language (the version used by a formally educated speaker of the language).
- b) Similarities and differences between the target language and English.
- c) Theories of, and differences between, first and second language acquisition.
- d) Knowledge of culturally and historically significant literary and non-literary texts and authors associated with the country of origin of the target language; literary traditions, periods, and genres.
- e) Introductory knowledge of the other arts (historical traditions, genres, and major artists) associated with the country of origin of the target language.

- f) Introductory knowledge of the political, social and intellectual history of the country or culture with which the target language is or was originally associated.
- g) Introductory knowledge of significant literary and non-literary texts, the arts, and history of at least one other country or people with which the target language may now be associated.

6) General Science (grades 6-8)

- a) History and philosophy of science.
- b) Intermediate knowledge of the following:
 - i) Biology
 - ii) Chemistry
 - iii) Physics
 - iv) earth/space science
 - v) related mathematics.
- c) Methods of research in the sciences, including laboratory techniques and the use of computers.

7) History and Social Science (grades 6-12)

- a) United States History including the following:
 - i) indigenous people of North America
 - ii) European settlements and colonies
 - iii) the American Revolution
 - iv) expansion, reform, and economic growth of the United States up to the Civil War
 - v) the Civil War and Reconstruction
 - vi) European immigration, industrialization, and scientific and technological progress
 - vii) the two World Wars
 - i) United States from 1945 to the present
- b) World History including:
 - i) History of regions of the world including:
 - (1) Europe
 - (2) Africa
 - (3) Asia
 - (4) Latin America
 - ii) human beginnings and early civilizations (Africa, Mesopotamia, Phoenicia, Egypt, India, China)
 - iii) roots of Western civilization (Israel, Greece, Rome)
 - iv) English and Western European history
 - (1) renaissance and the age of exploration
 - (2) age of revolutionary change in Europe
 - v) the world in the era of two World Wars
 - vi) and the world from 1945 to the present.
- c) Geography, including:
 - i) Major physical features of the world.
 - ii) Key concepts of geography and its effects on various peoples.
- d) Economics, including

- i) Fundamental economic concepts and economic reasoning.
- ii) American economic history
- e) Government, including
 - i) Principles of American government and the Founding Documents of the United States.
 - ii) Comparative government.
- f) Methods and Sources for Research in History.

8) Mathematics Teaching Grades 5-8

- a) Algebra
- b) Euclidean geometry
- c) Trigonometry
- d) Discrete/finite mathematics.
- e) Introductory calculus through integration

9) Mathematics Teaching Grades 8-12

- a) Algebra
- b) Euclidean geometry
- c) Trigonometry
- d) Discrete/finite mathematics
- e) Introductory calculus through integration
- f) Abstract algebra
- g) Number theory
- h) Calculus through differential equations
- i) Probability and statistics
- j) Non-Euclidean and transformational geometries
- k) Applied mathematics or mathematics modeling

10) Physics (grades 6-12)

- a) Mechanics (including fluid mechanics).
- b) Heat, heat transfer, and thermodynamics.
- c) Kinetic theory of gases.
- d) Light and geometric optics.
- e) Electricity and magnetism.
- f) Waves (sound and light).
- g) The atom: its structure and the nucleus (including nuclear reactions).
- h) Quantum theory of the atom.
- i) Quantum theory of light.
- j) Engineering and technical application of physics.
- k) Related aspects of biology, chemistry, earth science and mathematics, such as trigonometry, vector analysis, and calculus.
- l) Methods of research in the sciences, including laboratory techniques and the use of computers.

MAT Year at A Glance (Grades 1-6)

	Equity & Education	Curriculum & Pedagogy	Classroom Inquiry & Reflective Teaching
Summer I (12 units)	ED 201 (4 units) Power, Privilege, and Position in Schools		
	ED 202 (4 units) Learning, Identity, and Development	ED 231 (2 units) Elementary Teaching & Learning I	
	ED 203 (2 units) Teaching Multilingual Learners I		
Fall (18 units)	ED 204 (2 units) Teaching Multilingual Learners II	ED 232 (4 units) Elementary Teaching & Learning II: Literacy	ED 211 (4 units) Classroom Teaching Practicum I (~ 20hrs/wk)
	ED 205 (2 units) Special Education, Teaching for Inclusion I	ED 235 (4 units) Elementary Teaching & Learning: Math	ED 214 (2 units) Reflective Teaching Seminar I
Spring (12 units)			ED 212 (4 units) Classroom Teaching Practicum II (30-35 hrs/wk)
		ED 233 (4 units) Elementary Teaching & Learning III: Science, Social Studies & the Arts	ED 215 (2 units) Reflective Teaching Seminar II
			ED 216 (2 units) Teacher Research: Principles, Methods, and Design
Summer II (10-12 units)	ED 206 (2 units) Special Education, Teaching for Inclusion II	ED 234 (2 units) Elementary Teaching & Learning IV	ED 217 (2 units) Teacher Research: Analysis and Publication
			Supplemental Practicum ED 213A (4 units) Alternative Context OR ED 213B (6 units) Additional License in ESL or Special Education
Elective Options	Education Studies Courses	Subject Matter Knowledge (SMK) or Jewish Education Courses	ED 222 Topics in Teaching (2units) (e.g., Education Technology)

MAT YEAR AT A GLANCE: **SECONDARY** (GRADES 6-12)

	Equity & Education	Curriculum & Pedagogy	Classroom Inquiry & Reflective Teaching
Summer I (12 units)	ED 201 (4 units) Power, Privilege, and Position in Schools		
	ED 202 (4 units) Learning, Identity, and Development	ED 241 (2 units) Pedagogy in the Disciplines I: [English; History; Math; Science; World Language]	
	ED 203 (2 units) Teaching Multilingual Learners I		
Fall (16 units)	ED 204 (2 units) Teaching Multilingual Learners II	ED 242 (4 units) Pedagogy in the Disciplines II [subject areas]	ED 211 (4 units) Classroom Teaching Practicum I (≈ 20hrs/wk)
	ED 205 (2 units) Special Education, Teaching for Inclusion I	ED 244 (2 units) Student Engagement: Voice, and Discourse	ED 214 (2 units) Reflective Teaching Seminar I
Spring (12 units)		ED 243 (2 units) Pedagogy in the Disciplines III [subject areas]	ED 212 (4 units) Classroom Teaching Practicum II (30-35 hrs/wk)
		ED 245 (2 units) Student Engagement & Equitable Assessment	ED 215 (2 units) Reflective Teaching Seminar II
			ED 216 (2 units) Teacher Research: Principles, Methods, and Design
Summer II (8-10 units)	ED 206 (2 units) Special Education, Teaching for Inclusion II		ED 217 (2 units) Teacher Research: Analysis and Publication
			Supplemental Practicum ED 213A (4 units) Alternative Context OR ED 213B (6 units) Additional License in ESL or Special Education
Elective Options	Education Studies Courses	Subject Matter Knowledge (SMK) or Jewish Education Courses	ED 222 Topics in Teaching (2units) (e.g., Education Technology)

FIELD EXPERIENCE & INTERNSHIP OVERVIEW

Early Undergraduate Field Experiences (pre-practica)

Even before their senior year, undergraduates have opportunities to observe and assist in school in educational settings. These field experiences offer undergraduates the opportunity to explore a variety of school settings during their early pre-practica.

These early pre-practicum placements are often set before the semester begins so that students can enter schools in the first few weeks of the semester. The placement decision is determined by: 1) the student's availability, schedule, and transportation (when applicable); 2) the fit between an Intern's interest and experience and that of the Mentor; and 3) the availability of teachers in partner schools.

Year-Long Student-Teaching Internship (senior year or MAT year)

Over the course of the year, the Mentor gradually releases responsibility to the Intern, as the Interns gradually assumes an increased responsibility. Ultimately, Interns take on full responsibility for 100 hours of teaching in spring. For secondary school Interns, this means taking full responsibility for two classes of students in the spring. For elementary school Interns this means taking responsibility for teaching certain subjects for the course of a unit or several days in a row, and eventually taking responsibility for consecutive full days of teaching for longer period of time.

In fall, Elementary Interns spend 2-3 full days per week at their Internships, in order to understand the rituals, routines, and flow of the entire school day. In fall, Secondary Interns spend 4-5 mornings (3-4 for undergraduate minors) per week at their Internships, in order to see learning development and build relationships with classes for which they will take on full responsibility in spring. This schedule also allows them to work with additional class periods in schools that have rotating schedules. In spring, all Interns **spend 5 full days per week at their school sites (~30-35 hours)**

Internship Placement Process

The Teacher Education Program has cultivated strong partnerships with a variety of area schools. We are committed to finding the best possible fit between Mentors and Interns. For this reason, we follow thoughtful process in which all stakeholders participate.

- Interns complete a survey to express their learning and teaching styles, interests, and preferences.
- Interns meet with the Assistant Director for Field Experience to further discuss their Internship .
- Interns are matched with area partner schools and Mentor Teachers to begin the interviewing process.
- Interns and Mentors (separately) consider which partnership would make for the best fit.
- The Teacher Education Program must approve and confirm any proposed Mentor/ Intern partnerships before the Internship can proceed.

MAT supplemental practicum

Toward the end of the school year, MATs explore a new teaching context for several weeks. At this time, they have option to pursue additional certification in teaching students who have moderate disabilities or who are multilingual learners. *See details in the supplemental practicum section of the handbook.*

YEAR-LONG STUDENT-TEACHING INTERNSHIP STRUCTURE

August – December ‘Pre’ Practicum

During the pre-practicum, Interns gradually increase responsibility, moving from: observing, to assisting, to teaching small groups or mini-lessons, to teaching lessons modeled by the Mentor, to solo planning and teaching individual lessons and/or a short series of lessons. During this time, Interns participate in teacher meetings and other faculty duties when their schedules permit.

The required hours are listed below; however, **more important** than the exact number of hours that Interns spend at school, is the time it takes for Interns build relationships, to get to know their students and content, and develop a sense of continuity and context at their schools.

*Note: In the fall, Interns take a **full load** of university courses; thus, they must focus on their coursework as much as, or even more than, their Internships. Whenever possible, Interns should take courses that meet at 2pm or later.*

Fall Schedule/Hours

Undergraduate Teacher Ed. Minor (Seniors)

- Begins the first day Mentors return for faculty development or classroom set up in August/September.
- Ends after Brandeis final exam weeks in December.
- Secondary School Interns: 3-4 mornings per week (≈ 12-14 hrs/wk)
- Elementary School Interns: 2 full days/week (≈ 12-14 hrs/wk)

MATs and BA/MATs

- Begins the first day Mentors return for faculty development or classroom set up in August/September.
- Ends on the last day of pk-12 classes before December break
- Secondary School Interns: 4-5 mornings per week (≈ 20 hrs/week)
- Elementary School Interns: 3 full days per week (≈ 20 hrs/week)

January – May/June ‘Full’ Practicum

Full Responsibility:

During the spring, Interns gradually take on “full responsibility” for teaching (also called: take over, solo, lead, or independent teaching). Full responsibility means taking on all planning, instruction, and assessment.

Massachusetts licensure requires that the Full Practicum include **at least** 300 hours in the classroom and that, of those 300 hours, Interns “**shall assume full responsibility of the classroom for a minimum 100 hours**” (MA, 603 CMR 7.04). The Educator Preparation Review Guidelines state the following:

- For classroom-based practitioners, **full responsibility** [100 hours minimum]requires that candidates:
 - assume full control of all control of all classroom duties regularly fulfilled by the Supervising Practitioner [Mentor]; and
 - oversee responsibilities related to the education of all students on the classroom roster.

Secondary School Interns Full Responsibility

By the end of January, secondary school Interns take *full responsibility* for one class period. By the end of February, they should have taken full responsibility for an additional class period.

Elementary School Interns Full Responsibility

In the spring, elementary Interns lead-teach for 1 (undergraduates) or 2 (MATs) weeks. Leading up to this take-over period, Interns teach an increasing number of consecutive full days and/or subjects per week.

Spring Schedule/Hours

During spring semester, ALL Interns - undergraduate, MAT, elementary, and secondary - are in their school placements **5 full days a week**, (\approx 30-35 hrs/wk). A full school day, means from before school starts, when the Mentor teacher arrives until the school-day/contract-day ends. Whenever possible, this includes participation in any department/school/district-based professional development meetings.

During this time, Interns take a lighter load of university courses. This allows them to focus on the Internship. However, Interns are **still expected to return on time** for afternoon classes (starting at 3:30 or later) 2-3 times per week.

Undergraduate Teacher Ed. Minor (Seniors)

- Begins the week Brandeis courses resume in January
- Ends after Brandeis final exam weeks in May

MATs and BA/MATs

- Begins the first day pk-12 teachers and students return in January
- Ends on last day of pk-12 school in June

MAT supplemental practicum

Toward the end of the school year, MATs explore a new teaching context for several weeks. This includes the option to pursue additional certification in teaching students who have moderate disabilities or who are multilingual learners. *See details in the supplemental practicum section of the handbook.*

GENERAL POLICIES AND PRACTICES FOR THE YEAR-LONG INTERNSHIP

Internship Attendance & Absences

As Interns are learning the norms of becoming a teacher, they will quickly learn that teachers are expected to model punctuality for their students. Teachers also have a legal responsibility to be in their classrooms when students are present. For better or worse, teachers live by the clock.

- Interns must contact Mentors and appropriate school personnel **well in advance**, and **in writing** when there is even a *small possibility* that the Intern will be late or absent.
 - It is better to alert colleagues just in case, even if the Intern does manage to be present on time.
- In the fall, if Interns miss an internship day for an excused absence, they must reschedule it and make up missed time. (Exceptions may be made for religious observances.)
- In the spring, Interns may have no more than 5 **excused** absences.
- Interns follow the k-12 school calendar during Brandeis breaks; that means, they must be in their Internship classrooms even when Brandeis courses are not in session.
- Interns must arrange their schedules so that they can return to Brandeis on time to attend university courses and still fulfill their Internship responsibilities.
- **UN**excused absences, that is absences without prior approval and/or absences that are not made up, may result in removal from the Internship.

Instructional Decisions & Lesson Planning

- The Mentor remains the “teacher of record,” even when the Intern assumes responsibility for the classroom. Thus, the Intern must obtain approval for all activities and lessons. Mentors have the right and responsibility to make decisions that they believe are in the best interest of the students.
- For formal observations (e.g., Announced Observations or Field Instructor Observations) Interns must use the Brandeis elaborated lesson planning template and submit plans and materials at least 48 hours in advance.
- In addition to these observation requirements for lesson planning, Field Instructors and Mentors will determine **when and how often** Interns should use an elaborated or streamlined lesson plan template and when these lessons should be submitted.
- For *daily* teaching, the Mentor should make explicit how far in advance (as much as two weeks) and in how much detail an Intern’s lesson plans should be submitted for feedback and approval.
- Mentors may adjust lesson planning expectations to support Interns’ development; for example, they may require *additional* elaborated lesson plans or submission further in advance.
- For daily teaching, Mentors may ask Interns to use alternative templates.
- As a requirement for the program and licensure, Interns must demonstrate their ability to **independently** plan, instruct, and assess one or more coherent unit/sequence of instruction.
 - Mentors must make space in the curriculum for this opportunity and make parameters explicit (e.g., standards to be met, timelines to be accommodated, texts to be included).
 - Interns must give Mentors sufficient time to review and give feedback on their unit plans.

Substitute Teaching

- An intern's success in licensure and coursework must always take precedence over opportunities to substitute teach.
- Interns should ask their school administrators about the school's substitute teaching policy.
- The Mentor remains the teacher of record throughout the internship, even when the Intern substitutes for the Mentor.
- Substitute teaching *occasionally* for *part* of one day or even one full day may be arranged at the school's discretion.
- Substitute teaching for **several days** and/or **long-term substituting** must get prior approval from the Teacher Education Program:
 - The Intern and the school contact the Assistant Director for Field Experience (who reports to the Director of Teacher Education) to discuss the Intern's readiness for this responsibility and to
 - ensure that the substituting does not interfere with responsibilities and requirements for coursework or licensure.
 - ensure that the Intern is meeting expectations in coursework and field work.
 - ensure that the Intern is compensated in accordance with school/district policies.
 - ensure that the Intern continues to receive appropriate supervision and mentoring.
 - verify that the Intern meets the criteria for substitute teaching set by districts, schools, and DESE.

See supplemental practicum section of the handbook for more information about long-term substitute teaching.



INTERNSHIP TRIAD: ROLES, RESPONSIBILITIES, AND STRUCTURES

During the Brandeis Student Teaching Internship, Mentor Teachers and Field Instructors work together with Interns to create a fulfilling teaching and learning experience for all.

Mentor Teachers

(also known as Supervising Practitioners or Cooperating Teachers)

Mentor Teachers are experienced, principled practitioners who are able to make explicit the - often unseen - complexities of daily teaching. Mentors are the inspirational and practical heart of the Internship experience. Their wisdom and modeling builds the foundation for new teachers' entire educational career.

Field Instructors

(also known as Program Supervisors)

Field Instructors are the theory-to-practice liaisons between Brandeis and the schools in which Interns are teaching. As experienced K-12 teachers/ administrators and members of the broader Brandeis community, Field Instructors help Interns locate their own and their Mentors' teaching in a broader context. They also guide and oversee the Massachusetts Teacher Candidate Assessment of Performance (CAP).

Interns

(also known as Teacher Candidates or Student Teachers)

Interns gradually assume increased responsibility for the classroom, under the guidance of their Mentors and Field Instructors. *(Details about this release and assumption of responsibilities can be found in the "ramp" documents.)*



MENTOR TEACHER PRACTICES AND RESPONSIBILITIES

Mentor Teachers (also known as Supervising Practitioners or Cooperating Teachers) are experienced, principled practitioners who are able to make explicit the - often unseen - complexities of daily teaching. Mentors are the inspirational and practical heart of the Internship experience. Their wisdom and modeling builds the foundation for new teachers' entire educational career.

Practices

- ❖ Model thoughtful reflection and deep analysis of teaching and learning.
- ❖ Model collegiality, collaboration, and professionalism.
- ❖ Model the MA Professional Teaching Standards, particularly: meeting the needs of all students, and maintaining high expectations coupled with strong support for all students.
- ❖ Welcome Interns as thought-partners in planning and instruction – learning with and from them.
- ❖ Introduce the Intern as a teaching partner and, over time, gradually release responsibility to the Intern
- ❖ Explicitly model and unpack how to build classroom culture and relationships.
- ❖ Explicitly model and unpack all aspects of planning and assessment, including: determining objectives, measurable outcomes, and assessment tools; sequencing, pacing, and scaffolding lessons; predicting potential pitfalls or misconceptions; using resources effectively; and sustaining engagement.
- ❖ Frame feedback as *inquiry*, that is, as an opportunity to open up genuine conversation that helps Interns learn from their own and others' teaching.
- ❖ Facilitate the Intern's introduction to the school community: administrators, colleagues, staff, and parents

Responsibilities

- ❖ Guide the Intern's planning, instruction, and assessment, as well as the Intern's cultivation of classroom community.
- ❖ Designate a regularly-scheduled, weekly meeting time to plan, debrief, and reflect with the Intern (**1 hour per week, minimum**).
- ❖ Determine the timeline to gradually release responsibility for teaching all grade level responsibilities (see "ramp" document for guidance).
- ❖ Give the Intern **full responsibility** for planning, instruction, and assessment for at least 100 hours and one complete unit in spring.
- ❖ In Fall, participate in the Field Instructor's "pre-cycle" CAP observation of the Intern and support the Intern's observation of you as a Mentor.
- ❖ In the spring, complete two formal CAP observations of the Intern and participate in three formal CAP assessment conversations with the Field Instructor and Intern.
- ❖ Complete the Brandeis Professionalism Assessment of the Intern (*at least* 1x per semester)
- ❖ Attend at least two Brandeis Mentor Professional Development workshops.
- ❖ Immediately communicate any questions or concerns that arise by contacting the Field Instructor and/or the members of the Teacher Education Program Leadership Team.
- ❖ Write a letter of recommendation for the Intern by April 1.

FIELD INSTRUCTOR PRACTICES AND RESPONSIBILITIES

Field Instructors (also known as Program Supervisors) are the theory-to-practice liaisons between Brandeis and the schools in which Interns are teaching. As experienced K-12 teachers/ administrators and members of the broader Brandeis community, Field Instructors help Interns locate their own and their Mentor's teaching in a broader context. They also guide and oversee the Massachusetts Teacher Candidate Assessment of Performance (CAP).

Practices

- ❖ Facilitate productive, respectful communication between the Intern and the Mentor.
- ❖ Model thoughtful reflection and deep analysis of teaching and learning.
- ❖ Model collegiality, collaboration, and professionalism.
- ❖ Guide the Intern to meet the MA Professional Teaching Standards, particularly: meeting the needs of all students and maintaining high expectations coupled with strong support for all students.
- ❖ Make visible and accessible for the Intern the complexities of the Mentor's practice so that the Intern can more readily learn from these.
- ❖ Guide the Intern to connect classroom practice to university coursework, particularly in taking an inquiry stance.
- ❖ Facilitate the Intern's socialization into the profession of teaching.
- ❖ Guide the Intern to locate particular classroom practice in the broader context of schools and education.
- ❖ Frame feedback as inquiry, that is, as an opportunity to open up genuine conversation that helps Interns learn from their own and others' teaching.

Responsibilities

- ❖ Check in **weekly** with the Intern at a **scheduled time** and maintain regular communication with the Mentor (email, phone, or in-person).
- ❖ Oversee the Massachusetts Candidate Assessment of Performance (CAP) process.
- ❖ In Fall, complete one "co-observation" of the Mentor, one informal observation of the Intern, and one formal "pre-cycle" CAP observation.
- ❖ In the spring, complete four formal CAP observations in the full practicum
- ❖ During the MAT **supplemental practicum** conduct and document one (informal) observation.
- ❖ Conduct **three formal CAP assessment conversations** with the Mentor and Intern (pre-cycle, formative, summative).
- ❖ Complete the Brandeis Professionalism Assessment of the Intern (at *least* 1x per semester)
- ❖ Attend Brandeis Professional Development workshops in order to continually strengthen field instruction.
- ❖ As appropriate, participate in Internship-related events and classes at Brandeis as a conversation facilitator or audience member (e.g., Works in Progress).
- ❖ Immediately communicate any questions or concerns that arise by contacting the Assistant Director for Field Experience.
- ❖ Provide input on the Field Experience grade for the Internship.
- ❖ Write a letter of recommendation for the Intern by April 1.

INTERN PRACTICES AND RESPONSIBILITIES

Interns (also known as Teacher Candidates or Student Teachers) gradually assume increased responsibility for the classroom, under the guidance of their Mentors and Field Instructors. (Details about this release and assumption of responsibilities can be found in the “ramp” document.)

Practices

- ❖ Consistently uphold the Professionalism standards.
- ❖ Take responsibility for and initiative in developing as a teacher.
- ❖ Engage in thoughtful reflection and deep analysis of teaching and learning.
- ❖ Practice collegiality, collaboration, and professionalism at all times.
- ❖ Cultivate an inquiry stance toward your own and others’ teaching and learning.
- ❖ Take initiative to find opportunities to learn beyond the classroom (e.g., teacher meetings and other duties).
- ❖ Connect micro and macro issues, locating particular teaching practices and instances in the broader context of teaching and learning, and of policy and society.
- ❖ Honor the knowledge and experience that students bring to the classroom and ground teaching in these assets.
- ❖ Honor the knowledge and experience that Mentors and all other educators bring to the profession.
- ❖ Strive to meet the MA Professional Teaching Standards, particularly: meeting the needs of all students and maintaining both high expectations and strong support for all students.
- ❖ Seek out, reflect on, and integrate feedback as part of an inquiry cycle.
- ❖ Represent Brandeis University and the teaching profession with utmost integrity
- ❖ Maintain professional, prompt, and respectful communication with all stakeholders.

Responsibilities

- ❖ Gradually and systematically assume increased responsibility for the classroom (see “ramp” document for guidance).
- ❖ Maintain ongoing, structured, written reflections and analysis of teaching and learning – *not only* as assigned in coursework, but also for personal and professional growth.
- ❖ Check in **weekly** with the Field Instructor at a **scheduled time** (online, phone, or in-person).
- ❖ Plan, debrief, and reflect with the Mentor during a **regularly-scheduled, weekly meeting time (1 hour per week minimum)**. Informally debrief with the Mentor as well.
- ❖ Initiate conversations that unpack all aspects of planning, instruction, assessment, classroom culture, and student relationships.
- ❖ Maintain the lesson planning expectations set forth by Brandeis and by the Mentor and Field Instructor.
- ❖ Complete the Internship Professionalism Assessment as assigned, at least 1x per semester. (Coursework professionalism is a different form.)
- ❖ Complete the Massachusetts Candidate Assessment of Performance (CAP) process. Make sure all documentation is up to date.
- ❖ Immediately communicate any questions or concerns that arise by contacting the Field Instructor and/or the Teacher Education Program Leadership.
- ❖ By March 1, formally request a letter of recommendation from the Mentor and Field Instructor. (Recommendations due April 1)..

STUDENT TEACHING INTERNSHIP: GRADUAL INCREASE/RELEASE ‘RAMP’ OF RESPONSIBILITY

Overview

Over the course of the year, Interns gradually increase their teaching responsibility, as Mentors release responsibility to their Interns. The Mentor, Intern, and Field Instructor work together to create a “ramp-up” of responsibilities, a ramp that best fits the needs of all concerned.

The following pages give graphic overviews and suggested activities for this “graduated responsibility” process throughout the year. Items on the ramp are cumulative; that is, over time, the Intern should build on previous items and add new ones. The particulars of each Intern’s experience may vary, but these general guidelines hold.

Full Responsibility (excerpted from Field Experience Section of the Handbook)

During the spring, Interns gradually take on “full responsibility” for teaching (also called: take over, solo, lead, or independent teaching). Massachusetts licensure requires that Interns “shall assume **full responsibility** of the classroom for a minimum 100 hours . . . full control of all control of all classroom duties regularly fulfilled by the Supervising Practitioner [Mentor]; and oversee responsibilities related to the education of all students on the classroom roster.” (MA, 603 CMR 7.04). In short, Interns take on all planning, instruction, and assessment.

Secondary school Interns take *full responsibility* for one class period by the end of January and full responsibility for an additional class period by the end of February. **Elementary Interns** ‘lead-teach’ in the spring for 1 (undergraduates) or 2 (MATs) weeks. Elementary Interns teach an increasing number of consecutive full days and/or subjects per week as they move toward lead teaching.

Areas of Increase/Release of Responsibility

Planning & Designated Planning Time

Throughout the year, the Mentor and Intern meet at a regularly designated time (at least one hour per week) to discuss: planning, assessment, student learning, classroom culture, and the Intern’s progress. Over time, the roles reverse: moving from the Intern inquiring into the Mentor’s practice to the Mentor inquiring into the Intern’s practice.

Early in the year, the Mentor is the primary architect of unit and lesson plans. Over time, the Intern takes on increased responsibility for this work, designing shorter then longer lesson segments. Ultimately, the Intern becomes the primary curriculum architect (within the confines of school, district, and state standards and expectations).

For formal observations, Interns must use the Brandeis elaborated lesson planning template and submit plans at least 48 hours in advance. For daily teaching, as the Intern develops competency, Mentors and Field Instructors will determine when and whether Interns should use an elaborated or streamlined lesson plan template, and how far in advance those plans should be submitted for feedback.

Observation vs Engagement Time

The Intern is not just an observer, they should be actively engaged with students the vast majority of the time in the Internship. Still, each week, the Intern and Mentor should agree upon and designate some observation time as well.

Often, the Intern's observation time will involve completing a specific course assignment. For example, the Intern will be observing to collect examples of particular teaching standards (e.g., CAP) or instructional moves. During these periods of observation, Interns should focus intently on that task rather than trying to split their attention between observation and engagement.

Instruction

Early on, the Intern actively participates in classroom routines - managing logistics and working with small groups or individual students. Soon, the Intern takes on short lesson segments, such as introducing a task, giving instructions, or facilitating short discussions. The Intern should also "Watch one; Teach one," that is, observe the Mentor's instruction with one group of students as a model and then enact that same lesson with a different group of students.

Over time, the Intern takes on longer segments and more complex aspects of instruction. Eventually, the Intern takes "full responsibility" for planning, instruction and assessment; at this time, the Mentor observes and enquires into the Intern's practice.

Assessment:

Early on, the Mentor explicitly models how to: respond to student work; develop and administer formal and informal, summative and formative assessments; interpret assessment data; and adjust teaching practice accordingly. Over time, the Mentor continues to guide the Intern on assessment and feedback. Eventually, the Intern takes "full responsibility" for assessment. However, because the Mentor remains the "teacher of record" for the entire year, assessments must always be discussed with the Mentor.

Communication With Families:

Early on, the Intern should attend Back to School Night or related functions and observe conferences as appropriate. Interns are often expected co-write a letter of introduction at the beginning of the year and an announcement about when they will take "full responsibility" for teaching. Interns should assist in parent communication (e.g., newsletters, websites, email, positive phone calls).

As the Intern takes on increased responsibility, this would include increased contact with families – including those of struggling students. Again, because the Mentor is the teacher of record, all family communication must be discussed with the Mentor.

Over the course of the year, Interns gradually increase their teaching responsibility, as Mentors release responsibility to their Interns. The Mentor, Intern, and Field Instructor work together to create a “ramp-up” of responsibilities, a ramp that best fits the needs of all concerned.

Before School Begins:

- Intern joins Mentor for faculty days, Mentor orients Intern to school.
- Intern assists with Mentor’s activities in preparing for the start of school.

September-October

- During designated planning time, Mentor leads; Intern inquires.
- Intern observes and assists instruction and management.
- Intern completes observations for course assignments.
- Intern teaches individuals and small groups.
- Intern leads 1-2 other classroom activities (e.g., morning meeting, read-aloud, etc.).

November – December

All previous activities, PLUS:

- Intern and Mentor co-plan and co-teach in each subject at least 2 times per week.
- Intern takes charge of classroom for short periods of time (planned and unplanned).
- Intern solo teaches a series of lessons over 2-3 days in one subject area, at least.

January-February

- During designated planning time, Intern and Mentor co-plan.
- Choose a path for increasing responsibility:
 - Intensive focus on teaching 1-2 subjects at a time; assist in other subjects.
 - Intern teaches 3-5 lessons per week for ALL subjects and assists in other lessons.
- Intern leads 3-4 "other classroom activities" (i.e., morning meeting, read-aloud).

March-May

- During designated planning times, Intern leads; Mentor inquires.
- Interns design and teach mini units in social studies & science
- Before lead teaching week(s), all Interns teach 2-5 full days per week.
- Intern lead teaches without Mentor (except in mandated co-teaching circumstances).

Before School Begins:

- Intern joins Mentor for faculty days, Mentor orients Intern to school.
- Intern assists with Mentor's activities in preparing for the start of school.

September-October

- During designated (minimum 1hr/wk) planning time, Mentor leads; Intern inquires.
- Intern assists instruction and management.
- During designated observation times, completes observations for course assignments & journal.
- Intern teaches individuals and small groups.
- Intern leads some of Mentor's classroom routines (e.g. do now, homework review, giving instructions)
- Intern does watch one/teach one lessons (observe, debrief, and try the lesson with a different class)

October - November

All previous activities, PLUS:

- Designated (minimum 1hr/wk) planning time: Mentor mostly leads; Intern **contributes** and inquires.
- With Mentor guidance, Interns plan **and implements** some of their own lessons.
- Intern **often co-teaches** Mentor's lessons.
- Mentor models assessment practices and guides Intern's development of pre-assessments.

December - January

All previous activities, PLUS:

- During designated (minimum 1hr/wk) planning time, **Intern and Mentor co-plan**.
- Intern **implements co-planned and independently planned lessons** for the **two** designated class periods for which Intern will eventually take full responsibility.
- Intern co-designs and responds to student assessments (with guidance).

January - March

- Intern takes **full responsibility** for one class period by **January 31**: planning, instruction, and assessment.
- Intern takes full responsibility for an **additional class period** by **February 28**.
- Interns teach the unit plan that they designed in their pedagogy course.
- Interns **solo/lead** plans at least one unit of instruction in the spring.
- During the class periods for which the Intern does **not** have full responsibility, the Intern is at school, prepping/grading and observing/assisting.

April – May/June

All previous activities . . . but

For 4-6 weeks, MAT Interns may have the option to explore an alternative classroom context or earn an additional license.

Ramp of Gradual Increase/Release of Responsibility

Before School Begins:

- ❑ Intern joins Mentor for faculty days, Mentor orients Intern to school.
- ❑ Intern assists with Mentor's activities in preparing for the start of school.

November – December

All previous activities, PLUS:

- ❑ Intern and Mentor co-plan and co-teach in each subject at least 2 times per week.
- ❑ Intern takes charge of classroom for short periods of time (planned and unplanned).
- ❑ Intern solo teaches a series of lessons over 2-3 days in one subject area, at least.

September-October

- ❑ During designated planning time, Mentor leads; Intern enquires.
- ❑ Intern observes and assists instruction and management.
- ❑ Intern completes observations for course assignments.
- ❑ Intern teaches individuals and small groups.
- ❑ Intern leads 1-2 other classroom activities (e.g., morning meeting, read-aloud, etc.).

January-February

- ❑ During designated planning time, Intern and Mentor co-plan.
- ❑ Choose a path for increasing responsibility:
 - Intensive focus on teaching 1-2 subjects at a time; assist in other subjects.
 - Intern teaches 3-5 lessons per week for ALL subjects and assists in other lessons.
- ❑ Intern leads 3-4 "other classroom activities" (i.e., morning meeting, read-aloud).

March-May/June

- ❑ During designated planning times, Intern leads; Mentor inquires.
- ❑ Interns design and teach mini units in social studies & science
- ❑ Before lead teaching week(s), all Interns teach 2-5 full days per week.
- ❑ Intern lead teaches without Mentor (except in mandated co-teaching circumstances).

Mentor gradually releases responsibility from modeling, to joint practice, to guiding practice, to side coaching and observation.

Intern gradually increases responsibility from observation, to joint practice, to guided practice, to independent practice.

Before School Begins:

- ❑ Intern joins Mentor for faculty days, Mentor orients Intern to school.
- ❑ Intern assists with Mentor's activities in preparing for the start of school.

October - November

All previous activities, PLUS:

- ❑ Designated (minimum 1hr/wk) planning time: Mentor mostly leads; Intern **contributes** and inquires.
- ❑ With Mentor guidance, Interns plan **and implements** some of their own lessons.
- ❑ Intern **often co-teaches** Mentor's lessons.
- ❑ Mentor models assessment practices and guides Intern's development of pre-assessments.

September-October

- ❑ Minimum 1hr/wk planning time, Mentor leads; Intern inquires.
- ❑ Intern assists instruction and management.
- ❑ During designated observation times, completes observations for course assignments & journal.
- ❑ Intern teaches individuals and small groups.
- ❑ Intern leads some of Mentor's classroom routines (e.g. do now, homework review, giving instructions)
- ❑ Intern does watch one/teach one lessons (observe, debrief, and try the lesson with a different class)

December - January

- ❑ During designated (minimum 1hr/wk) planning time, **Intern and Mentor co-plan**.
- ❑ Intern **implements co-planned and independently planned lessons** for the **two** designated class periods for which Intern will eventually take full responsibility.
- ❑ Intern co-designs and responds to student assessments (with guidance).

January - March

- ❑ **Full responsibility** for one class period by **January 31**: planning, instruction, and assessment.
- ❑ Full responsibility for an **additional class period** by **February 28**.
- ❑ Interns teach the unit plan designed in their pedagogy course.
- ❑ Interns **solo/lead** plans at least one unit of instruction in spring.
- ❑ During other class periods, the Intern is at school, prepping/grading and observing/assisting.

Mentor gradually releases responsibility from modeling, to joint practice, to guiding practice, to side coaching and observation.

Intern gradually increases responsibility from observation, to joint practice, to guided practice, to independent practice.

April – May/June

All previous activities . . .and
For 4-6 weeks, MAT Interns may have the option to explore an alternative classroom context or earn an additional license.

Preparation for Class Participation

On-time completion submission of all coursework is both a requirement for successfully completing a course and a core professional skill for teaching. Coursework often must be completed in conjunction with daily teaching, and so is time sensitive. For example, assignments will often require Interns to implement a strategy learned in one course session and then come prepared to reflect on that implementation in the following session.

In many courses, discussions will center on the “texts” that Interns bring from their classrooms, that is: videos, cases, and analyses of Interns’ work and that of their students. Many Teacher Education courses include written assignments but not formal papers. Instead, Interns analyze data from their own and their peers’ classrooms. Thus, the purpose of completing the assignments is to have sufficient preparation to actively engage in discussion and activities. Not doing the preparatory work depletes one’s own and one’s peers’ learning. Failure to complete assignments or to notify instructors of extenuating circumstances is cause for calling an advisory intervention meeting.

Attendance

*Teacher Education courses are participatory. In such a constructivist context, meaning is created collectively, collaboratively, and in conversation. There is no way to “make up” that missed moment of class. Indeed, because so much of the work required for courses happens during class, **missing or being late for class is akin to not completing an assignment and may result in a lowered grade.***

- Attendance is required for every class session.
- Students are expected to be ready to begin class at the designated start time. Late entry also disrupts the learning of everyone in class and suggests a lack of professionalism.
- Genuine illness or emergency are acceptable reasons for absence.
- In the case of illness or emergency, the student must contact the instructor *directly, in writing via email, prior to the start of class, as soon as the issue arises.*
- The email should explain the reason for the absence and make arrangements to meet with the instructor.
- Give an *early head-up* to your instructor just in case: If you have even an *inkling* that there is a small chance that you *might possibly* be late or absent, let the instructor know about that possibility. If, in the end, you are able to attend, all the better.
- Students who were absent from a class may be asked to complete other assignments to demonstrate their understanding of ideas. In class activities are nearly impossible to “make up.”

Late Work

- All work must be turned in on time unless there is prior agreement between the instructor and the student regarding extenuating circumstances or extensions. In cases where turning in late-work is an option, Interns should observe the following protocol:
 - If an Intern foresees that there is *even a small chance* than an assignment will not be completed on time, the Intern can request an extension in writing, in advance.
 - *Even if an Intern has been granted an extension*, the Intern should **hand in whatever work has been completed on the due date**. Even if it's a very 'drafty' draft, it will give the instructor some insight into what's going smoothly for the Intern and what is not.
- Assignments that are required for in-class participation are not useful if late and so may not be granted extensions.
- Late work is subject to grade penalty.
- Readings and assignments should be completed far enough in advance of class to allow time to ask clarifying questions if necessary.
- Interns should *bring* readings to class. Hard copies of readings are required in some classes.
- When submitting assignments online, interns upload *before* class starts, by the due date. Hard copies may be required in addition to uploads.

Grades

In a professional preparation program (e.g., medicine, law, clinical psychology), coursework takes on a different meaning than in a traditional academic program (e.g., arts and sciences). This is, in part, because the professional works in service of stakeholders (e.g., patients, clients, or students). Thus, the motivation for learning and completing assignments in Teacher Education goes far beyond grades or public recognition; it is in service of future students.

In Teacher Education courses, much of the feedback is given in real time - in the moment, during in class activities, from peers and instructors – rather than in the form of written comments or grades. Work that is not graded may also be noted on a scale such as: 'Missing, Incomplete, Complete, Exceptional;' or 'Exceeds Standards, Meets Standards, Revise/Resubmit.'

Teacher Education Students . . .

- must complete all courses with a B- or higher to earn the degree and to be considered a "Program Completer," which in turn enables students to apply for a Massachusetts teaching license.
- should engage deeply with all activities and assignments, regardless of whether they are graded.
- are expected to work toward a "mastery" of the skills in the assignments rather than toward a grade.
- will have the opportunity to revise assignments when appropriate.
- should treat their grades as far less important than their mastery and development of skills.
- who are fully present and engaged in courses and who complete all work on time and to the best of their ability, generally earn full credit for their work.

Brandeis credit guideline:

“Success in **each** four-credit course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, etc.).”

Technology Use

- Laptops or tablets are often required for course activities; however, turning on a device during class is an implicit agreement to use it only for class purposes (e.g., no social media, email, messaging, gaming, surfing, etc.).
- In general, turn off and stow phones, computers, and other technology as a matter of professionalism and courtesy.
- Instructors and students who have children or other responsibilities at home sometimes need to keep phones on to receive urgent messages; it is best to step outside to take those calls or texts.
- Teachers soon discover how distracting and disruptive students’ non-academic use of technology can be. Here are some tips to mitigate the distraction (and addiction) of technology:
 - Turn off **all** notifications in your settings. Research suggests that this makes people more focused and present – not only during class-time but in social or work settings.
 - Download and/or print readings and documents so that you don’t need to access them online. Then, turn off wifi or switch to airplane mode when using a screen for reading.
 - Schedule your devices to “sleep” during class or worktime.
 - If engaging with readings on your device distracts you, your peers, or your instructor during class in any way, you will need to print the readings.

Academic Difficulties

Students experiencing academic difficulties should immediately contact the instructor of the course for support and then the Director of Teacher Education (secondary students) or Faculty Leader (elementary students) for additional guidance. When a student begins to struggle in a class, the course instructor will work with that student directly and employ other supports as necessary. (See Advising section for details.)

[Student Accessibility Support](#)

Students with disabilities make up an important part of our Brandeis community. Our diverse community includes students with a range of physical, sensory, psychological, medical, and learning disabilities. While appreciating the strengths and vulnerabilities of all students, Student Accessibility Support (SAS) seeks to promote the growth of undergraduate and graduate students through individual connection with students, campus-wide initiatives, and collaboration with others in the Brandeis community.

Brandeis seeks to welcome and include all students. If you are a student who needs accommodations as outlined in an accommodations letter, please talk with your instructor and present your letter of accommodation as soon as you can. Your instructors want to support you.

In order to provide test accommodations, your instructor needs the letter more than 48 hours in advance. Your instructors want to provide your accommodations, but cannot do so retroactively. If you have questions about documenting a disability or requesting accommodations, please contact Student Accessibility Support (SAS) at 781.736.3470 or access@brandeis.edu.

Accessibility Support at Brandeis

If you are a student with a disability, you will be able to access support and accommodations through Student Accessibility Support (SAS). Our team will make it easy for you to tap into the rich network of resources, advising, tutoring and programming that are available to all Brandeis students. Additionally, through meetings we will get to know who you are holistically and not solely by your disability.

Director Beth Rogers-Kay and a team of Accessibility Specialists (and Scott Lapinski at the graduate level) oversee and protect students' legally mandated accommodations and, more importantly, will support you to:

- Take responsibility for your own academic career
- Learn about yourself and your peers
- Appreciate and explore your strengths

Our fundamental goal is to empower you and to create opportunities for greater independence and self-advocacy.

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Making the Most of the Brandeis Experience

To make the most of your strengths, your needs, and the resources available through SAS, we recommend that you:

- Partner with SAS - engage in a partnership with SAS staff members that is based on mutual responsibility and clear communication. Early, proactive discussions and use of strategies can reduce many causes of stress and difficulty.
- Communicate frequently with SAS - maintain ongoing communication with Beth Rodgers-Kay, Accessibility Specialists, your faculty, and other staff regarding your needs, growth and opportunities.

- Explore the shift to higher education - if you are a new undergraduate student, consider the shift from your previous schooling, where parents and/or teachers assumed responsibility for your disability, to your role as a young adult who is assuming responsibility for yourself. Explore this shift in a meeting with either Beth or an Accessibility Specialist who can promote your making this critical transition.
- Consider previous accommodations - if you are a new student, consider the accommodations you previously received and what was most effective for you at your previous school.

Academic Integrity

Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person be it a world-class philosopher or your lab partner without proper acknowledgment of the source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs, or ideas in published volumes, on the Internet, or created by another student. Violations of University policies on academic integrity, described in Section 3 of Rights and Responsibilities, may result in failure in the course or on the assignment, and could end in suspension from the University. If you are in doubt about the instructions for any assignment in a course, you must ask for clarification.

Also see <http://its.brandeis.edu/teachlearn/support/academic-integrity/index.html>

Brandeis credit guideline

Success in **each** four-credit course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, etc.).



PROFESSIONALISM

The Professionalism Assessment

The Professionalism Assessment is a tool that the Teacher Education Program uses to guide Interns in developing their professional skills and engaging in professional socialization – both in field placement and in courses.

Course Instructors and pre-practicum Mentors complete the Professionalism Assessment as requested by the program.

During the student-teaching year, Interns, Mentors, and Field Instructors individually complete the Intern's Professionalism Assessment in both fall and spring, noting areas for reinforcement and refinement. Assessments are reviewed at each of the three-way meetings for CAP.

The online version of the assessment should be used, if possible. Contact the Assistant Director for Field Experience for the current link.

The Professionalism Assessment includes three overarching categories: [Professional Interactions and Communication](#); [Professional Practices](#); and [Professional Stance as a Teacher and Learner](#).



Professionalism Assessment (sample only)

This is only a sample form. Please use the [online](#) version of the professionalism assessment which has different questions for coursework and fieldwork.. Contact the Assistant Director for Field Experience for the current link.

Intern's Name _____ Date _____

Name of Person Completing this Form _____

Role: Intern Mentor Field Instructor Course Instructor

		Agree Completely	Agree Somewhat	Disagree Somewhat	Disagree Completely	No Basis for Judgment
The Intern . . .						
Professional Interactions	Responds promptly to all communication (e.g., phone, email)					
	Communicates Professionally with Mentor/s and other school personnel					
	Communicates Professionally with students (and families)					
	Communicates Professionally with Brandeis faculty & staff					
	Alerts (instructors/mentor/others) well in advance of absence or lateness.					
Respects (instructor's/mentor's) time and priorities.						
Professional Practices	Takes initiative (in coursework or in supporting planning and instruction in the Internship).					
	Takes initiative in managing short and long term responsibilities.					
	Comes fully prepared (for classes teaching and meetings).					
	Keeps (coursework or Internship) materials organized.					
	Maintains ongoing, structured, written reflections and analysis of teaching and learning - not only as assigned in coursework, but also for personal and professional growth (e.g., in a journal or binder).					
	Follows school procedures and policies, for example, regarding out-of-class duties, off hours expectations, and communicating about absences.					
	Arrives on time (in the spring, this means arriving before school starts and staying for a full day).					
	Dresses appropriately and professionally, in accordance with school's expectations.					
Professional Stance as a Teacher and Learner	Maintains an inquiry stance toward the Intern's own and others' teaching and learning. (e.g., seeking to learn and understand rather than judge)					
	Honors the knowledge and experience that (Mentors, Instructors, and all other educators) bring to the profession.					
	Honors the knowledge and experience that students bring to the classroom and grounds teaching in these assets.					
	Seeks out, reflects upon, and integrates feedback in systematic ways.					
	Seeks out additional learning opportunities.					
	Receives feedback with an open-mind; maintaining a non-defensive stance. Views critique as an opportunity for learning.					
	Attempts to understand and learn from all professionals' actions before judging; assumes positive intent.					

Summary of Professionalism Assessment or Additional Commentary:

"Areas of Reinforcement" (i.e., what the Intern is doing well):
"Areas of Refinement" (i.e., where the Intern can improve):
Plans for addressing the items above:

Professional Interactions & Communication

Professional Interactions	Responds promptly to all communication (e.g., phone, email)
	Communicates Professionally with Mentor/s and other school personnel
	Communicates Professionally with students (and families)
	Communicates Professionally with Brandeis faculty & staff
	Alerts (instructors/mentor/others) well in advance of absence or lateness.
	Respects (instructor's/mentor's) time and priorities.

Communication is key to all participants' success in the Teacher Education Program. See the advising section for additional information about whom to contact with questions and concerns.

General Guidelines for Communication & Email

- Communicate early and often, and with respect, professionalism, and patience.
- Reliably read your Brandeis email, and respond promptly.
- Brandeis email (not text) is the primary mode of communication in the Teacher Education Program.
- Use email for basic information; follow up face to face for further discussion.
- If you don't get a reply from faculty, staff, or school personnel within two business days, your email has probably fallen off the edge of the inbox. Resend it with a gentle reminder.
- Use a proper salutation and closing line, until your correspondent models otherwise in email to you.
- When you get an informational email, respond, just to acknowledge that you've received it.
- Use **specific** and attention-getting subject lines: For example instead of "Thursday" or "absence" use: "I will be absent on Sept 7." Instead of "meeting," try "Can we meet on Sept 7 btwn 1-4pm?"

Communication about Coursework

- Contact or visit your instructors whenever you have questions, concerns, or curiosity (or even compliments) about anything related to the course or material. Your instructors love to hear from you.
- Give course feedback (positive or negative) early enough so that it can actually make a difference – don't wait until course evaluations come out.
- When you give course feedback, be respectful and remember that you are communicating with administrators and instructors, who are also just people working hard and doing their best.
- Course professors/instructors will be in communication with the Director of Teacher Education & Elementary Faculty Leader on an as-needed-basis regarding student progress in courses.
- In the event of questions or concerns about a course, FIRST get in touch with the instructor. If the matter is not resolved within a week, contact the members of the Program Leadership.
- Save non-class-related questions until after class rather than during set up or break so that you can have your instructor's full attention.
- Don't expect your instructors to read emails in the hour or two before class; this is often a prep-period for instructors.

Communication in/about Field Placements

- Most of the coursework communication guidelines also apply in k-12 schools.
- Any questions or concerns that arise in the triad (Intern, Mentor, Field Instructor) should FIRST be addressed *within* the triad.
- If the triad cannot address the issue at hand, any member of the triad may contact the Assistant Director for Field Experience.
- The Assistant Director for Field Experience may refer the query to other members of the Program Leadership.
- An Intern's communication with students' families or the community should be vetted with the Mentor, because the Mentor remains the teacher of record throughout the Internship.
- The advising section provides additional detail about procedures for addressing Internship concerns.

Communication & Social Media:

- Your online presence and use of social media are an extension of being a professional.
- When communicating and networking online – both within and outside the cohort – maintain professional language and content, particularly in reference to the program, school sites, and related topics.
- Interns should expect that any online content related to them can be viewed by professionals and families in k-12 schools and should therefore make sure that all content is sufficiently professional.



Professional Practices

Professional Practices	Takes initiative (in coursework or in supporting planning and instruction in the Internship).
	Takes initiative in managing short and long term responsibilities.
	Comes fully prepared (for classes teaching and meetings).
	Keeps (coursework or Internship) materials organized.
	Maintains ongoing, structured, written reflections and analysis of teaching and learning - not only as assigned in coursework, but also for personal and professional growth (e.g., in a journal or binder).
	Follows school procedures and policies, for example, regarding out-of-class duties, off hours expectations, and communicating about absences.
	Arrives on time (in the spring, this means arriving before school starts and staying for a full day).
	Dresses appropriately and professionally, in accordance with school's expectations.

Taking Initiative

Teachers are expected to go above and beyond the minimum expectations. They are expected to manage a complex set of responsibilities in a timely manner. Interns should seek out opportunities to extend their learning and deepen their engagement with coursework material and in their schools. Interns should find respectful ways to offer ideas and take on additional tasks in the classroom.

Keeping a Journal, Maintaining a Teaching Binder

Teacher journals or Internship binders are tools that help the Intern document critical information ranging from complex student data to a simple to-do list for an upcoming unit of instruction. Such journals/ binders are used by teachers throughout their careers and serve as a physical reference for all aspects of teaching including: parent-teacher conferences, professional development meetings, and for daily lesson planning.

Keeping a journal/ binder is also a way in which Interns demonstrate the Teaching as Inquiry strand and Reflective Practice learning target of the Brandeis Teacher Education Program, as well as the CAP standard 4.A.1 Reflective Practice.

The elementary and secondary education programs use journals differently in class, but certain guidelines are common to both programs:

- Journaling topics and questions will often be assigned in coursework.
- Journals may be collected and evaluated in courses, particularly in Reflective Teaching Seminar.
- Both the journal and binder can be electronic as long as the journal is clearly legible and easily shared with the appropriate course instructors.
- All students' names must be abbreviated and/or use pseudonyms to protect privacy.
- All content should be written using an **"inquiry stance."** (see, Teacher Education Program Themes and Learning Targets.)
- All content should be legible and neatly organized into subsections.
- All content should be as *specific as possible* i.e., "students took notes about X topic in Y format" vs. "students wrote in notebooks".

- Keep all content organized into sections in order to maximize efficiency.
- Keep your journal/binder *confidential* unless asked to share for a course assignment.
- A teaching binder generally includes the following sections:
 - Class schedule (for the year)
 - Weekly schedule – with your role, overview of week in each subject, notes for any items needed (i.e. specialists’ roles, students being tested/dismissed, assemblies, etc.)
 - Daily teaching plans (using templates and other planning tools; “streamlined” Brandeis Lesson Plan Template for lessons that are NOT observed, and “elaborated” template for CAP observations and some course assignments).
 - Handouts and lesson materials for daily instruction.

Secondary Education Journals:

Students maintain the journal primarily for their own reference and class discussion, but journals may be checked in some courses and in advising sessions. They also serve as a record of progress toward standards.

Elementary Education Journals:

Students have regular binder/journal submission dates and checks. Students will share their journal during advising sessions & will use them to complete course assignments and reflections.

Professional Decorum & Dress

Professional dress and decorum are two ways in which one develops one’s reputation and upon which trust is built among colleagues and with families and students. First impressions are long lasting; it can take a good deal of work to reconstruct those that are marred in any way. Respectful language and behavior are essential elements of professionalism. Professional attire can be seen as reflecting one’s level of respect for a context. At stake is an individual’s reputation as well as that of Brandeis as an institution. Below, please find basic expectations which may be elaborated in Professional and Reflective Seminars.

Guidelines for Decorum

- Full respect of all professionals in the program is expected (see communication section for how to address concerns/questions arise).
- Confidentiality is of utmost importance and therefore we expect that, outside of university course structures, you DO NOT talk about your students or Mentor Teachers in public. Casual conversation about colleagues and students can breach confidentiality and compromise your professionalism.
- When concerned about a teacher, administrator, Mentor, or Field Instructor’s choices or words, ask questions to help clarify your understanding.
- Find out and follow the school’s policy about teacher/student interactions. As a general rule, teachers should not touch students.
- Use respectful language and behavior with regard to race, gender, sexual orientation, ability, and any other distinguishing characteristics of all individuals involved in the school or University.

Guidelines for Dress

- When in doubt about expectations for professional dress, ask!
- Interns are expected to dress “a step above” what Mentors wear to work each day.
- Jeans and shorts are discouraged as well as “weekend clothes,” such as sweatpants and other more “relaxed” articles of clothing.
- Interns should limit low necklines and exposure to mid- and lower back.
- All clothes should cover undergarments.
- As a rule of thumb, attire for secondary school Interns is such that it would not be confused with secondary *students’* attire.
- Button-down shirts and ties are expected at some schools, for those identifying as male.
- Interns must maintain personal hygiene - students will notice and comment on unkempt appearances.
- Interns should observe colleagues at the school to understand how hair coloring, tattoos, and piercings might be perceived in the professional environment.



DEFENDING
EDUCATION

Professional Stance as a Teacher and Learner

Many aspects of teaching can be taught as strategies and honed with practice: lesson planning, classroom management, instructional moves. However, some of the most important work that teachers do is developed as a disposition or stance.

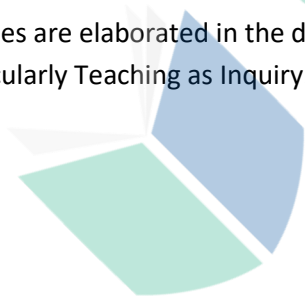
Professional Stance as a Teacher and Learner	Maintains an inquiry stance toward the Intern's own and others' teaching and learning. (e.g., seeking to learn and understand rather than judge)
	Honors the knowledge and experience that (Mentors, Instructors, and all other educators) bring to the profession.
	Honors the knowledge and experience that students bring to the classroom and grounds teaching in these assets.
	Seeks out, reflects upon, and integrates feedback in systematic ways.
	Seeks out additional learning opportunities.
	Receives feedback with an open-mind; maintaining a non-defensive stance. Views critique as an opportunity for learning.
	Attempts to understand and learn from all professionals' actions before judging; assumes positive intent.

The difference between teachers who survive and teachers who *thrive* is often their stance as learners. This is true for veterans and student teaching Interns.

Teachers who continually seek to improve, who seek out and are able to reflect upon and integrate feedback, are energized even by the most challenging teaching environments.

Teachers who see themselves as learners also expect to learn from their students. They put students' ideas and students' experiences at the center of their work and use these as the foundation or springboard for developing and deepening students' understanding.

These principles are elaborated in the description of the Brandeis Teacher Education themes and learning targets, particularly Teaching as Inquiry.



ADVISING, GUIDANCE, AND INTERVENTION

General Advising and Guidance

All of the Teacher Education faculty, staff, and pk-12 partners work together as a team and communicate regularly about student progress. An info-graphic of the program structure and reporting structure can be found on the following page.

The Teacher Education program combines high expectations with high support the professional and personal development of each student seriously. Interns are expected to work toward meeting the MA Professional Teaching Standards and the requirements for licensure as outlined in CAP. All students are expected to meet academic grade requirements (minimum passing grade is B-). As emerging professionals, Interns are expected to act in a professional manner (e.g., dress, punctuality, demeanor).

To help students reach these high expectations, the Teacher Education Program provides a number of support systems and advising structures for both routine matters and more serious concerns. All Teacher Education Program students work closely with an advisor throughout their year/s of study and field experience. An advisor meets with students at scheduled times and as needed. During these regularly scheduled meetings, the advisor confers with each student about a host of elements related to the program. For example, the advisor guides and monitors each student's experience in academics, as a professional, in student-teaching Internships, and in career planning. While much of this advising and guidance is done face to face, it is also managed via email correspondence.



Teacher Education Program Leadership, Advising & Support

- The Director of Teacher Education oversees the Teacher Education Program as a whole and is the advisor for students in the Secondary Education program.
- The Elementary Faculty Leader leads the Elementary program and is the advisor for those in Elementary and Early Childhood Education.
- The Assistant Director for Field Experience guides the Internship, Practicum, Pre-Practicum, and Supplemental Practicum for undergraduates and graduate students.
- The Harry S. Levitan Director of the Education Program, oversees the three different strands of the Education Program: Education Studies, Teacher Leadership, and Teacher Education.
- The Teacher Education Program team works closely with the Graduate School of Arts and Sciences (GSAS) & Undergraduate Student Affairs and communicates with ICARE team when needed.

Questions about Courses or Internship

- Although students work directly with their advisors; they should **turn first** to the relevant party when they have questions or concerns. Only **after** they have addressed the relevant party should they escalate the concern to the next level of support.
 - For questions or concerns about coursework, the **first** step is to approach the course instructor, **directly**.
 - For questions or concerns about the Internship, the **first** step is to approach the Mentor or Field Instructor, **directly**.
- Sometimes, it can be challenging for Interns to bring their concerns about the Internship directly to their Mentor. In these cases, the Intern should seek guidance from the Field Instructor.
- Concerns about the Field Instructor or practicum more generally can be addressed to the Assistant Director for Field Experience.



Support Systems & Resources at Brandeis University

Working as a teacher while also enrolled in a full course load can be a heavy lift for even the most successful students. The professional socialization and identity formation of becoming a teacher can add another layer of challenge. The Teacher Education Program encourages Interns to explore all of the additional counseling and advising options available to them, even if they never avail themselves of these services. <https://www.brandeis.edu/support/index.html>

Undergraduate Students Support	Graduate Student Support
<ul style="list-style-type: none"> ➤ Academic Support https://www.brandeis.edu/support/undergraduate-students/academic.html ➤ Discrimination/Bias Support https://www.brandeis.edu/support/undergraduate-students/discrimination-bias.html ➤ Financial Support https://www.brandeis.edu/support/undergraduate-students/financial.html ➤ Mental Health Support https://www.brandeis.edu/support/undergraduate-students/mental-health.html ➤ Physical Safety Support https://www.brandeis.edu/support/undergraduate-students/physical-safety.html ➤ Sexual Misconduct Support https://www.brandeis.edu/support/undergraduate-students/sexual-misconduct.html ➤ Physical Health https://www.brandeis.edu/support/undergraduate-students/physical-health.html ➤ Student Events and Community Connections https://www.brandeis.edu/support/undergraduate-students/student-events-community-connections.html ➤ Student Services Support https://www.brandeis.edu/support/undergraduate-students/student-services.html ➤ Technology Services https://www.brandeis.edu/its/services/index.html 	<ul style="list-style-type: none"> ➤ Academic Support https://www.brandeis.edu/support/graduate-students/academic.html ➤ Discrimination Support https://www.brandeis.edu/support/graduate-students/discrimination.html ➤ Financial Support https://www.brandeis.edu/support/graduate-students/financial.html ➤ Mental Health Support https://www.brandeis.edu/support/graduate-students/mental-health.html ➤ Physical Health Support https://www.brandeis.edu/support/graduate-students/physical-health.html ➤ Physical Safety Support https://www.brandeis.edu/support/graduate-students/physical-safety.html ➤ Sexual Misconduct Support https://www.brandeis.edu/support/graduate-students/sexual-misconduct.html ➤ Social Events Support https://www.brandeis.edu/support/graduate-students/social-events.html ➤ Student Services https://www.brandeis.edu/support/graduate-students/student-services.html ➤ Technology Services https://www.brandeis.edu/its/services/index.html

Addressing Concerns or Challenges with the Internship Match

When concerns or challenges arise in the Internship, the first step should always be a **direct conversation between the members of the triad (i.e., Mentor Teacher, Intern, Field Instructor)**. It is imperative that concerns be brought to the attention of the appropriate Program personnel as soon as they arise – rather than waiting to see if challenges will escalate. When concerns are addressed early in the placement, there is often a simple and speedy resolution. Many issues are merely matters of miscommunication.

Still, it can be challenging at times to distinguish between difficulties that are the Intern’s responsibility and those that stem from the school placement, the needs of the Mentor Teacher, or the needs of the school. Sometimes there is simply a mismatch between the Intern and the Mentor or the Intern and the school.

As stated above, **the first step should be direct conversation between the Mentor Teacher, Field Instructor and/or Intern**. If concerns persist, any involved individual should initiate a meeting with the Assistant Director for Field Experience for further support and guidance. The Assistant Director for Field Experience will consult with the Director of Teacher Education or Faculty Leader as needed.

All members of the program leadership team are available to discuss how to hold sensitive conversations regarding relationships, differing styles of teaching and a variety of other concerns and needs. However, it is critical that *Internship* concerns and needs are brought to the Assistant Director of Field Experience *first* and **early in the Fall**.

It takes time and patience to find a new field placement after the school year has begun. During this transition time, all parties work together for the good of the K-12 students. In rare cases, it may not be possible to secure another placement in a timely manner. In that event, the Intern may have to extend the Internship, take a leave of absence, or withdraw from the program.



Steps to address challenges in the Internship:

- For questions or concerns about the Internship, the **first** step is to approach the Mentor or Field Instructor, **directly**. If the direct conversations do not improve the situation, some of these subsequent steps may be taken:
- Members of the program leadership team seek detailed feedback from the Field Instructor, Mentor, and Intern to determine next steps.
- Mentor, Intern, and Field Instructor implement a plan for improvement and report back to the appropriate member of the program leadership team within one week of the first meeting.
- If problems persist, a second attempt may be made, including revisions to plan for improvement and an additional period of progress monitoring.
- If problems persist, particularly in the Fall pre-practicum, the program leadership may end a Mentor/Intern match and begin the process for finding a new one.
- Upon securing the new Intern/Mentor match, the program leadership team determines how to assess whether this new partnership is more productive than the previous placement, and establishes a short timeline for reporting on the status of the new partnership.
- The Field Instructor makes an additional visit and speaks individually with Mentor and Intern to assess appropriateness of the new match and then reports to members of the program leadership team to assure that the match is secure.
- The Teacher Education Program team works together and with GSAS and Undergraduate Student Affairs to resolve issues that cannot be addressed within the program.



Advisory Intervention

The Teacher Education Program, particularly the Internship year, is short and intense, and the demands on students are many. In addition, all of the Intern's learning is enacted in a public venue where administrators, parents, supervisors, students and colleagues are watching. Given the rigors and demands of the program, it is not unusual for problems to arise. An Advisory Intervention is called when the usual channels for problem solving (e.g., talking with one's Mentor, Course Instructor, Field Instructor) are not sufficient.

What is an Advisory Intervention?

An Advisory Intervention provides a structure for dealing with issues or problems that prevent a student from making adequate progress in the program and that cannot be addressed through the usual means. It should be seen as a form of support rather than as a punitive action. Intervention meetings may be called in order to head-off or respond to challenges that arise in during the program. Concerns and challenges arise when a student is not meeting the expectations in academic coursework, in the Internship, on CAP standards, and/or professionalism.

The Advisory Intervention is a process of addressing issues that allows all stakeholders to share their perspectives. The Advisory Intervention helps mobilize multiple perspectives, clarify issues and common understandings, develop concrete plans with benchmarks, and create accountability structures to support and monitor the Intern's progress.

Who can initiate an Advisory Intervention?

An Advisory Intervention may be called by any member of the program: Student/Intern, Mentor Teacher, Field Instructor, School Principal or Department Chair, Course Instructor, Assistant Director for Field Experience, Elementary Faculty Leader, Director of Teacher Education, or the Harry S. Levitan Director of the Education Program. The process is facilitated by the Director of Teacher Education or the Elementary Faculty Leader.

When might an Advisory Intervention be called?

A number of challenges and concerns might warrant and Advisory Intervention, including, but not limited to the following:

- Academics - e.g., challenges and concerns including difficulty succeeding in, completing, or meeting academic and professional responsibilities in coursework:
- Internship - challenges and concerns raised by or concerning Mentors or Field Instructors, in work with any member of the school community, with professionalism, or in progress toward CAP standards.
- Professionalism – see professionalism section for details on expectations.
- Benchmarks – lack of satisfactory progress toward expectations.

Benchmark Overview

Program Requirement	Benchmarks/Evaluators	Assessed By
Successful completion of all program courses.	<ul style="list-style-type: none"> ➤ Grades of B- or better ➤ Satisfactory and on time completion of course content ➤ Professional interactions with peers and instructors (see professionalism). ➤ Consistent attendance in courses. 	Course Instructors and Program Leaders
Professionalism Standards	<ul style="list-style-type: none"> ➤ Ratings on Professionalism Assessment 	All Stakeholders
Candidate Assessment of Performance (CAP)	<ul style="list-style-type: none"> ➤ Pre-cycle, Formative and Summative Ratings, and ongoing observations throughout the year ➤ Observations must show steady progress toward meeting CAP requirements. By the end of internship, Interns must meet the CAP standards at the following levels: <ul style="list-style-type: none"> ○ Quality: Proficient ○ Scope & Consistency: Need Improvement 	Mentor, Field Instructor, and Assistant Director for Field Experience Program Leadership

How does the Advisory Intervention Proceed?

The following outlines the general procedure for an intervention.

Most interventions do not require the full procedure but can be resolved through the initial steps.

In rare cases, students may need an improvement plan and probationary period.

In very, very rare cases, a student may need more than one period of probation/improvement. This generally results in a change of status or withdrawal.

Initial Steps

- I. In case of a challenge or concern in any part of the student/Intern's program participation, involved participants must first consult with each other to resolve the issue.
- II. If the problem persists, course instructors contact the Director of Teacher Education (for secondary Interns) or Faculty Leader (for elementary Interns). Mentors and Field Instructors contact the Assistant Director for Field Experience.
- III. Program Leaders poll all stakeholders to determine overall concerns and needs.

Improvement Plan & Probationary Period

- IV. All relevant stakeholders meet to develop a plan of improvement, which may involve outside consultation or support such as that provided by Dean's Offices, Academic Affairs, and Student Affairs.
- V. Implementation of student improvement plan occurs with a stipulated timeline and according to agreed upon measures of improvement. This includes feedback from concerned individuals which is collected and stored by the Program Leadership.

Determination

- VI. If the plan IS followed and goals are met satisfactorily, the Intern may proceed in the program / field placement.
 - a. Continued checks as warranted to make sure the intervention or advisory process does not need to continue.
- VII. If the plan is NOT followed or goals are not met satisfactorily, there could be a change of status or withdrawal from the program, as outlined below.

Withdrawal from the Program or Change of Status

In an ongoing effort to differentiate for our students, Brandeis can determine which of many paths would be appropriate for the situation. For example, the student might:

- change programs (e.g., from BA/MAT to BA, or from a licensure/degree program to an academic degree program only)
- take a leave of absence
- be dismissed
- extend the pre-practicum or practicum period
- take additional coursework

In the event of failure to meet goals outlined in the improvement plan, the student may be asked to leave the program. These decisions are made in consultation with University administration.

Potential causes for dismissal from the Program include:

- Failure to meet any of the benchmarks outlined above
- Multiple advisory interventions for unsatisfactory progress
- Earning lower than a B- in a required course
- Failure to meet or make adequate progress toward CAP Standards
- Failure to maintain professional expectations in school placement as determined by the Professionalism Assessment and/or administration and faculty at the placement.
- Failure to meet professionalism expectations at the University.
- Failure to complete assignments on time
- Failure to meet conditions set forth in improvement plan

Advisory Intervention Protocol (Sample)

We have called this advisory intervention in response to concerns about (check all that apply):

- Academics/Coursework
- Professionalism
- Internship

When a student/Intern faces challenges with any of these, an advisory intervention is called to:

- address concerns
- share perspectives of all stakeholders
- come to a common understanding
- determine how to support the student's success
- develop concrete plans with benchmarks and accountability structures

We are going to follow a protocol so that each person's voice and time will be honored.

I. Areas of Strength to Reinforce (7-10mins, depending on number of stakeholders present)

1. Each stakeholder shares an area of strength to reinforce, citing specific evidence (1-2 mins each)
2. Student/Intern responds and adds to what was said (2-3 mins)

II. Concerns -- areas for Refinement or Growth (10-15mins depending on number of stakeholders)

3. Each stakeholder shares
 - a) an area of concern, and
 - b) how that concern has been addressed thus far. (2-3 mins each).
4. Student/Intern responds and adds to what was said (2-3 minutes).

III. Improvement Plan (approx. 10-15 mins)

5. Facilitator leads with initial proposal for improvement & timeline
6. Stakeholders add to or refines the proposal
7. Student/Intern adds to or refines the proposal
8. All agree to plan and timeline.

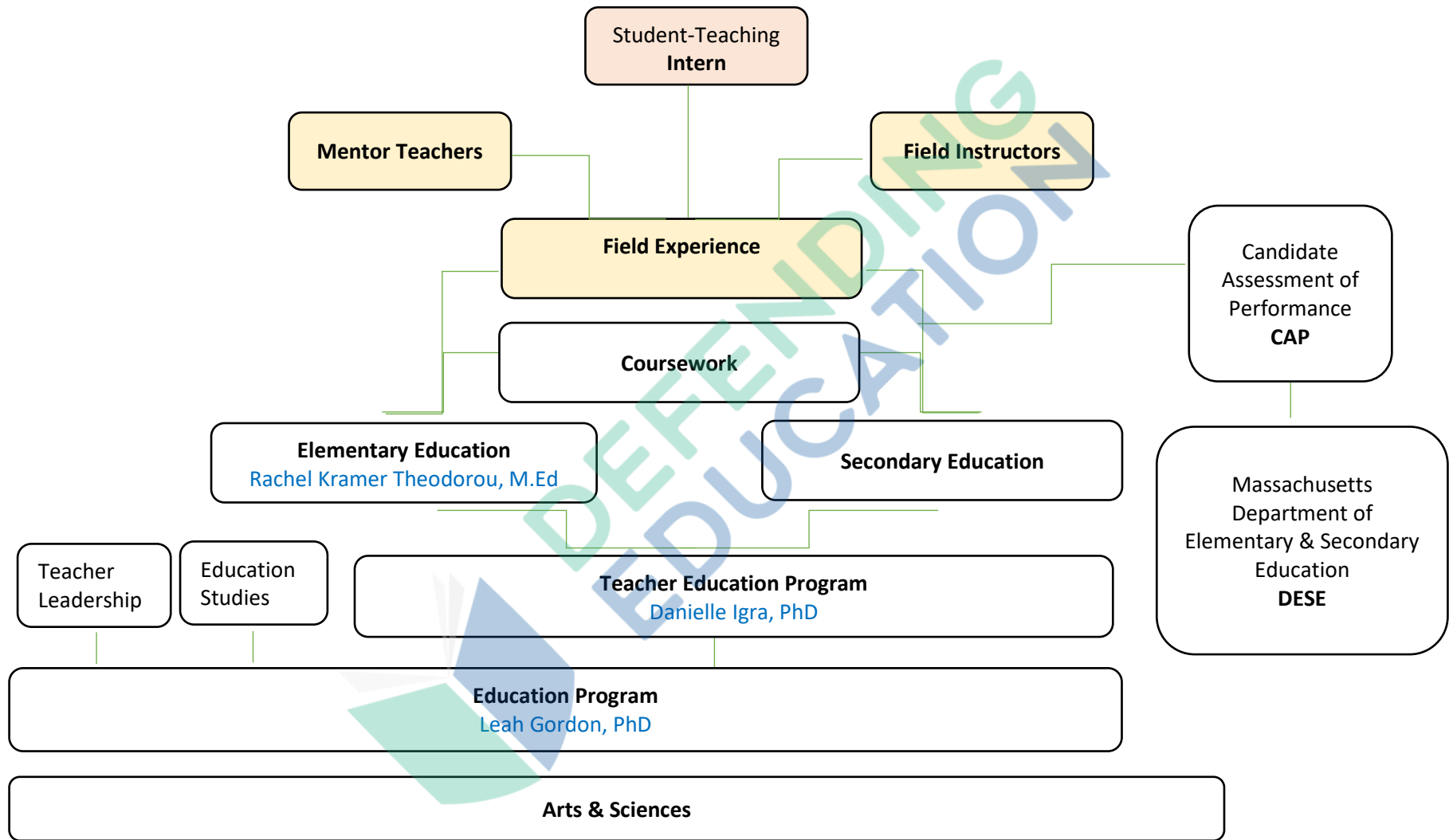
IV. Next Steps & Tasks

9. Facilitator makes a plan for a subsequent meeting, next steps, or tasks to complete. (3-5 minutes)

VI. Closure (3-5 mins)

10. Check-in about how each member is feeling about the outcome (30 seconds each)

Program Structure and Layers of Support and Accountability



ELABORATED LESSON PLAN FAQ

Why do novice teachers write “elaborated” lesson plans? Why don’t experienced teachers have to do this?

Elaboration allows novices to practice skills and demonstrate understanding. Elaboration demonstrates both conceptual and procedural understanding, just as showing one’s work in a math problem does. When we learn a new skill, we practice it in elaborated ways that only approximate actual use (e.g., Grossman et al., 2009). For example, the drills and practice we do in sports and performing arts look very different than actual game play or performance. In a related way, when we learn to drive, we consciously attend to all of the details of signaling and checking mirrors – until these become automatic. The elaborated lesson plan is a scaffold for novice teachers; with experience, teachers internalize lesson planning structures and metacognitive practice.

What’s a “learning target”?

A learning target (also called learning *goal* or learning *objective*) is the transferrable skill or broader knowledge that students will develop as a *result* of a particular activity.

A learning target is not an activity. Activities are what students *do* in class; learning targets are what students *learn* by doing those activities. Activities are *how* students gain or practice the *ability* to do something.

Target (what students will learn): “Students will be able to discern and apply mathematical patterns in order to . . .”

Activity (what students will do): “Students will write down the patterns they find . . .”

Target (what students will learn): “Students will be able to use sourcing strategies to detect bias and contextual influence. . .”

Activity (what students will do): “Students will find evidence of Thomas Paine’s biases in his letters . . .”

What does SWBAT stand for?

It is helpful to frame learning targets as Students Will Be Able To... (SWBAT).

It is useful to include “how” or “why” or “to what end” students will be learning:

Students will be able to _____ in order to _____

Students will be able to _____ so that they can _____

Students will be able to _____ in ways that demonstrate _____

What’s the point of writing what students will do in the lesson; isn’t it enough to say what the teacher is doing? Isn’t this the teacher’s lesson plan?

This template focuses as much on the students’ experience of the lesson as the teacher’s actions during the lesson. Viewing the lesson from the students’ perspective helps the teacher realize how passive or active students are expected to be and whether students are engaged in knowledge generation and intellectual work. It helps the teacher develop “intellectual empathy” for the students.

Why do I have to script out exactly what the teacher will do/say?

Scripting out the lesson in advance frees teachers to focus on what's happening in the classroom rather than on what we're going to say next. Scripting out what we will do and say during a lesson helps us make sure our directions are clear and that our examples or analogies are apt. Listing out discussion questions, for example, helps us make sure we're giving open-ended yet precise prompts for student thinking. In the moment, it's easy to get tongue-tied, forget a detail, or mangle instructions in ways that cause student confusion or shut down discussion.

What do I write about my metacognition? Why do I write this out in advance?

Writing out the teacher's metacognition (thinking about thinking) serves multiple purposes. It forces teachers to inquire into why they made particular choices. It gives colleagues and peers a window into a teacher's thinking. It also illustrates a teacher's ability to reflect on teaching practice. Instructors and mentors use this section of the template to get a better sense of the Intern's thought process and rationale. Sometimes teachers will add notes in this space *after* teaching the lesson so that the lesson can be improved next time.

What is meant by assessment? Do I have to give a formal assessment at the end of each lesson?

Assessment gives the teacher information about how and to what extent students have met the learning targets and developed understanding. During a lesson, assessment might be formal or informal, oral or written, group or individual. Even if the lesson continues beyond that particular class period or day, informal or formative assessment will give the teacher a sense of whether/what the students learned that day, that is, the extent to which the students met the learning objectives/targets.

Formative assessments are opportunities for the teacher to check for students' understanding as a lesson or unit moves along. Summative assessments occur at the end of the lesson or at the end of the larger unit of learning, as a way to evaluate students' understanding. In reality, no assessment is ever really "summative," because the students are never done learning, and we continue to use assessments to formulate and adjust the next steps of our teaching.



ELABORATED LESSON PLAN - CHECKLIST FOR SELF-ASSESSMENT AND PEER RESPONSE
As you read through the lesson plan, check to see that these elements are thoughtfully included.

Learning Targets (also called learning objectives, goals, or outcomes)

- Stated as in terms of transferrable skills, knowledge, or understandings students will be able to demonstrate as a result of this lesson. (e.g., Students Will Be Able To . . .)
- Stated in terms of what students are learning rather than what students are doing as an activity.

Hook (also called an opener or anticipatory set)

- Builds on & assesses prior knowledge (helps students to feel knowledgeable and successful)
- Engages students; gets their attention
- Foreshadows (links to or hints at) the big ideas of the lesson

Scaffolding

- Teachers scaffold instruction over the course of an activity, lesson, unit, or semester. The lesson should be scaffolded in one or more of the following ways:

	from	⇒	to
	More Support/ Guidance	⇒	Less Support/ Guidance
	More Modeling by Teacher	⇒	Less Teacher Direction
	Teacher Generated Models	⇒	Student Ownership
	More Accessible/ Familiar Material	⇒	Less Accessible/ Familiar Material
	Application in a Familiar Context	⇒	Application in an Unfamiliar Context
	Students Working with Help	⇒	Students Working Independently
	Lower Stakes	⇒	Higher Stakes

Closure

- The lesson ends with more than the bell ringing, and students packing up. Ideally, the lesson closes with a check for understanding, a review of learning, or a preview of next steps.

Assessment of Learning

- The lesson includes opportunities for formative and/or summative assessment of student learning.

Meeting Diverse Needs

- The lesson structures attend to diverse needs and status differences in the class, including any of the following, as appropriate: social, emotional, cognitive, developmental, linguistic . . .

Language Demands & Vocabulary

- The lesson attends to vocabulary that students will need to understand and use. Content/language is tiered appropriately. The lesson supports students' academic or disciplinary literacy development.

Intellectual Work

- structured so that the bulk of the intellectual work is being done by the students, rather than the teacher.

Purpose or Context

- At some point in the lesson, the teacher makes clear why the topic is important (relevant, interesting, and fun!) – in the big picture, not just for an upcoming test or to complete a task.

Materials

- Lesson plan is accompanied by necessary materials (e.g., powerpoints, graphic organizers, handouts ...)

General Information

Intern Name:

Date/Topic:

Materials (list):

MA Frameworks, Learning for Justice Standards &/or History, Math, STE Practices Addressed in this Lesson (list using formatting for numbers & item, e.g. 2.MD. Measure and estimate lengths in standard units. 1. “Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.”)

“The Big Picture” (Identify *at least* 1 Enduring Understanding resulting from this lesson and 1 Essential Question to which this lesson is related.)

Fit Within Learning Sequence (Briefly list the skills & concepts that precede and follow this lesson in *this* unit of instruction.)

Lesson (The following items will appear in this section. You may choose to write them in vertical or table format*.)

(*For ALL objectives write as “Students will be able to...” SWBAT or “I will...”. Objectives must be related to this lesson’s standards.)

- **Content Objectives**
- **Language Objectives**
- **Language Expectations** (List: Language Features of the **Key Use(s)** for Language and/or Language Function(s) that students must use to meet objectives. List and tier key terms/phrases that you expect students to BOTH understand and use. Tier content AND instructional vocabulary. Embed all language expectations into *Instructional Sequence* below.)
- **Anticipated Learning Needs & Misconceptions** (In a table explain why and how you will differentiate instruction this lesson according to: *students’ needs* and *misconceptions/challenges of the lesson’s concepts and/or skills*.)
- **Assessment** (answer ALL in bulleted form as a paragraph; you may insert related items as needed)
 - What “criteria for success” do you have for meeting objectives/student work?
 - What Formative Assessment are YOU doing to check for understanding and assess student’s progress toward objectives?
 - What questions will you ask and what feedback will you offer to remediate, affirm, and extend progress?
 - How might you “adjust practice” according to formative assessment data you collect?
 - What will be a Summative Assessment within this lesson OR how does it link to a future one (optional)?
- **Instructional Sequence** (describe in detail and/or script what both YOU and YOUR STUDENTS will say/do including:)
 - a *hook* to invite learning AND/OR an *introduction* to begin the lesson
 - sharing/referencing *learning objectives*
 - grouping & instruction to differentiate
 - *I do/We do/You do* OR *You do/Y’all do/We do* (gradual release of responsibility)
 - modeling the “criteria for success” to meet objectives
 - *authentic engagement* and/or *teaching for social justice* instructional strategies
 - placement of both *formative and/or summative assessments* (explained above)
 - what students do when they are finished i.e. to “*sponge*” up extra time
 - *closure* for the lesson

Debrief & Reflection (In a paragraph, table, or list, explain 3 DETAILED plusses and 1 wish about your lesson, questions for MT/FI/others to help you reflect upon given the lesson, and your next steps for teaching. Explain how these items connect to CAP and/or any of your course content.)

***Table Format for Lesson**

Objectives	Student Tasks that Demonstrate Progress	Criteria for Success	Anticipated Learning Needs/Misconceptions	Assessments, Questions to Ask, Feedback & Adjustments to Practice
Instructional Sequence (describe in detail and/or script what both YOU and YOUR STUDENTS will say/do including items above):				



DEFENDING
EDUCATION

General Information

Intern Name:

Date/Topic:

Materials (list):

MA Frameworks, Learning for Justice Standards &/or History, Math, STE Practices Addressed in this Lesson (list using formatting for numbers & item, e.g. 2.MD. Measure and estimate lengths in standard units. 1. “Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.”)

Summarize: “The Big Picture” (Identify *at least* 1 Enduring Understanding resulting from this lesson and 1 Essential Question to which this lesson is related.) & **Fit Within Learning Sequence** (Briefly list the skills & concepts that precede and follow this lesson in *this* unit of instruction.)

Lesson (The following items will appear in this section. You may choose to write them in vertical or table format**.)

(*For ALL objectives write as “Students will be able to...” SWBAT or “I will...”. Objectives must be related to this lesson’s standards.)

- **Content Objectives**
- **Language Objectives**
- **Tiered Vocabulary & Language to Teach** (List: Language Features of the Key Use(s) for Language and/or Language Function(s) that students must use to meet objectives. List and tier key terms/phrases that you expect students to BOTH understand and use. Tier content AND instructional vocabulary. Embed all language expectations into *Instructional Sequence* below.)
- **Instructional Sequence** (describe in detail and/or script what both YOU and YOUR STUDENTS will say/do) **with the following embedded:**
 - a *hook* to invite learning AND/OR an *introduction* to begin the lesson
 - sharing/referencing *learning objectives*
 - grouping & instruction to differentiate
 - *I do/We do/You do* OR *You do/Y’all do/We do* (gradual release of responsibility)
 - modeling the “criteria for success” to meet objectives
 - *authentic engagement* and/or *teaching for social justice* instructional strategies
 - placement of both *formative and summative assessments* (explained above)
 - what students do when they are finished i.e. to “*sponge*” up extra time
 - *closure* for the lesson
 - **Anticipated Learning Needs & Misconceptions** (In a table explain why and how you will differentiate instruction this lesson according to: *students’ needs* and *misconceptions/challenges of the lesson’s concepts & skills.*)
 - **Assessment** (answer ALL in bulleted form as a paragraph; you may insert related items as needed)
 - What “criteria for success” do you have for meeting objectives/student work?
 - What Formative Assessment are YOU doing to check for understanding and assess student’s progress toward objectives?
 - What questions will you ask and what feedback will you offer to remediate, affirm, and extend progress?
 - How might you “adjust practice” according to formative assessment data you collect?
 - What will be a Summative Assessment within this lesson OR how does it link to a future one (optional)?

Debrief & Reflection (In a paragraph, table, or list, explain 3 DETAILED plusses and 1 wish about your lesson, questions for MT/FI/others to help you reflect upon given the lesson, and your next steps for teaching. Explain how these items connect to CAP and/or any of your course content.)

****Table Format for Lesson**

Objectives	Student Tasks that Demonstrate Progress	Criteria for Success	Anticipated Learning Needs/Misconceptions	Assessments, Questions to Ask, Feedback & Adjustments to Practice
Instructional Sequence (describe in detail and/or script what both YOU and YOUR STUDENTS will say/do including items above):				




DEFENDING
EDUCATION

LEARNING TARGETS (ALSO CALLED OBJECTIVES OR GOALS)	STANDARDS (CCSS, SCHOOL, OR DISTRICT)

ASSESSMENT	MEETING DIVERSE NEEDS

LANGUAGE DEMANDS TO ADDRESS + TIERED VOCAB	CONNECTIONS TO PREVIOUS / SUBSEQUENT LESSONS

TIME	STUDENTS DO/SAY	TEACHER'S METACOGNITION
Approx. minutes or timing	<ul style="list-style-type: none"> <input type="checkbox"/> In this column, script out exactly what students will be doing or how you think/ hope they will respond to a prompt. <input type="checkbox"/> Instead of writing "Students take notes," be specific: <ul style="list-style-type: none"> ○ Are they using a graphic organizer? What kind of notes are they taking? <input type="checkbox"/> Instead of writing: "Students discuss," be specific: <ul style="list-style-type: none"> ○ What does this look like? Whole group? Small group? Focus? 	<ul style="list-style-type: none"> <input type="checkbox"/> Be EXPLICIT; demonstrate CONSCIOUS COMPETENCE: <ul style="list-style-type: none"> ○ Why did you plan to say / do this in this particular way? ○ What challenges or stumbling blocks might students face? ○ How will you manage potential diversions or digressions (or mini-disasters?) ○ What are your questions or concerns about this part of the lesson plan?

ACTIVATOR (aka Hook)		
SCAFFOLDED INSTRUCTIONAL ACTIVITIES		
CLOSURE		



LEARNING TARGETS (ALSO CALLED OBJECTIVES OR GOALS)	STANDARDS (CCSS, SCHOOL, OR DISTRICT)	LANGUAGE DEMANDS TO ADDRESS + TIERED VOCAB

ASSESSMENT	MEETING DIVERSE NEEDS	CONNECTIONS TO PREVIOUS / SUBSEQUENT LESSONS

TIME	STUDENTS DO/SAY	TEACHER DOES/SAYS	TEACHER'S METACOGNITION
Approx. minutes or timing	<ul style="list-style-type: none"> <input type="checkbox"/> In this column, script out exactly what students will be doing or how you think/hope they will respond to a prompt. <input type="checkbox"/> Instead of writing "Students take notes," be specific: <ul style="list-style-type: none"> ○ Are they using a graphic organizer? What kind of notes are they taking? <input type="checkbox"/> Instead of writing: "Students discuss," be specific: <ul style="list-style-type: none"> ○ What does this look like? Whole group? Small group? Focus? 	<ul style="list-style-type: none"> <input type="checkbox"/> In this column, SCRIPT out exactly what you plan to say and do. Write out your TALK moves. <input type="checkbox"/> Instead of writing "Teacher lectures about...", be specific: <ul style="list-style-type: none"> ○ What examples will you use? ○ What instructions will you give? ○ What questions will you ask? ○ What prompts or follow up questions might you offer? 	<ul style="list-style-type: none"> <input type="checkbox"/> Be EXPLICIT; demonstrate CONSCIOUS COMPETENCE: <ul style="list-style-type: none"> ○ Why did you plan to say / do this in this particular way? ○ What challenges or stumbling blocks might students face? ○ How will you manage potential diversions or digressions (or mini-disasters?) ○ What are your questions or concerns about this part of the lesson plan?

ACTIVATOR (aka Hook)			
SCAFFOLDED INSTRUCTIONAL ACTIVITIES			
CLOSURE			



CANDIDATE ASSESSMENT OF PERFORMANCE (CAP)

Purpose*

The Candidate Assessment of Performance (CAP) is a requirement for licensure in the state of Massachusetts. The primary goal of CAP is to assess student teaching candidate (Intern) readiness for entry into the teaching profession. During CAP, Interns experience the opportunity for professional growth and development through self-directed analysis and reflection, planning, action steps, and collaboration. Regular constructive feedback from the Mentor Teacher (Supervising Practitioner) and Field Instructor (Program Supervisor) along with opportunities to reflect on and improve practice drive the process from beginning to end.

CAP retains the same core architecture of the cycle included in the evaluation system designed for in-service teachers (Educator Evaluation Framework), while including key modifications designed to support the unique context of preparation, as well as the specific needs of Interns, Field Instructors, and Mentor Teachers.

Process

Over the course of the year, with the support of the Mentor Teacher and Field Instructor, Interns will engage with the following:

- Goal setting and progress tracking
- Three self-assessments of Intern's growth as a teacher
- Five **formal** observations from the Field Instructor (PreCycle in Fall + 4 in Spring)
- Three **formal** observations from the Mentor (PreCycle in Fall + 2 Observations in Spring)
- Opportunity to formally reflect upon observations
- Formal formative and summative assessments from the Mentor and Field Instructor

Documentation

Interns will be guided through CAP during the school year by the Assistant Director for Fieldwork & Outreach. A LATTE site will be shared with each Intern, Mentor, and Field Instructor, so that all parties have access to a CAP Checklist and completed documents. The CAP Checklist, provides a list of necessary documents and due dates for each step of CAP.

DESE requires all documentation to be uploaded via Word Document or PDF format; therefore, you will need to download the document to your desktop in order to type on it. You will then upload the Word Document to your shared folder. All documents must be labeled by number and last name in the brackets. The number will correlate with the CAP Checklist. Incorrectly labeled documentation may not be accepted.

See below for an example:

Title when Downloaded

[doc #] CAP Form [Last Name]



Title when Uploaded

[1] CAP Form [Jones]

* * Excerpted from Massachusetts Department of Elementary and Secondary Education CAP Handbook

CAP Observation Form: SAMPLE only

Name: SAMPLE		Date: SAMPLE					
Observation #: ____		Type (Announced/Unannounced):					
Observed By:	SAMPLE						
Focus Elements:	<input type="checkbox"/>	1.A.1: Subject Matter Knowledge	<input type="checkbox"/>	2.B.1: Safe Learning Environment			
	<input type="checkbox"/>	1.A.3: Well-Structured Units and Lessons	<input type="checkbox"/>	2.E.1: High Expectations			
	<input type="checkbox"/>	1.B.2: Adjustments to Practice	<input type="checkbox"/>	4.A.1: Reflective Practice			
	<input type="checkbox"/>	2.A.3: Meeting Diverse Needs					
Date of Lesson:		Time (start/end):					
Content Topic/Lesson Objective:							
<input type="checkbox"/>	Whole Group	<input type="checkbox"/>	Small Group	<input type="checkbox"/>	One-on-One	<input type="checkbox"/>	Other

Active Evidence Collection occurred during the observation and is synthesized and categorized below.

Element	Evidence
1.A.1	
1.A.3	
1.B.2	
2.A.3	
2.B.1	
2.E.1	
4.A.1	

Focused Feedback	
Reinforcement Area/Action:(strengths)	
Refinement Area/Action:(areas for improvement)	



MASSACHUSETTS TESTS FOR EDUCATION LICENSURE (MTELS)

Overview:

The Commonwealth of Massachusetts requires candidates for Initial Licensure as an Academic Teacher to hold a bachelor's degree from an accredited college or university with an arts and sciences or interdisciplinary major appropriate to the instructional field. **Elementary teachers** are required to have subject matter knowledge in American and world literature, U.S. and world history, geography, economics, child development, science and mathematics as well as knowledge about the teaching of reading. In most cases, **middle and high school teachers** major in the subject area for which they will be licensed. All candidates for licensure must pass the [Massachusetts Tests for Educator Licensure \(MTEL\)](#) specific to their subject area and level. To be considered for licensure, one must be a "program completer, and *taking* the tests by the deadline is a program requirement. *Passing* the tests is a requirement for licensure.

Preparing for MTELS:

Teacher Candidates study either on their own or with cohort members for all MTELS. However, there are some supports of which individuals may want to partake. In the fall, Brandeis offers free math MTEL preparation for Elementary Teacher Candidates. Materials for study are online <http://www.mtel.nesinc.com/Home.aspx> and can be borrowed from the Teacher Education Program office. Lesley University and Simmons College offer MTEL preparation courses for a fee

Elementary Educator Candidates must take:

Test Number/Name	Content	Take Test By:
Communications & Literacy (01) (two sections may be taken together or separately)	Reading subtest: 42 multiple-choice questions Writing subtest: 35 multiple-choice questions, 7 short-answer sentence correction items, and 2 open-response assignments	August 31
General Curriculum (03) (two sections may be taken together or separately)	Mathematics subtest: 45 multiple-choice questions and 1 open-response assignment	August 31
	Multi-subject subtest: 55 multiple-choice questions and 1 open-response assignment	August 31
Foundations of Reading (190)	100 multiple-choice questions and 2 open-response assignments	December 31

Secondary Educator Candidates must take the subject matter test in the content area they plan to teach:

Test Number/Name	Content	Take Test By:
Communications & Literacy (01) (two sections may be taken together or separately)	Reading subtest: 42 multiple-choice questions Writing subtest: 35 multiple-choice questions, 7 short-answer sentence correction items, and 2 open-response assignments	August 31
Subject & Level Specific	The content area and/or level of teaching certification sought will determine which MTELS are to be taken.	August 31

Supplemental Practicum Additional Certification Candidates must take the appropriate test for additional licensure:

Test Number/Name	Content
English as a Second Language (54)	100 multiple-choice questions and 2 open-response assignments
For Moderate Disabilities take: Foundations of Reading (90)	100 multiple-choice questions and 2 open-response assignments

APPLYING FOR INITIAL LICENSE: UNDERGRADUATE

from Massachusetts Department of Elementary & Secondary Education (DESE)

- DESE recommends that you create your licensure (ELAR) profile early in your teacher education career.
- Undergraduates, complete steps 1-5 in your junior year.
- You can complete the process of applying online for a Massachusetts teaching license during the final semester of your student-teaching Internship or any time after you have completed the Teacher Education Program.*
- The earlier in your Internship that you complete all the steps, the better.

Complete these steps early in your junior year:

Logging into ELAR (Educator Licensure and Renewal) & getting a MEPID (Massachusetts Education Personal Identifier)

1. Go to <http://www.mass.gov/edu/gateway/>
2. Click the “ELAR” button to get to the login page
3. If you are logging on for the first time, select the “Create ELAR Profile” under the login button.
4. Write down your user name, password, and MEPID for future log ins.
5. Email your MEPID number to the Assistant Director for Field Experience (TBD) and Teacher Education Program (teacher-education@brandeis.edu).

Complete these steps early in the spring of your student-teaching Internship:

1. Follow the “User Registration: directions,” and click “Submit” as you complete each page.
2. You are applying for an **INITIAL** license in your **subject area & grade level**, and you are **completing an approved program**.
3. Also apply for the SEI endorsement (Sheltered English Immersion) – path 1. No charge (see below).
4. Print and save a copy of your payment receipt.
5. **Email the Assistant Director for Field Experience (TBD) and Teacher Education Program (teacher-education@brandeis.edu) confirming the date that you completed your application and paid the application fee.**

Your license will be issued only after:

- a. You graduate;
- b. You have taken and passed required MTEs;
- c. The Education Program verifies online, after graduation and diplomas have been awarded, that you are a “Program Completer;” and endorses you for SEI;
- d. You have an official final transcript with an endorsement[†] (available after diploma is awarded);
- e. The official, final, endorsed transcript is sent by the Teacher Education Program DESE. We send transcripts in a batch so they are processed more speedily. This means you may have to wait until there is a batch to send.

DESE no longer issues hard copy licenses. You or a potential employer can verify your license at

<http://www.doe.mass.edu/educators/lookup/>

The earlier you complete the online application and pay the fee, the sooner your application will be processed by DESE.

* If you choose to apply for licensure at a later date, you will need to request a copy of your transcript from the Registrar and send it directly to DESE. If you will be applying for licensure in another state using reciprocity, please familiarize yourself thoroughly with that state’s requirements.

[†] An “endorsement” is added to your transcript by the Registrar per request of the Teacher Education Program. It says: *This student has completed a State approved and NASDTEC recognized program for licensure in (license field, type, & level) and is endorsed for initial licensure in this field.*

Good Standing Letter - Undergraduate

In March or April, when you have completed your online license application and have passed all MTEs, but have not yet completed student teaching or received your official license, you should request a letter of from the **Assistant Director for Field Experience and** Teacher Education Program (teacher-education@brandeis.edu). This letter can accompany job applications, and it will let potential employers know that you will be eligible for your initial license as of the May graduation date.



APPLYING FOR LICENSURE: MAT

from Massachusetts Department of Elementary & Secondary Education (DESE)

- DESE recommends that you create your licensure (ELAR) profile early in your teacher education career.
- Complete steps 1-5 by July 15.
- You can complete the process of applying online for a Massachusetts teaching license during the final semester of your student-teaching Internship or any time after you have completed the Teacher Education Program.³
- The earlier in your Internship that you complete all nine steps, the better.

Complete these steps by July 15:

1. Go to <http://www.mass.gov/edu/gateway/>
2. Click the “ELAR” button on the right side of the page which opens the “ESE Security Portal.”
3. If you are logging on for the first time, select the “Create ELAR Profile” under the login button.
4. Write down your user name, password, and MEPID for future log ins.
5. Email your MEPID number to the **Assistant Director for Field Experience and Teacher Education** Program (teacher-education@brandeis.edu)

License Application Fees as of June 2020: \$100 for the first license application; \$25 for each additional license.

Provisional License

You should apply for a provisional license as soon as you are able to do so. This will make you more competitive for the jobs to which you are applying in spring. It will also allow you to apply for substitute teaching positions.

Provisional License for Secondary Education requires:

- A Bachelor’s Degree
- Passing all required MTEs (Communication and Literacy + all additional required Subject Specific)

BAMATs can only apply for provisional licenses after their BA has been awarded.

ELEMENTARY MATs cannot apply for provisional licenses until “completion of seminars or courses that provided at least 10 hours of instruction specific to and completely covering ways to prepare and maintain students with disabilities for general classrooms.” After the hours are complete you can submit an official letter signed by Prof. Danielle Igra and your special education instructor verifying completion.

Initial License

Complete these steps for your initial license in early summer:

1. Follow the “User Registration” directions and click “Submit” as you complete each page.
2. You are applying for an **INITIAL license** in your **subject area & grade level** and you are **completing an approved program**.
3. Also apply for the SEI (Sheltered English Immersion) – Path 1. There is no cost.

³ If you choose to apply for licensure at a later date, you will need to request a copy of your transcript from the Registrar and send it directly to DESE. If you will be applying for licensure in another state using reciprocity, please familiarize yourself thoroughly with that state’s requirements.

4. Print and save a copy of your payment receipt.
5. **Email Assistant Director for Field Experience and the Teacher Education Program (teacher-education@brandeis.edu) confirming the date that you completed your application and paid the application fee.**

Your license will be issued only after:

- a. You graduate from the MAT (celebration in July but official diplomas awarded from the university in August)
- b. You have taken and passed required MTEs;
- c. The Education Program verifies online, after graduation, that you are a “Program Completer;” and endorses you for SEI;
- d. You have an official final transcript with an endorsement⁴ (available after graduation is certified and university diplomas awarded, in August/September)

DESE no longer issues hard copy licenses. You or a potential employer can verify your license by any of the steps listed at <http://www.doe.mass.edu/educators/lookup/>

Good Standing Letter - MAT

In mid or late May, when you have completed your online license application and have passed all MTEs, but have not yet completed the MAT program and received your initial license, you should request a letter of good standing from the **Assistant Director for Field Experience and Teacher Education Program (teacher-education@brandeis.edu)**. This letter can accompany job applications, and it will let potential employers know that you will be eligible for your initial license as of the graduation date.

Program Completion Letter

In the month between the end of the summer classes (late July) and the final transcript date, if you need official confirmation for an employer that you will be completing the MAT program and receiving your initial license, request a Program Completer Letter from the Teacher Education Program (teacher-education@brandeis.edu).

⁴ An “endorsement” is added to your transcript by the Registrar per request of the Teacher Education Program. It says: *This student has completed a State approved and NASDTEC recognized program for licensure in (license field, type, & level) and is endorsed for initial licensure in this field*

JOB SEARCH OVERVIEW

Applying for licensure and finding a job are the “final points” on your journey in the Brandeis Teacher Education Program. Some of this journey will be like your “to do list”; checking things off one by one as they are completed. The other part of your journey is the proverbial “marathon, not a sprint.” Below and on the next pages are what Brandeis offers in terms of programming, supports, and how-tos for obtaining a MA teaching license and getting a job. Attending the job workshops provided by the Teacher Education Program is mandatory; for other events, attendance is encouraged.

Brandeis Jobs Events & Workshops

Times & Topics

August: “Turning your existing resume into a **teaching** resume” One to one sessions with Teacher Education Program Staff

Twice per year Carney Sandoe, Associates Visits to Brandeis (TBA)

Late Fall/Early Winter “An Overview of the Job Search” – Panel of partner and local school administrators

Mid-Winter “Cover Letters & Resumes” – Brandeis Career Services & Teacher Education Staff

*Bring drafts of resumes and cover letters to the workshop.

Mid-Winter ** “Mock Interviews” – Brandeis Teacher Education Staff & Partner Schools Administrators

**Formal requests to Mentor Teachers and Field Instructors for letters of recommendation.

Spring Guide to demonstration lessons – alumni showcase their successful demo lessons

Spring MERC Job Fair (recommended not required)

General Advice & Resources for Job Search

- ✓ Get registered on [SchoolSpring](#). This is a jobs search clearinghouse and a place to have your information stored for prospective employers to view.
- ✓ Ask your principal and other teachers in your building to watch you teach. Whether it be a formal request for an observation or a “pop in” visit, this is one of the best ways to get YOU on the “hiring radar” in your school/district.
- ✓ Look within and beyond the Greater Boston Area. It is a tighter job market the closer you are to Boston.
- ✓ Network, network, network! Be sure your practicum principal, the principal at your supplemental practicum, and many teachers in your building and beyond know who you are and see you teach!
- ✓ Use these resources for your search:
 - Nemnet Minority Recruitment
 - [Carney, Sandoe & Associates](#) (private school jobs)

When in Doubt...

Throughout your search, be in touch with the Teacher Education Leadership Team & Staff to revise your cover letters, adjust your resume, and to hold mock interviews. You will have to revise your “presentation” for each interview. Also ask your professors and anyone in the Education Program including your Field Instructor and Mentor(s) to help you devise a demo lesson.

Do remember that:

- Charter and private schools hire beginning in January each year because they know their budgets and enrollment earlier than public schools can.
- Most public school positions are NOT posted or confirmed until mid-spring. This is due to a variety of reasons: passing of local budgets, in-district requests for transfers of teachers from one school to another, and for the plain reason that principals are busy people!
- Many public schools will not interview or hire until August – it can be worth waiting if you’re committed to teaching in a public school.
- Jobs will be open through the summer and into the fall. Be on the lookout at all times for the one that is “right for you”.
- The further south you go in the US, the earlier the job search (this goes for West as well).
- Depending on a variety of factors, consider taking either a long term sub position and/or an aide position. Questions to consider for both of these positions are:
 - How likely would it be for a transfer beyond the span of the long term sub request?
 - How much co-teaching is possible within an aide position? Remind these prospective employers that you will have your MA Initial license and have experienced lead teaching.
 - What kind of professional development is available for individuals in the position you are seeking (some districts offer trainings for subs/aides, some do not)?
 - Would you have a mentor and/or close support person to shepherd you through this first year in the field?
- Said many times in this document, but please be in touch with Brandeis as you complete the “Job Search Marathon”!

When you get a job offer, how to decide . . .

There are a lot of items to consider when determining whether or not to say “yes” to a job offer and here are a few tips from us. *First*, ask if you will have 1-1 mentoring and/or if you can meet your prospective mentor. This is the person who should be shepherding your professional experience in your first year of teaching. *Next*, ask about professional development opportunities in the district. It is critical for you as a new teacher to further develop your skills in a reflective environment. *Also*, if you have not already met your grade level team, ask to do so and to see them teach. It will help you get to know the individuals with whom you will be working closely to learn a bit about their style, philosophy, etc. *Finally*, be choosy and seek advice from friends/family on salary and benefits choices; all of these choices will depend on your personal needs.

2021-22 JOB SEARCH TIMELINE, WORKSHOPS, EVENTS, AND BENCHMARKS

July – August 2021

- 1) Update Your Teaching Job Search Resume & Elevator Speech (round one) – required for MAT and BA/MAT, optional for undergraduate seniors
 - a) Using guidelines and examples that will be posted by July 1 in Job Search 2021-22 shared folder, update your resume so that it has a professional teaching job focus.
 - b) Share your updated resume with Eileen Kell (ekell@brandeis.edu) on google drive.
- 2) [Sign up](#) with one or two colleagues in your teaching concentration to attend a 60 minute, resume round one revision workshop. Workshops will be in person or on Zoom for small groups of 2-3 student teaching interns who share one of these teaching concentrations: a) elementary; b) middle school or high school science and/or math; c) English and/or history.

Workshop dates:

- Mon., Tue. and Wed., Aug. 9, 10 and 11; Mon. and Tue., Aug. 16 and 17. **If you are unable to attend on any of these dates**, email ekell@brandeis.edu immediately to arrange another time.
- 3) Elevator Speech – round one (examples and details to be posted by July 1)

You will be asked to share aloud a **concise 3-4 sentence statement** to introduce yourself.

Late December 2021 or early January 2022

(Exact date will be posted on Teacher Education google calendars.)

Job Search PANEL DISCUSSION (synchronous, required for ALL undergraduate seniors & MATs)

- A 60-80 minute panel discussion among school hiring professionals elementary school principal, middle or high school department head, school or district HR director, career center counselor. They will provide an overview of the entire job search process and answer your questions.
- Panel is followed by 40-60 minute DEMO INTERVIEWS. Three or four interns volunteer and prepare in advance to be interviewed; all other interns will observe, ask questions. The interviewer gives feedback.

January 2022

- 1) Secondary MATs who have passed all MTELS: apply for provisional license
- 2) Update your resume, round 2 – add specific bullet points about accomplishments from your fall practicum and sign up for mid-January resume meeting with Eileen (30 minute meeting, individual or sign up with a colleague/buddy) Details & deadlines will be emailed to you after you sign up.
- 3) Before February 1: schedule your own practice interview(s) for February (MANDATORY, for all)
 - a) With your elementary school principal
 - b) With your middle or high school department chair
 - c) With _____

February 2022

- Job search Q&A with MAT alums about their job search experience (synchronous, small groups, required for ALL undergraduate seniors & MATs)
- COVER LETTERS workshop (asynchronous, small groups, required for ALL undergraduate seniors & MATs)
- Deadlines & details about preparation will be posted by January 4.

Late February or early March 2022

- PRACTICE INTERVIEWS for all with observers (in person, required for ALL undergraduate seniors & MATs)
- Deadlines & details will be posted by February 1.



DEFENDING
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CREATE AND MANAGE YOUR ELAR PROFILE



What is ELAR?

Educator **L**icensure **A**nd **R**enewal (ELAR) is our comprehensive online application system: <https://gateway.edu.state.ma.us/elar> provides customized access to your personal profile, a correspondence review section, and up-to-the-minute checks on submitted application statuses. **The website and ELAR are accessible 24 hours-per-day.**

- ★ Apply or renew online; pay online.
- ★ Check licensure application status/history.
- ★ Print an unofficial copy of your license.
- ★ Upload supporting documents.
- ★ View previous correspondence.

How do I Access / Log-in to ELAR?

There are two ways that ELAR can be accessed;

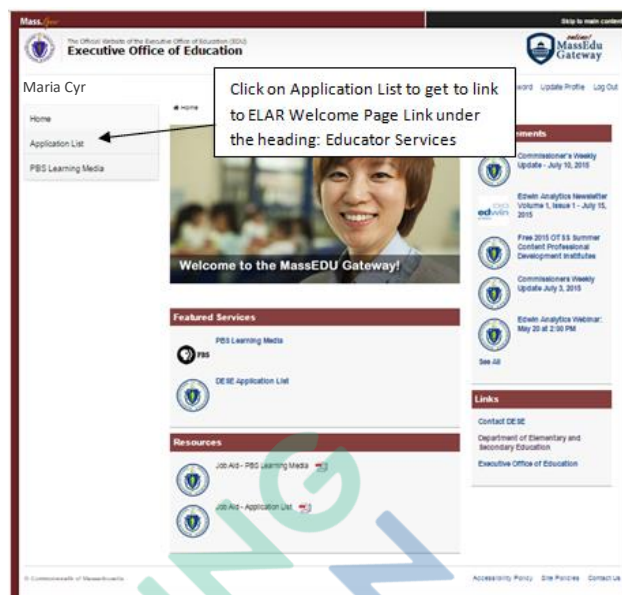
1. through the ELAR log-in screen www.mass.gov/ese/licensure
2. through the MassEdu Gateway (Security Portal) www.mass.gov/edu/gateway



Hello Maria - What would you like to do today?

- > [Apply for a new license, apply for an Endorsement, or advance to the next level license](#)
- > [Apply to renew your professional level license](#)
formerly standard stage license
- > [Request a duplicate license](#)
- > [Check license status and history, make a payment](#)
- > [Update your educational background](#)
- > [Update your professional development plan](#)
- > [Update your profile](#) | [Change Your Password](#)
- > [Apply to be a program reviewer](#)
- > [Update your affidavit](#)

Image of ELAR Welcome Page Screen



Create a Profile:

If this is your first time using the ELAR system, you will need to create a profile. You may find you already have a User Name and Password. That is, if you applied for a Massachusetts Educator's license before, or have ever worked for a Massachusetts school or school district. If you find this to be true, continue by creating a NEW Profile and you will be directed to your credentials. When creating a Profile, there are a few things that can happen:

1. **You are asked to create a user Profile.** This information is stored for ESE identification and administrative purposes only. Personal information is not shared or sold in any way. The process of creating a Profile consists of 4 pages, each asking for pertinent information that will be used in the ELAR application suite. Your User Name will be assigned automatically and cannot be changed. Your password should be changed to something that you and only you can remember. You will be asked to supply a Password Hint Question and Answer. This is a security feature that helps prevent unauthorized log in.
2. **You are asked for additional information.** A school/district administrator or the ESE may have created a Profile for you while entering license information or adding you to a staff directory. You can complete the Profile setup by supplying a Password Hint Question and Answer. This is a further security feature that helps prevent unauthorized log in. Upon completion of this, you will receive your User Name and Password online.
3. **Your Profile is a partial match.** You have supplied information that matches ESE records, but we are unable to complete the setup due to conflicting data (usually supplied to us by the Directory Administrator of the school system that you work in). Please contact your Directory Administrator to resolve the problem expediently. If they are unable to assist you, contact a ESE Customer Service Representative at (781) 338-6600.
4. **Your Profile is an exact match.** You already have a Profile and you are reminded of your User Name. You are then given a chance to change your password after answering your Password Hint Question and Answer

Forgot or Lost User Name/Password?

If you are having difficulty entering your proper User Name or Password, please remember Passwords and User Names are "case sensitive". When re-setting a password please note that passwords should be at least 6 characters long (numbers, letters or a combination of both), can't be a password that you have used in the past (you will receive an error message), and should not contain symbols.

[Retrieve User Name/Reset Password](#) (ELAR Members only).

Massachusetts Educators:

The Department of Elementary and Secondary Education issues User Names for Massachusetts Educators to view their licensure information and apply for or renew a Massachusetts Educator's License.

School and district staff, and staff from other organizations:

The Department also issues User Names for school and district staff, and staff from other organizations, who need access to secure web-based applications available through the Department's ESE Security Portal.

People who have created or updated their user profile through the Educator Licensure And Renewal (ELAR) application are able to provide more information that allows the Department to securely identify them.

The Retrieve User Name/Reset Password link is for ELAR members. If you use ESE Security Portal Applications on behalf of your school, district, or other organization, please see your organization's Directory Administrator. Your Directory Administrator can reset your password. A listing of District Directory Administrators can be found at: <http://www.doe.mass.edu/infoservices/data/diradmin/list.aspx>

Often, people who access ESE Security Portal applications for their school, district, or other organization, are also licensed Massachusetts Educators. If this is true for you, you can either use the Retrieve Username/Reset Password tool or contact your organization's Directory Administrator. If you select the Retrieve Username/Reset Password link, **you will find yourself creating what seems to be a 'new' Profile; this is normal**. If a Profile exists with your name and personal information, you will be reminded of your User Name once we receive enough information to make a match. At this time, you will also be able to change your Password.

[Retrieve User Name/Reset Password](https://gateway.edu.state.ma.us/docs/loginhelp.asp?mode=find) <https://gateway.edu.state.ma.us/docs/loginhelp.asp?mode=find>

help ?

User Registration

The information you provide on this page will find out if your profile already exists in our system or will help you to create a new profile if necessary. These credentials are needed to access ESE resources such as ELAR.

Do you already have a †MEPID Number? Yes No I don't know

Do you already hold a Massachusetts Educator License? Yes No

* Last Name: * First Name: Suffix:

Note: Do not include any middle names, name prefix or suffix that you may have in the name fields. Your name will display throughout the application and on all correspondence exactly as entered. Please capitalize your name, as appropriate.

†MEPID:

* SSN: - -

Note: If you do not have a Social Security Number please call the Department of Elementary and Secondary Education at 781-338-6600.

* Date of Birth: / /

Massachusetts Educator License #: (for current Massachusetts educators)

* First Line of Street Address:

Required fields are marked by * (asterisk).

† A MEPID or Massachusetts Education Personnel ID is a unique identifier assigned to all educators and to school district staff in Massachusetts. MEPIDs were developed as part of the Education Personnel Information Management System (EPIMS) and enable the collection of educator and staff data at the individual level from school districts to the Department. For more information on MEPIDs and EPIMS, visit the EPIMS homepage on the ESE website.

submit cancel

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HOW TO APPLY FOR A LICENSE IN ELAR: A STEP-BY-STEP GUIDE



How to Apply for a License in ELAR: A Step-by-Step Guide

May 2018



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Access ELAR System

A. Go to www.doe.mass.edu/licensure/

Security Portal | A-Z Index | Select Language | Powered by G

Search

Students & Families | Educators & Administrators | Teaching, Learning & Testing | Data & Accountability | Finance & Funding | About the Department | Education Board

Office of Educator Licensure

Academic PreK-12

Adult Basic Education

Vocational Technical Education

District and School Resources

FAQs and Glossary of Terms

How to Use the ELAR Portal

Educator Licensure

Educator Licensure News Headlines

05/17/2017 The Department is pleased to announce that every Wednesday between now and June 27th the Licensure Call Center will open at 8:00 AM.

About the Office of Educator Licensure

Welcome to the Office of Educator Licensure at the Massachusetts Department of Elementary & Secondary Education (ESE). We are excited that your commitment to education has led you here to seek out licensure information and resources. This page provides the current processing dates for licensure applications and document scanning. Call Center average wait times and helpful tips can also be

ELAR
Educator Licensure
And Renewal

Most Requested

- Academic Prek-12 Forms, Guidelines and Regulations
- Advancing, Extending, and Renewing a License

Online Services

ELAR
Educator Licensure
And Renewal

B. Click on ELAR Login Image

Log-in to ELAR Portal

A. Input your User Name and Password
(please note: these are case sensitive)

Note:

- If you do not have an ELAR account yet, or are not sure, click on the Create ELAR Profile link and create a new profile/account. If you do have a profile the system will locate it and notify you.
- If you do not know if you have an account, or have forgotten your ELAR User Name or Password, click on the Forgot User Name/Password link and follow prompts. Again, if you already have a profile, you will be alerted.
- You will be required to provide an email address in your ELAR account. It is important that you keep your contact information in ELAR up to date. Most especially your email and mailing addresses.

The screenshot shows the ESE ELAR login interface. At the top, it says 'Mass.gov' and 'The Official Website of the Executive Office of Education (EDU)'. The main heading is 'Executive Office of Education'. Below that is 'ESE ELAR'. The login form contains the following elements:

- ELAR Educator Licensure and Recruitment logo
- User Name input field
- Password (Case Sensitive) input field
- Login button
- Links: Create ELAR Profile | Forgot User Name/Password

Below the form, there are two update notices:

Please update your ELAR bookmark in your browsers to this url:
<http://www.mass.gov/edu/gateway/>

Update Effective **April 30, 2015**, the following features will be removed from the aMAZing Educators platform: Search for Jobs; Post Jobs; Search Resumes; and Post Resumes. All current users will be contacted as soon as possible. Please do not create any new profiles or job postings within the aMAZing Educators platform at this point.

Update Scheduled systems maintenance will be performed from **5:30 PM through 6:30 PM, Thursday, April 16th, 2015**. Users may experience intermittent connectivity during this period. We apologize for any inconvenience. Please plan accordingly and thank you for your cooperation.

Message Updated: Wednesday, April 15, 2015 09:19:51 AM

At the bottom right, there are links for [Accessibility Policy](#), [Site Policies](#), and [Contact Us](#).

ELAR Welcome Page

A. On your ELAR Welcome page click on the [Apply for a new license, apply for an Endorsement, or advance to the next level license](#) link

Apply for Licensure - Introduction Page

A. Review instructions for how to navigate within the ELAR system.
 B. Click **Next** button

Step 1: Apply for Licensure

- A. Verify profile information.
- B. Click **Next** button

Note:

- The Department of Elementary and Secondary Education will communicate with you regarding your application via email so please ensure that you have provided a current and valid email address.
- You cannot update your name, birth date, or social security number.

To update your name, please follow the instructions on and upload the: [Request for Name Change form](#) into your ELAR account.

To update your social security number, please upload a copy of your social security card into your ELAR account.

Apply for Licensure

Step 1 - Verify Profile

If any of this information is incorrect or incomplete, please click **EDIT** button to update it. [Edit](#)

MEPID: 46263104
 Name: Maria L. Cyr SSN: 999-66-3333
 Date of Birth: July 12, 1968 Massachusetts License #: 562413
 Gender: FEMALE Race/Ethnicity: White - not Hispanic/Latino
 Address: 5 Pleasant Street, Arlington, MA 01982 USA
 Telephone Number: 508-468-2631 Email: M Cyr68@cardiff.k12.edu

The Department of Elementary and Secondary Education strongly encourages you to provide and communicate to us via email so that we can enhance our service to you. Please verify that your email address is correct.

Education

To enter or update the education information, please click **EDIT** button. [Edit](#)

Country	State/Province	College/ University/ Institution	Major	Degree/Diploma Earned/Expected	Month/Year Earned
United States of America	Massachusetts	Suffolk University	Biology	Bachelor	6 / 1988
United States of America	Massachusetts	Lesley College	Special Education	Master	6 / 1992

[next](#) [cancel](#)

Step 2: Enter Licenses for Approval

A. Select the License Category in the first Field drop-down list

B. Select the content area of the license in the second Field drop-down list

C. Select the Level in the drop-down list

D. Select the Type in the drop-down list

E. Click on the add... button

Note: When you click on the **Add** button another window will open up outlining the license requirements

Current Licenses and Applications

---Note: Appropriate date on file.

Field	Level	Type	Application Type	Date Applied	Date Issued	Expiry Date	Status
Academic: Teacher, Special Needs	5-12	Initial	ACADEMIC	February 15, 1995	Mar 20, 1995	June 2, 1997	Expired
Academic: Teacher, Special Needs	5-12	Professional	ACADEMIC	May 28, 1997	Jun 02, 1997	June 8, 2017	Licensed
Academic: Teacher, Biology	9-12	Professional	ACADEMIC	May 28, 1997	Jun 02, 1997	January 24, 2011	Inactive/Invalid
Academic: Teacher, Moderate Disabilities	PreK-8	Professional	ACADEMIC	December 7, 2006			Pending
Academic: Teacher, Instructional Technology	All Levels	Initial	ACADEMIC	May 10, 2008	Jan 28, 2009	February 24, 2009	Expired
Academic: Teacher, Instructional Technology	All Levels	Professional	ACADEMIC	February 2, 2009	Feb 24, 2009	March 31, 2019	Licensed

New Licenses and Applications

Field: --Select Field--
 Level: --Select Level--
 Type: --Select Type--

Click ADD to add the selected license to your application (shown in the table below). Required fields are marked with * (asterisk).

Field	Level	Type	Application Type
None found.			

Total amount: \$0.00

Click NEXT when done adding licenses to this application.

back next cancel

Step 2a: Enter License Requirements

Most licenses have multiple paths and requirement sets that lead to licensure. The path that is most appropriate for you will depend upon your educational background, experience, license(s) already held, if you passed all required Massachusetts Tests for Educator Licensure (MTEL), and whether you hold the Sheltered English Immersion Endorsement, etc.

Shown on this page are examples of some common paths to the license you seek. You can click on any of the requirements that make up a path to learn more about how to satisfy that particular requirement.

A path has already been selected for you; however, you may select a different path, one that you believe best represents your qualifications. **Please note that should you choose a path that is not the most appropriate path for you, you will be placed upon the proper path during the evaluation of your license application.**

If only one path is available to you, it will already be selected.

A. After reviewing the possible paths and licensure requirements, click on the Next button at the bottom of the page. You will be brought back to the previous screen.

Apply for Licensure

Enter License Requirements

Mrs. Maria L Cyr

Thank you for your interest in applying for the **Academic: Teacher, Biology, 5-8, Initial** license!

Most licenses have multiple paths and requirement sets that lead to licensure. The path that is most appropriate for you will depend upon your educational background, experience, license(s) already held, if you passed all required Massachusetts Tests for Educator Licensure (MTEL), and whether you hold the Sheltered English Immersion Endorsement, etc.

Shown below are examples of some common paths to the license you seek. You can click on any of the requirements that make up a path to learn more about how to satisfy that particular requirement.

You may select one of the following paths; however, one has already been selected for you. Please note that should you choose a path that is not the most appropriate path for you, you will be placed upon the proper path during the evaluation of your license application.

If only one path is available to you, it will already be selected.

- ▶ **Path 1 - 2003:Massachusetts general requirements**
 (click on any of the requirements for this path to find out more information about that requirement).
 - ▶ [Possession of a Massachusetts Preliminary license for this field and at this grade level](#)
 - ▶ One of the following:
 - [Completion of a Massachusetts approved program for this license at the appropriate grade level](#) or
 - [Completion of a state-approved educator preparation program applicable to the license sought in a state with which Massachusetts has signed the NASDTEC Interstate Contract](#) or
 - [Completion of an educator preparation program applicable to the license sought sponsored by a college or university outside Massachusetts that has been accredited by the National Council for Accreditation of Teacher Education \(NCATE\)](#) or
 - [Possession of a license/certificate applicable to the license sought issued by a state with which Massachusetts has signed the NASDTEC Interstate Contract and three years of employment within the last seven years under such valid license or certificate.](#) or
 - [Possession of a regional credential applicable to the license sought](#)
- ▶ **or Path 2 - 2014:Massachusetts general requirements**
 (click on any of the requirements for this path to find out more information about that requirement).
 - ▶ [Possession of a bachelor's degree](#)
 - ▶ [Achieve a passing score on the Biology subject matter test](#)
 - ▶ [Achieve a passing score on the Communication and Literacy Skills test](#)
 - ▶ [Completion of a Massachusetts Biology 5-8 Approved Program](#)
 - ▶ [Possession of a Massachusetts Sheltered English Immersion \(SEI\) Teacher Endorsement.](#)
- ▶ **or Path 3 - 2003:Massachusetts general requirements**
 (click on any of the requirements for this path to find out more information about that requirement).
 - ▶ [Possession of a bachelor's degree](#)
 - ▶ [Achieve a passing score on the Biology subject matter test](#)
 - ▶ [Achieve a passing score on the Communication and Literacy Skills test](#)

Step 2a: Enter Licenses for Approval

- A. At this point in the application, you can edit the license you are applying for or remove the license that you selected to apply for.
- B. Click the **Next** button when you are ready to move forward with your application.
- C. Upon clicking the **Next** button; a new screen will pop-up - the Recommended Licenses screen.

Academic: Teacher, Instructional Technology	All Levels	Initial	ACADEMIC	May 10, 2008	Jan 28, 2009	February 24, 2009	Expired
Academic: Teacher, Instructional Technology	All Levels	Professional	ACADEMIC	February 2, 2009	Feb 24, 2009	March 31, 2019	Licensed

New Licenses and Applications

* Field:

* Level:

* Type:

Click **ADD** to add the selected license to your application (shown in the table below).

Required fields are marked by * (asterisk).

		Field	Level	Type	Application Type
<input type="button" value="edit..."/>	<input type="button" value="remove"/>	Academic: Teacher , Biology	5-8	Initial	ACADEMIC

Total amount: \$25.00

Click **NEXT** when done adding licenses to this application.

- D. The purpose of this screen is to make you aware of the content areas that are in high demand and to suggest that you consider applying for those licenses as well.
- E. Click on the **Next** button

Step 3: Sign Affidavit

- A. Carefully read and affirm that the following statements are true (a check mark indicates the statement is true).
- Click on the box next to any statement to check/uncheck it.
 - Please explain any unchecked boxes in the area provided at the bottom of the screen or mail in a separate written explanation pertaining to your “Affidavit” attached to your application.
 - If you wish to exit without saving, click **CLOSE**.
 - When finished, click **SIGN** button to save your changes.

By SIGNING you are confirming that all the information in your affidavit is true and contains no misrepresentations or falsehoods.

Mass.gov State Government • State Services
 Massachusetts Department of Elementary & Secondary Education
 UAT
 ELAR Home • Logout

Apply for Licensure

Step 3 - Sign Affidavit

Mrs. Maria L Cyr,

State Law requires applicants for licensure to affirm certain information. If you have previously entered affidavit information, it should be listed below. If not, you will be asked to create an affidavit at this time. Please visit <http://www.doe.mass.edu/educators/cert.html> for the CORI policy.

Affirm/Reaffirm the following statements are true (a check mark indicates the statement is true).

- Click on the box next to any statement to check/uncheck it.
- Please explain any unchecked boxes in the area provided at the bottom of the screen.
- When finished, click SIGN to save your changes.

Since completion of my last licensure or renewal application, I certify that:

- I have never appeared in any federal or state court in the Commonwealth of Massachusetts or any other commonwealth, state, district, territory or country as a defendant for any criminal offense. (You must leave this blank and provide an explanation regardless of the outcome of the case if you appeared as a defendant. Generally speaking, any process before a court where you are required to enter a plea or where you could be placed on probation prior to entering a plea is considered an appearance as a defendant. Failure to disclose criminal court appearances will be grounds for license denial or revocation.)
- I have not been identified by any child protection agency as a perpetrator of child abuse or neglect.
- I have not been dismissed for cause from any position I held.
- I have not been asked to resign from any position or resigned from any position while under investigation or as a result of discipline.
- I have not had a professional license or certificate denied, revoked, suspended, surrendered or annulled, and no action is pending to revoke or suspend any professional license or certificate I hold.
- In accordance with MA General Laws Chapter 62C, § 49A, I have filed all state tax returns and paid all Massachusetts taxes required by law, and I am in compliance with all Massachusetts laws relating to payment of child support.

Note: If you have not received or earned income in Massachusetts, in most cases, you do not owe any Massachusetts income tax and can answer the above question in the affirmative. If you are unsure about the correct answer, please consult a tax professional before you leave this question blank.

- I have read MA General Laws Chapter 119, § 51A, <http://malegislature.gov/Laws/GeneralLaws/PartI/TitleXXVII/Chapter119/Section51A>, which requires educators and others who are paid to care for or work with children to make a report immediately to the Department of Social Services or to the person in charge of the school or institution if there is reasonable cause to believe a child under 18 is suffering physical or emotional injury as a result of abuse, including sexual abuse, or neglect. I understand my obligations under § 51A and the penalties for failure to comply.
- I understand and acknowledge that as a condition of holding an educator license, a criminal background check may be conducted for criminal and pending case information as authorized by the Criminal History Systems Board and that a criminal record will not automatically disqualify me.
- This application contains no misrepresentations or falsehoods. I understand that misrepresentations or falsehoods may be cause for denial or revocation of my educator license
- I understand that I must notify the Commissioner of the Massachusetts Department of Elementary and Secondary Education in writing within ten days if in the future the answers to any of these questions change.

Explanations for any unchecked boxes:

The Massachusetts Department of Elementary and Secondary Education has been certified by the Criminal History Systems Board for access to conviction and pending criminal case data for the purpose of screening prospective and current holders of educator licenses awarded by the Department of Elementary and Secondary Education, and for access to CORI conviction data in the context of proceedings relative to the decertification process. As an applicant for educator licensure and prospective holder of an educator license, I understand that a criminal record check may be conducted for criminal and pending criminal case information only, as authorized, and that it will not necessarily disqualify me.

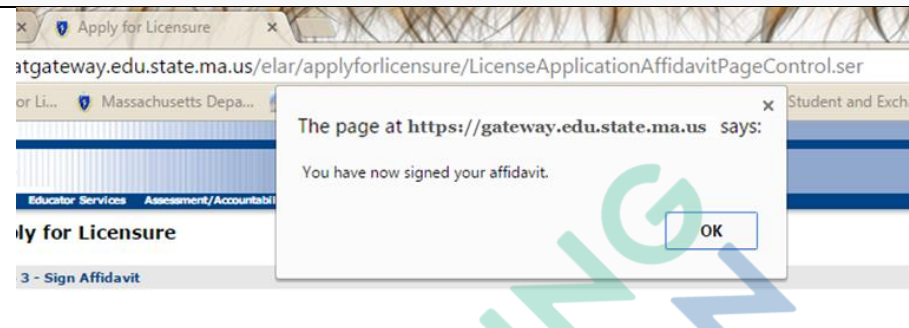
By SIGNING you are confirming that all the information in your affidavit is true and contains no misrepresentations or falsehoods.

Signed under the penalties of perjury.

Massachusetts Department of Elementary & Secondary Education
 Search • Site Map • Policies • Site Info • Contact ESE

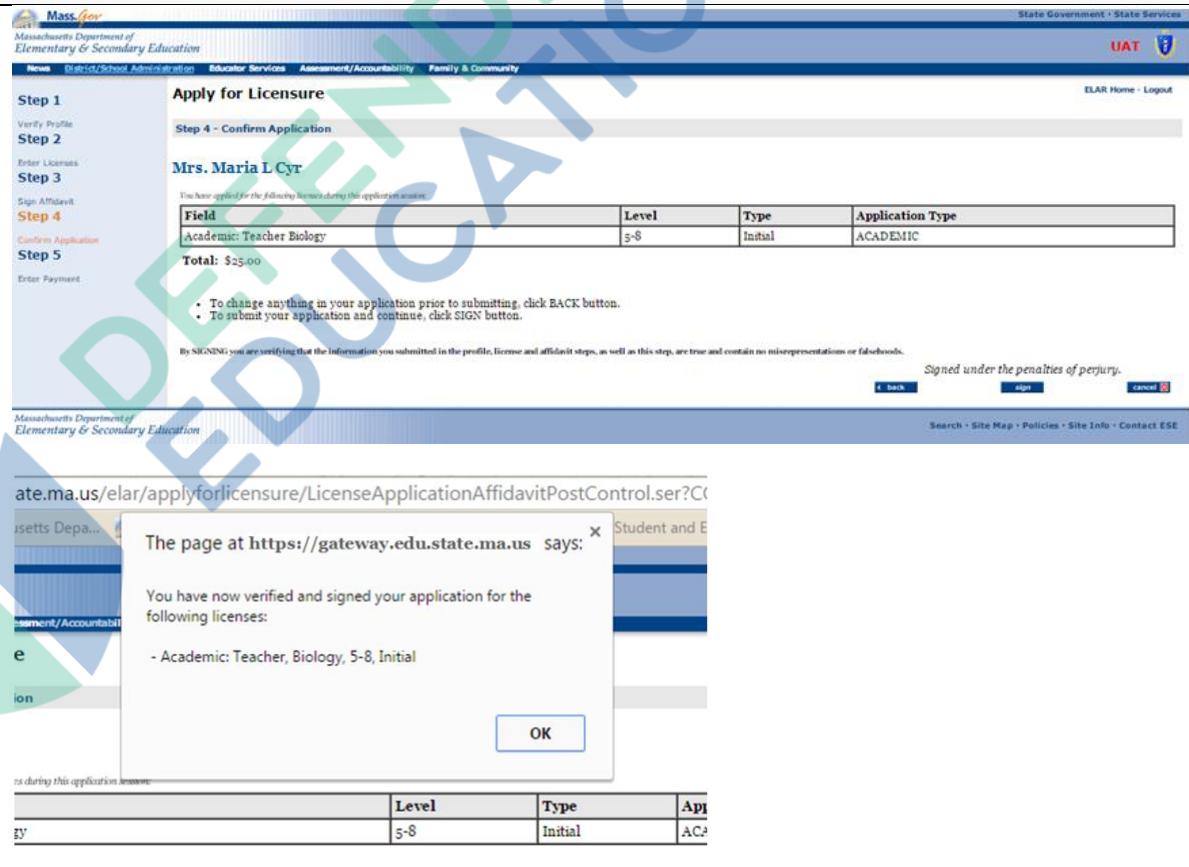
Step 3: Sign Affidavit

- A. You will see a pop-up window confirming that you have successfully signed your affidavit.
- B. Click on the **OK** button



Step 4: Confirm Application

- A. You will now be prompted to sign your application.
- B. Click on the **Sign** button
- C. A window will pop-up verifying that you have signed your application.
- D. Click on the **OK** button



Step 5: Make Payment

A. You will now be prompted to make a payment. Licensure fees are: \$100 for the first licensure application and \$25 for each additional application. **Please note** that if you apply for two licenses at once, but only pay the fee for the “additional” license (\$25 fee), neither applications will be evaluated until a total payment of \$100 has been received.

Step 5: Make Payment – Credit Card Online

B. Fees can be paid online using a credit card. Select Pay Online with a Credit Card link
 C. Click Ok button

D. Enter credit card information
 E. Click on Continue button

Step 5: Make Payment – Mail in Credit Card Information

If you have applied online and would rather mail in your credit card payment:

- A. Fill in all required information
- B. Click on the **Next** button
- C. Print out the page and mail it to the [Office of Educator Licensure](#). Or if you would prefer you may use our [Credit Card Authorization form](#)
- D. Credit card information and hard copies of licensure applications/renewals should not be uploaded into your ELAR account or faxed to the Office of Educator Licensure.

Credit Card Payment Forms and Hard Copies of Applications can be mailed to:

Massachusetts Department of Elementary and Secondary Education

Office of Educator Licensure

75 Pleasant Street

Malden, MA 02148

Mail In A Credit Card Payment

Your application will not be complete until we receive your payment.
 Please provide your payment information in the form below (either by typing directly into the form and then printing it or by printing out the form and completing it by hand).
 Please enter the credit card information exactly as it appears on the card. Mail the printed form to the following address:

Department of Elementary and Secondary Education
 Office of Educator Licensure
 75 Pleasant Street
 Malden, MA, 02148

Mrs. Maria L Cyr (xxx-xx-3104)

License Application	
Academic: Teacher, Biology, 5-8, Initial	\$25.00
Total Amount Due	\$25.00

The only accepted credit cards are: Master Card and Visa

* Card Type: * Card Number:
(no spaces or dashes)

* Expiration Month/Year: * Amount Paid: **25.00**

* Last Name: * First Name:
 Middle Initial:
 * Address: * City:
 * State: * Zip Code:

Required fields are marked with * (asterisk).
 Note: We do not store credit card information in our system. We log the first 4 digits of the card number, and the card holder's first and last initials for system verification. These logs are removed approximately after 1-2 weeks.

Massachusetts Department of Elementary & Secondary Education | Search | Site Map | Policies | Site Info | Contact ESE

Step 5: Make Payment – Mail in Cashier’s Check or Money Order Payment

If you have applied online and would rather mail in your payment by check:

- A. Fill in all required information (Note, the check# and institution fields can be left blank as you will be attaching your check to the next page and mailing it in.)
- B. Click on the **Next** button
- C. Print out the page and mail it to the [Office of Educator Licensure](#)

Massachusetts Department of Elementary and Secondary Education
 Office of Educator Licensure
 75 Pleasant Street
 Malden, MA 02148

Massachusetts Department of Elementary & Secondary Education

News District/School Administration Educator Services Assessment/Accountability Family & Community

Mail In A Cashiers Check or Money Order Payment ELAR Home - Logout

Your application will not be complete until we receive your payment.
 Please provide your payment information in the form below (either by typing directly into the form and then printing it or by printing out the form and completing it by hand).
 Please mail the printed form with your cashiers check or money order to the following address:

Department of Elementary and Secondary Education
 Office of Educator Licensure
 75 Pleasant Street
 Malden, MA, 02148

Please note:

- Personal checks are **NOT** accepted.
- Your social security number should be included on the cashiers check or money order.

Mrs. Maria L Cyr (xxx-xx-3104)

License Application	
Academic: Teacher, Biology, 5-8, Initial	\$25.00
Total Amount Due	\$25.00

* Check Number: * Amount Paid: 25.00
 * Issuing Institution:

Required fields are marked by * (asterisk).

Massachusetts Department of Elementary & Secondary Education Search Site Map Policies Site Info Contact ESE

HOW TO APPLY FOR THE SEI ENDORSEMENT IN ELAR: A STEP-BY-STEP GUIDE



How to Apply for the SEI Endorsement in ELAR: A Step-by-Step Guide

May 2018



Access ELAR System

C. Go to www.doe.mass.edu/licensure/

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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Office of Educator Licensure

Academic PreK-12

Adult Basic Education

Vocational Technical Education

District and School Resources

FAQs and Glossary of Terms

How to Use the ELAR Portal

Educator Licensure

Educator Licensure News Headlines

05/17/2017 The Department is pleased to announce that every Wednesday between now and June 27th the Licensure Call Center will open at 8:00 AM.

About the Office of Educator Licensure

Welcome to the Office of Educator Licensure at the Massachusetts Department of Elementary & Secondary Education (ESE). We are excited that your commitment to education has led you here to seek out licensure information and resources. This page provides the current processing dates for licensure applications and document scanning. Call Center average wait times and helpful tips can also be

ELAR
Educator Licensure
And Renewal

Most Requested

Academic Prek-12 Forms, Guidelines and Regulations

Advancing, Extending, and Renewing a License

Online Services

D. Click on ELAR Logo Image

Log-in to ELAR Portal

B. Input your User Name and Password
(please note: these are case sensitive)

Note:

- If you do not have an ELAR account yet, or are not sure, click on the Create ELAR Profile link and create a new profile/account. If you do have a profile the system will locate it and notify you.
- If you do not know if you have an account, or have forgotten your ELAR User Name or Password, click on the Forgot User Name/Password link and follow prompts. Again, if you already have a profile, you will be alerted.
- You will be required to provide an email address in your ELAR account. It is important that you keep your contact information in ELAR up to date. Most especially your email and mailing addresses.

The screenshot shows the login interface for the ESE ELAR portal. At the top, it says 'Mass.gov The Official Website of the Executive Office of Education (EDU) Executive Office of Education'. The main heading is 'ESE ELAR'. The login form contains the following elements:

- E L A R** Educator Licensure and Recruitment logo.
- User Name** input field.
- Password (Case Sensitive)** input field.
- Login** button.
- Links: [Create ELAR Profile](#) | [Forgot User Name/Password](#)

Below the form, there are two update messages:

Please update your ELAR bookmark in your browsers to this url:
<http://www.mass.gov/edu/gateway/>

Update Effective **April 30, 2015**, the following features will be removed from the aMAZing Educators platform: Search for Jobs; Post Jobs; Search Resumes; and Post Resumes. All current users will be contacted as soon as possible. Please do not create any new profiles or job postings within the aMAZing Educators platform at this point.

Update Scheduled systems maintenance will be performed from **5:30 PM through 6:30 PM, Thursday, April 16th, 2015**. Users may experience intermittent connectivity during this period. We apologize for any inconvenience. Please plan accordingly and thank you for your cooperation.

Message Updated: Wednesday, April 15, 2015 09:19:51 AM

At the bottom right, there are links for [Accessibility Policy](#), [Site Policies](#), and [Contact Us](#).

ELAR Welcome Page

B. On your ELAR Welcome page, click on [Apply for a new license, apply for an Endorsement, or advance to the next level license](#) link

Apply for Licensure - Introduction Page

C. Review instructions for how to navigate within the ELAR system.
 D. Click **Next** button

Step 1: Verify Profile

- C. Verify profile information.
- D. Click **Next** button

Note:

- The Department of Elementary and Secondary Education will communicate with you regarding your application via email so please ensure that you have provided a current and valid email address.
- You cannot update your name, birth date, or social security number.

To update your name, please follow the instructions on and upload the: [Request for Name Change form](#) into your ELAR account.

To update your social security number, please upload a copy of your social security card into your ELAR account.

Apply for Licensure

Step 1 - Verify Profile

If any of this information is incorrect or incomplete, please click **EDIT** button to update it. [Edit](#)

MEPID: 46263104
 Name: Maria L. Cyr SSN: 999-66-3333
 Date of Birth: July 12, 1968 Massachusetts License #: 562413
 Gender: FEMALE Race/Ethnicity: White - not Hispanic/Latino
 Address: 5 Pleasant Street, Arlington, MA 01982 USA
 Telephone Number: 508-468-2631 Email: M Cyr68@cardiff.k12.edu

The Department of Elementary and Secondary Education strongly encourages you to provide and communicate to us via email so that we can enhance our service to you. Please verify that your email address is correct.

* A MEPID or Massachusetts Education Personnel ID is a unique identifier assigned to all educators and to school district staff in Massachusetts. MEPIDs were developed as part of the Education Personnel Information Management System (EPIMS) and enable the collection of educator and staff data at the individual level from school districts to the Department. For more information on MEPIDs and EPIMS, visit the EPIMS homepage on the ESE website.

Education

To enter or update the education information, please click **EDIT** button. [Edit](#)

Country	State/Province	College/ University/ Institution	Major	Degree/Diploma Earned/Expected	Month/Year Earned
United States of America	Massachusetts	Suffolk University	Biology	Bachelor	6 / 1988
United States of America	Massachusetts	Lesley College	Special Education	Master	6 / 1992

[next](#) [cancel](#)

Step 2: Enter Endorsement for Approval

F. Select 'Endorsements' in the first Field drop-down list

New Licenses and Applications

* Field: Endorsements
 * Level: --Select Field--
 * Type: Academic: Administrator
 Academic: Professional Support Personnel
 Academic: Specialist Teacher
 Academic: Teacher

Click ADD to add the selected license to your application (shown in the table below).
 Required fields are marked by * (asterisk).

total amount: \$0.00

Click NEXT when done adding licenses to this application.

G. Select the type of Endorsement in the second Field drop-down list

--Select Field--

- Sheltered English Immersion - Administrator
- Sheltered English Immersion - Teacher
- Transition Specialist
- Transitional Bilingual Learning - [Arabic]
- Transitional Bilingual Learning - [Armenian]
- Transitional Bilingual Learning - [Bosnian]
- Transitional Bilingual Learning - [Cambodian]
- Transitional Bilingual Learning - [Cantonese]
- Transitional Bilingual Learning - [Cape Verdean]
- Transitional Bilingual Learning - [Chinese]
- Transitional Bilingual Learning - [Creole Haitian]
- Transitional Bilingual Learning - [French]
- Transitional Bilingual Learning - [German]
- Transitional Bilingual Learning - [Greek]

H. Select the Level and Type in the drop-down lists

* Level: Level depends on prereq license
 * Type: Endorsement

I. Click on the **Add** button

Note: When you click on the **Add** button another window will open up outlining the license requirements

Massachusetts Department of Elementary & Secondary Education

UAT

News District/School Administration Educator Services Assessment/Accountability Family & Community

ELAR Home - Logout

Apply for Licensure

Step 1 Verify Profile
Step 2 Enter Licenses
Step 3 Sign Affidavit
Step 4 Confirm Application
Step 5 Enter Payment

Step 2 - Enter Licenses for Approval

Mrs. Maria L Cyr,

Please use this page to request one or more licenses for which you would like to apply. Select the field, level, and type for the licenses for which you would like to apply and then click ADD button. You will then be asked to indicate how you expect to obtain the license by selecting from available paths.

Current Licenses and Applications
 **Note: Appropriate date on file.

Field	Level	Type	Application Type	Date Applied	Date Issued	Expiry Date	Status
Academic: Teacher, Special Needs	5-12	Initial	ACADEMIC	February 15, 1995	Mar 20, 1995	June 2, 1997	Expired
Academic: Teacher, Special Needs	5-12	Professional	ACADEMIC	May 28, 1997	Jun 02, 1997	June 8, 2017	Licensed
Academic: Teacher, Biology	9-12	Professional	ACADEMIC	May 28, 1997	Jun 02, 1997	January 24, 2011	Inactive/Invalid
Academic: Teacher, Moderate Disabilities	PreK-8	Professional	ACADEMIC	December 7, 2006			Pending
Academic: Teacher, Instructional Technology	All Levels	Initial	ACADEMIC	May 10, 2008	Jan 28, 2009	February 24, 2009	Expired
Academic: Teacher, Instructional Technology	All Levels	Professional	ACADEMIC	February 2, 2009	Feb 24, 2009	March 31, 2019	Licensed

New Licenses and Applications

* Field: --Select Field--
 * Level: --Select Level--
 * Type: --Select Type--

Click ADD to add the selected license to your application (shown in the table below).
 Required fields are marked by * (asterisk).

Field	Level	Type	Application Type
None found.			

Total amount: \$0.00

Click NEXT when done adding licenses to this application.

Back Next Cancel

Step 2a: Choose Path

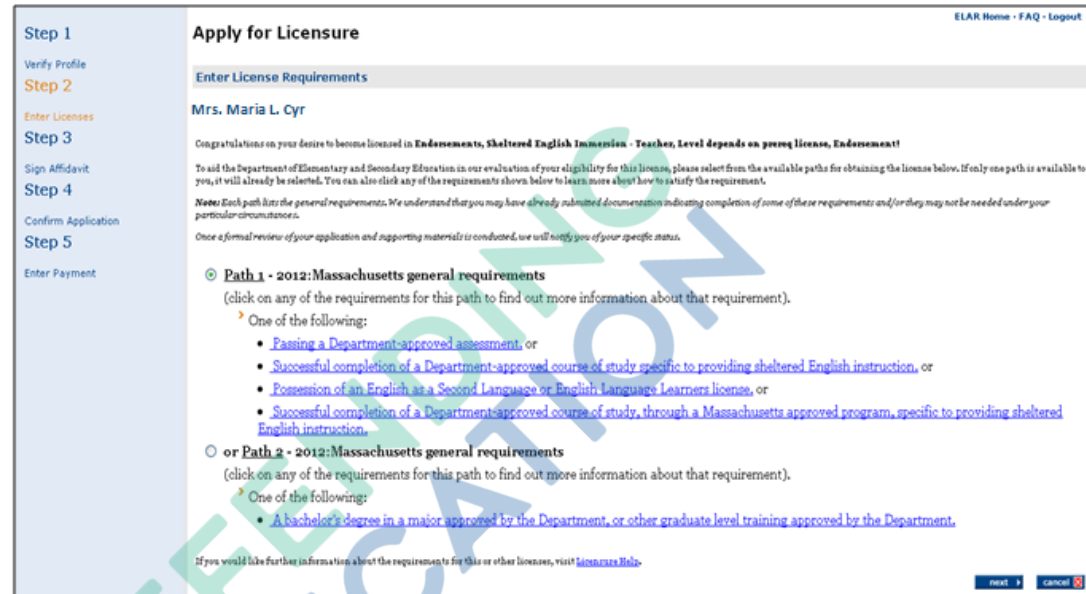
Most licenses/endorsements have multiple paths and requirement sets that lead to the license/endorsement. The path that is most appropriate for you will depend upon your educational background, experience, and license(s) already held.

Shown on this page are examples of some common paths to the license/endorsement you seek. You can click on any of the requirements that make up a path to learn more about how to satisfy that particular requirement.

- A. Select the path that best fits how you have or how you plan to earn the SEI endorsement, and click “next”. For Administrators there is one path and for teachers there is either path 1 (for those who have done/will do one of the following: taken the ESE course, have an ESL/ELL license, passed the SEI MTEL) or path 2 (a transcript review based on a related degree or graduate level training).

Please note that should you choose a path that is not the most appropriate path for you, you will be placed upon the proper path during the evaluation of your license application.

- B. Click on the **Next** button



Step 2a: Enter Licenses for Approval (cont.)

- F. At this point in the application you can edit the endorsement you are applying for or remove the endorsement that you selected to apply for.
- G. Click the **Next** button when you are ready to move forward with your application.

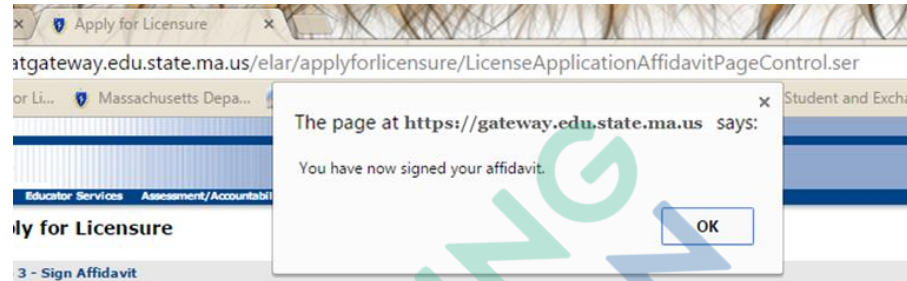
Step 3: Sign Affidavit

- B. Carefully read and affirm that the following statements are true (a check mark indicates the statement is true).
 - Click on the box next to any statement to check/uncheck it.
 - Please explain any unchecked boxes in the area provided at the bottom of the screen or mail in a separate written explanation pertaining to your “Affidavit” attached to your application.
 - If you wish to exit without saving, click **CLOSE**.
 - When finished, click **SIGN** button to save your changes.

By SIGNING you are confirming that all the information in your affidavit is true and contains no misrepresentations or falsehoods.

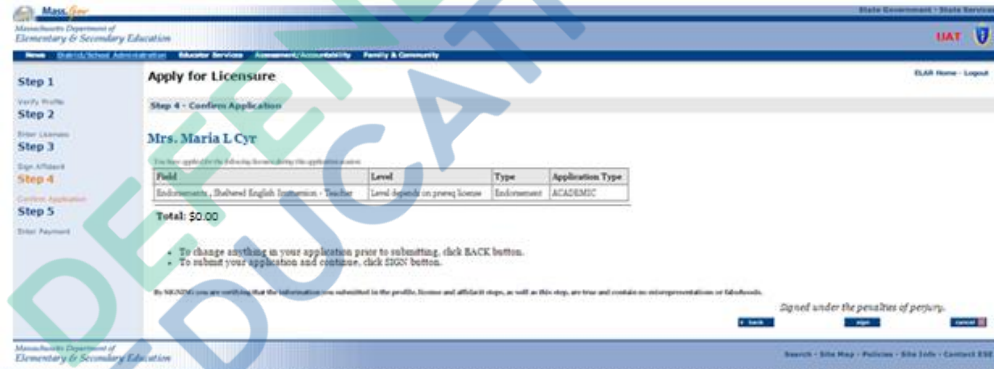
Step 3a: Sign Affidavit

- C. You will see a pop-up window confirming that you have successfully signed your affidavit.
- D. Click on the **OK** button



Step 4: Confirm Application

- E. You will now be prompted to sign your application.
- F. Click on the **Sign** button
- G. A window will pop-up verifying that you have signed your application.
- H. Click on the **OK** button



Applying for Graduate Credit

Applying for graduate credit is up to the individual course participant. To facilitate the acquisition of graduate credit, the Department of Elementary and Secondary Education has gotten pre-approval for credit with a number of colleges and universities. Information on these schools can be found at <http://www.doe.mass.edu/retell/credit.html>.

Anyone seeking graduate credit must complete the registration requirements and payment for the college or university.

If additional assistance is required, please contact the Licensure Call Center (Monday-Friday, 9:00am-12:00pm and 2:00pm-5:00 pm) at (781) 338-6600).



Brandeis University

Teacher Education Program

Mailstop 022
P.O. Box 549110
Waltham, MA 02454-9110

781-736-2002
781-736-5020 Fax
www.brandeis.edu/programs/education

Date _____

Dear Parent/Guardian:

I am a student-teaching Intern with _____, who is my Mentor teacher. As part of my required Teacher Education coursework at Brandeis University, my teaching will sometimes be video-recorded. The purpose of this recording is to help me analyze and reflect on my developing teaching practice. I will only share and discuss the videos with fellow student-teaching Interns, my Mentor Teacher, my instructors, and other education professionals.

The purpose of the video-recording is to capture what I am doing as the teacher, *not* what students are doing. Since the subject of the video is my teaching, the camera will mostly be focused on me, recording from behind the students. Still, it is possible that your child will appear on the video, depending on the seating arrangement and activity in the class.

If you ARE comfortable with this use of video recording, NO ACTION IS REQUIRED on your part at this time.

If you are **NOT comfortable** with this recording and use of video, please complete and return the form below *within 7 days*, and I will make sure that your child will be seated out of the range of the video-recording. The form will be kept on file for documentation.

If you take no action at all, your consent is assumed. No matter what you decide about video-recording, that choice will have *no bearing* on your child's academic standing or participation in class.

Thank you in advance for your time. Please contact the Teacher Education Program at the number above with any comments or questions.

Sincerely,

Intern's Name _____ Intern's Signature _____

If you *are* comfortable with this use of video, **NO ACTION IS REQUIRED** on your part at this time.

If you do NOT give permission, please check the box below and return the form within 7 days

I do **NOT** give permission for my child to be video recorded. I have read and understood the letter above.

Student's Name _____ Intern's Name _____

Parent/Guardian's Name _____ Email or Phone # _____

Parent/Guardian Signature _____ Date _____

SUPPLEMENTAL PRACTICUM: ALTERNATIVE CLASSROOM CONTEXT

Overview:

The supplemental practicum is an opportunity for Interns to explore a different teaching context than the placement in which they have taught since September. It is a five-week, full time (5days/week; 150 hour) mentored internship in a pk-12 setting that differs from that of their full-year student teaching internship placement.

Structurally, the supplemental practicum resembles the fall semester pre-practicum: Interns primarily assist and observe, following their Mentor’s leadership. One crucial difference is that by this time of the year, the Intern has essentially become a proficient teacher, having already assumed full responsibility for teaching in the year-long practicum. Thus, the Intern is able to take on as large a teaching role in the supplemental practicum as the Mentor determines appropriate. During the supplemental practicum, Interns are expected to be present 5 days a week, for the *full* school day, including after-school meetings whenever possible.

MATs teach, assist, and observe per the mentor’s direction and complete activities connected to the Massachusetts teaching standards: planning well-structured lessons, adjusting to practice, meeting diverse needs, creating a safe learning environment, supporting high expectations, and engaging in reflective practice.

The “alternative classroom context” supplemental practicum is designed for those MATs who are NOT pursuing additional certification in teaching ESL or Special Education for students who have moderate disabilities. MATs choose this path in order to expand their teaching skills in a different setting from the classroom where they spend the rest of the school year, for example: working with students who are a different grade level, in a school with different student population/demographic, in a different (urban vs suburban) location, or in a different subject area. Having a range of experiences prepares MATs more fully for their teaching careers and makes them more attractive candidates for employment. It affords additional opportunities for networking across districts. Many MATs are surprised to discover a new passion – for a different grade level or school environment - in their supplemental practicum. Use this time to expand your horizons!

Interns should register for **ED213a Supplemental Practicum Internship: Alternative Classroom Context (4 credits)**. Credit for the supplemental practicum is granted in the summer semester because the bulk of the practicum occurs after spring semester classes have ended. This internship does not require additional class sessions at Brandeis, but it does include a set of experiences and activities that must be documented.

Intern’s Role in the Supplemental Practicum:

The Intern’s roles and responsibilities are outlined in the attached log. Interns should log a minimum of 150 hours across all the categories of requirements and responsibilities, though the exact number is less important than the overall learning experience.

The Intern will conduct and debrief three formal observations, using the Candidate Assessment of Performance (CAP) protocol and choose two CAP elements on which to focus for each observation.

The Intern will be observed, by the Field Instructor, while working with a small or whole group at least once during the supplemental practicum.

The Intern will complete a short reflection comparing and contrasting the experience in the supplemental practicum with that of the full practicum. The Intern will discuss the reflection with the Field Instructor.

The Intern will record and submit to Brandeis the log of dates (and approximate hours) for completion of requirements. (Upload to Google folder)

Mentor Teacher Role in the Supplemental Practicum:

The Mentor's role is to reflect on classroom practice with the Intern. The mentor should designate a period of time for these discussions each week. The Mentor will determine how involved the Intern should be in the classroom, but the Intern should be working with individual students and/or small groups on a regular basis. The Mentor determines which students the Intern will work with at any given time during the supplemental practicum.

Mentors will sign off as the Intern completes each assignment on the attached Requirements and Responsibilities Log.

In recognition of their service, Mentor teachers will be offered a Brandeis course voucher, valued at over \$5,000.

Field Instructor during Supplemental Practicum:

Field Instructors (program supervisors) are experienced teachers who serve as the Brandeis representatives on-site and support the relationship between Interns, Mentors, and Brandeis. The Field Instructor conducts one observation during the supplemental practicum. The Field Instructor and Intern use the CAP forms for the observation/ reflection but are not required to video-record. The Field Instructor discusses and gives feedback on the Intern's compare/contrast reflective paper and signs off on the completion of this paper and of the observation protocol.



Supplemental Practicum LOG (Alternative Classroom Context)

Completed Form Due (uploaded) to Assistant Director for Field Experience

within ONE WEEK of completing the Supplemental Practicum

Focus	Intern's Assignments	Date Completed & approx. hours	Mentor Initials
Intern's Observations of Mentor	<ul style="list-style-type: none"> ➤ Intern should conduct <u>and debrief</u> THREE formal observations with the Mentor, using the Candidate Assessment of Performance (CAP) protocol and focusing on two CAP elements of their choice for each observation. Upload the CAP Observation Forms to your Google folder. 	1. 2. 3.	
Well-Structured Lessons	<ul style="list-style-type: none"> ➤ With guidance and approval from the Mentor, write three complete lesson plans that could potentially be implemented during the supplemental practicum. (May use the abridged lesson plan template.) ➤ Make revisions on the lesson plans based on Mentor feedback. ➤ Upload these lesson plans to your Google folder. ➤ If feasible, teach some aspect/s of these lessons to a full class or small group. 		
Adjustment to / of Practice	<ul style="list-style-type: none"> ➤ With guidance and approval from the Mentor, analyze data from a formative or summative assessment. ➤ Suggest and discuss an action plan for adjusting practice in response to the data. There is no written component to this. 		
Meeting Diverse Needs	<ul style="list-style-type: none"> ➤ With guidance and approval from the Mentor, work with an individual or small group to meet specific learning needs (e.g., ELL, Moderate disabilities . . .). ➤ With guidance and approval from Mentor, adapt handouts or lesson materials to meet specific student needs (e.g., add multiple modalities to a lesson, add academic language supports, add ELL support . . .) Upload this adapted handout or lesson material to your Google folder. 		
Safe Learning Environment	<ul style="list-style-type: none"> ➤ With guidance and approval from the Mentor, design or practice using routines, procedures, protocols, or behavior management strategies for small or whole group instruction. There is no written component to this. 		
High Expectations	<ul style="list-style-type: none"> ➤ Record and transcribe a teacher interaction in whole or small group discussion. Identify moments in which teachers' responses help students deepen their own thinking. Discuss the transcription with the Mentor. Upload this annotated transcription to your Google folder. 		
Reflective Practice	<ul style="list-style-type: none"> ➤ In a page or two, compare and contrast the experience in the supplemental practicum with that of the full practicum. Upload to Google ➤ Topics might include: classroom or schoolwide culture, developmental differences in age groups, data related to your research question, structure and content, perpetual dilemmas of teaching, or other topics of your choosing. 		Field Instructor's Initials
Field Instructor's Observation of Intern	<ul style="list-style-type: none"> ➤ The Field Instructor will conduct one observation during the supplemental practicum. The Field Instructor and Intern will use the CAP protocol for the observation but are not required to video-record. Upload the CAP observation form to your Google folder. 		Field Instructor's Initials

SUPPLEMENTAL PRACTICUM: LONG TERM SUBSTITUTE

Long Term Substitute (LTS) as Supplemental Practicum:

Interns who take on Long Term Substitute (LTS) positions in spring that last for 150+ hours (roughly 5 weeks full time) do not complete an additional Supplemental Practicum. The LTS serves the function of the Supplemental Practicum in an Alternative Classroom Context. As a rule, these Interns do NOT have the option of completing additional certification in Teaching Students who are English Learners or Teaching Students who have Moderate Disabilities.

Interns completing such an LTS position should register for **ED213a Supplemental Practicum Internship: Alternative Classroom Context (4 credits)**. Credit is granted in the summer semester because, in general, the bulk of the supplemental practicum occurs after spring semester classes have ended. The LTS option does not require additional class sessions at Brandeis, but it does include a set of experiences and activities that must be documented.

The Intern will assume the roles and responsibilities outlined by the LTS school and the Teacher Education Program. In addition, the Intern will complete and reflect upon the items in the attached log and upload all materials to the Google folder.

The Intern will be observed, by the Field Instructor, at least once during the LTS supplemental practicum.

The Intern will complete a short reflection comparing and contrasting the experience in the supplemental practicum with that of the full practicum. The Intern will discuss the reflection with the Field Instructor.

The Intern will record and submit to Brandeis the log of dates (and approximate hours) for completion of requirements. (Upload to Google folder)

Conditions for Long Term Substitute Positions (see also Handbook Section on Substitute Teaching):

Often after interning in a school, a principal or department head will recognize an Intern's readiness and strength as a teacher and will approach the Intern with a long-term substitute (LTS) opportunity. Other times, Interns will learn about an LTS opportunity in a different school and want to pursue it. This exciting opportunity must be considered with both the school and the Teacher Education Program. The Teacher Education Program plays a significant role in negotiating the terms of the LTS opportunity, which include payment, mentorship, lesson plan development, prep time, licensure, length of LTS, and completion of the Program.

When an LTS opportunity arises, the Intern must first consult the Assistant Director for Field Experience who consults with the Director of Teacher Education. The Assistant Director for Field Experience then meets with the Intern and speaks directly with the Principal/ Department Head who has offered the position.

From the beginning of the negotiation, both principal/ department head and Intern will understand that **the Intern's success in the Teacher Education Program is paramount**. If the Intern is unable to prioritize the Teacher Education Program (e.g. completion of course work, punctuality to evening classes, attending to CAP, etc.), the Intern will be removed from the LTS in order to refocus on success in the Teacher Education Program. While gaining an LTS may seem like a benefit to one's career, being removed from that position is much more detrimental than not having taken the position at all.

Once the terms have been negotiated - including: payment, licensure needs, mentorship responsibilities, daily teaching/ prep schedule, length of the position and other pertinent information – the Assistant Director for Field experience will confirm these terms in writing.

Field Instructor role during the LTS Supplemental Practicum:

Field Instructors (program supervisors) are experienced teachers who serve as the Brandeis representatives on-site and support the relationship between Interns, Mentors, and Brandeis. The Field Instructor conducts one observation during the supplemental practicum. The Field Instructor and Intern use the CAP forms for the observation/ reflection but are not required to video-record. The Field Instructor discusses and gives feedback on the Intern’s compare/contrast reflective paper and signs off on the completion of this paper and of the observation protocol.

Supervisor/Mentor role during the LTS Supplemental Practicum

All Interns serving in LTS positions must continue to be supervised by an administrator or teacher who serves in the role of Mentor. This is required for the Intern’s growth and support as a novice teacher. It is also required so that the hours of full responsibility can be counted and documented for licensure.



DEFENDING
EDUCATION

Supplemental Practicum LOG (Long Term Substitute)

Completed Form Due (uploaded) to the Assistant Director for Field Experience within ONE WEEK of completing the Supplemental Practicum

Focus	Intern's Assignments	Date Completed & approx. hours	Supervisor's or Mentor's Initials
Intern's Observations/ Reflections on entering the Professional Environment	<ul style="list-style-type: none"> ➤ Attend (at least) one professional meeting (e.g., department / team meeting or PLC). ➤ After the meeting, write a one page reflection (upload to Google) about some of the following: Your role as a junior faculty member of the group; group dynamics and decision making processes; how curricular decisions and policy questions are address; how the experiences in the group connect to what you've learned about school structures and community. 		
Well-Structured Lessons	<ul style="list-style-type: none"> ➤ With guidance and approval from the Supervisor/Mentor, write three complete lesson plans that will be implemented during the Long Term Substitute position. (May used the abridged template.) ➤ Make revisions on the lesson plans based on Mentor feedback. ➤ Upload these lesson plans to your Google folder. 		
Adjustment to / of Practice	<ul style="list-style-type: none"> ➤ With guidance and approval from the Supervisor/Mentor, analyze data from a formative or summative assessment. ➤ Suggest, discuss, and implement an action plan for adjusting practice in response to the data. There is no written component to this. 		
Meeting Diverse Needs	<ul style="list-style-type: none"> ➤ With guidance and approval from the Supervisor/Mentor, work with an individual or small group to meet specific learning needs (e.g., English Learners, Moderate disabilities . . .). ➤ With guidance and approval from Supervisor/ Mentor, adapt handouts or lesson materials to meet specific student needs (e.g., add multiple modalities to a lesson, add academic language supports, add EL support . . .) Upload this adapted handout or lesson material to your Google folder. 		
Safe Learning Environment	<ul style="list-style-type: none"> ➤ With guidance and approval from the Supervisor/ Mentor, design or practice using routines, procedures, protocols, or behavior management strategies for small or whole group instruction. There is no written component to this. 		
High Expectations	<ul style="list-style-type: none"> ➤ Record and transcribe an interaction in whole or small group discussion. Identify moments in which your responses help students deepen their own thinking. Discuss the transcription with the Mentor. Upload this annotated transcription to your Google folder. ➤ Alternatively, make a plan with your supervisor to combine high expectations with high support and hold students accountable – particularly addressing the challenges of being a substitute teacher toward the end of the school year. Upload a one-page reflection/plan. 		
Reflective Practice	<ul style="list-style-type: none"> ➤ In a page or two, compare and contrast the experience in the supplemental practicum with that of the full practicum. Upload to Google ➤ Topics might include: classroom or schoolwide culture, developmental differences in age groups, data related to your research question, structure and content, perpetual dilemmas of teaching, or other topics of your choosing. 		Field Instructor's Initials
Field Instructor's Observation of Intern	<ul style="list-style-type: none"> ➤ The Field Instructor will conduct one observation during the supplemental practicum. The Field Instructor and Intern will use the CAP protocol for the observation but are not required to video-record. Upload the CAP observation form to your Google folder. 		Field Instructor's Initials

SUPPLEMENTAL PRACTICUM: ADDITIONAL CERTIFICATION

ESL or Special Education

This supplemental practicum is designed for students in the Master of Arts in Teaching Program who are considering applying for an additional teaching license in either 1) teaching students who have moderate disabilities (special education), or 2) teaching students who are English Learners (ESL). To supplement their full year student teaching internship (practicum), MATs complete a five week, full-time (5 days/week; approximately 150 hour) mentored internship in a k-12 classroom, tied to their additional license area. Students also attend a series of workshops and complete assignments tied to the internship. Licensure is granted by the Massachusetts Department of Elementary and Secondary Education (DESE); see the DESE website for additional requirements including tests.

Structurally, the supplemental practicum resembles the fall semester pre-practicum: Interns primarily assist and observe, following their Mentor's leadership. One crucial difference is that by this time of the year, the Intern has essentially become a proficient teacher, having already assumed full responsibility for teaching in the year-long practicum. Thus, the Intern is able to take on as large a teaching role in the supplemental practicum as the Mentor determines appropriate. During the supplemental practicum, Interns are expected to be present 5 days a week, for the *full* school day, including after-school meetings whenever possible.

MATs teach, assist, and observe per the mentor's direction and complete activities connected to the Massachusetts teaching standards: planning well-structured lessons, adjusting to practice, meeting diverse needs, creating a safe learning environment, supporting high expectations, and engaging in reflective practice.

Interns completing the supplemental practicum for additional certification must enroll in **ED213b Supplemental Practicum Internship: ESL or Special Education (6 credits)**. This path includes both the practicum fieldwork AND attending university class sessions. Credit is granted in the summer semester because, in general, the bulk of the supplemental practicum occurs after spring semester classes have ended. Pursuing the alternative certification pathway **has generally required an additional fee** (\$1000 in 2018-19) because it requires additional resources from the program and additional credits from the university. The university is currently reconsidering the fee-structure; this may change or eliminate the fee.

SUPPLEMENTAL PRACTICUM: ESL

English as a Second Language Teacher (PK-6 or 5-12)

In general, all Interns must work with a small group or individuals on a regular basis. The Mentor will determine which students/groups the Intern will work with at any given time during the supplemental practicum. The Intern's specific responsibilities and requirements are listed on the attached checklist.

Mentor Role, Intern Collaboration, and joint Responsibilities

Mentors and Interns should meet frequently in the first week or two to identify a routine for observing, assisting, and then leading planning, teaching, assessing, and reflecting post-instruction. This should entail many opportunities for the Intern to:

1. Observe the Mentor teach ESL and step-aside of the instruction to quickly debrief instructional choices (when possible). *These "step-asides" can give valuable indication of Mentor's thinking behind actions that can be replicated by the Intern.*
2. Practice teaching with close supervision of and by the Mentor.
3. Co-lead instruction.
4. Solo-lead instruction.

Regarding co-teaching within SEI classes, Interns should take many notes during the first week or two of this type of collaborative work. Then, following the sequence above, the Intern may co-plan, teach, assess, and reflect as a member of the SEI/ESL co-teaching team. Intern should, as often as possible, put aside notes to "jump in" and assist, co-, or lead teach at any moment during the Internship.

In recognition for their service, Mentors will receive a Brandeis course voucher, valued at over \$5000.

Intern Additional Responsibilities

- Attend the placement for 5 weeks (25 days), for 5 full days/week including after-school meetings.
- Log a minimum of 150 hours across all the categories of requirements/responsibilities.
- Enroll in 213b Supplemental Practicum: ESL or Special Education
- Complete the attached:
 - Supplemental practicum checklist of requirements including a complete record of dates/hours
 - Log of Practicum Hours and Signatures for DESE submission.
 - Daily/weekly journal including items from the supplemental checklist of requirements.
- Complete and submit CAP Announced Observation Protocol & paperwork for one Field Instructor visit.
- Submit all items above via Google to Assistant Director for Field Experience.
- Submit journal to the ED213b course instructor.
- Attempt ESL MTEL (before MAT graduation). Interns are required to pass the MTEL to earn MA ESL Certification.
- Follow guidance from the Assistant Director for Field Experience regarding application for ESL license.

Interns should keep a journal of notes to share with Mentor, Field Instructor, and with the 213b course instructor at the end of the internship. All checklist items to “Demonstrate Competence” should be clearly marked in this journal along with “daily notes” kept by the Intern.

Field Instructor Role in the Supplemental Practicum:

The Field Instructor (program supervisor) is an experienced teacher and is the Brandeis representative on-site. The Field Instructor will make one visit to observe ESL instruction and will co-debrief the observation alongside the Mentor. The goal of this observation is to give the Intern feedback on the ESL planning, instruction, assessment and aspects of reflection. The Field Instructor should categorize and write feedback using the CAP framework and Announced Observation Protocol and Documentation. Mentors may categorize feedback according to particular ESL skills and mindsets and may give their feedback orally while the Intern takes notes. The Intern is responsible for submitting CAP Announced Observation documentation and related notes to the lesson and debrief.

To be signed prior to the supplemental practicum:

I have read the supplemental practicum guidelines, checklist, and log; and I agree to take on the responsibilities detailed therein.

Name of School: _____

Mentor Teacher (print name) _____

Mentor Teacher Signature _____ Date _____

Mentor’s License Field _____ License Type (e.g., initial/provisional/professional) _____

Intern (print name) _____

Intern Signature _____ Date _____

Supplemental Practicum Checklist of Responsibilities (ESL)

Completed Form Due (uploaded) to the Assistant Director for Field Experience

within ONE WEEK of completing the Supplemental Practicum

ESL Skills/Competencies	Experience/Observe (at a minimum)	Demonstrate Competence (plan/store notes in journal)	Record of Hours & Dates
Planning Meetings & Logistics (ESL/SEI Service Delivery Model & Frequency of Services)	<ul style="list-style-type: none"> ➤ 5 ESL (co-)Planning Meetings - This includes identifying and understanding all aspects of planning/preparation for teaching ELs including: DESE guidance in crafting service delivery plans matched with students' ELD levels, review of formative/summative language assessments, relationship between SEI/ESL instruction, and logistics of co-teaching & planning. 	<p>Co-Lead 3 Meetings regarding 3 focal students at beginner, intermediate, advanced ELD levels integrating all elements needed to determine number and frequency of push in/pull out ESL/SEI and focal instruction topics for both ESL and SEI classes needs/services to be supplied by ESL and/or SEI teachers. *Note: This can be combined with the 3rd item below OR in preparation for next year's ESL instructional planning/placement into next grade discussions.</p>	
Administrative Knowledge/Skills	<ul style="list-style-type: none"> ➤ 5 Meetings – This includes intake, screening, registration, placement, advocacy, family engagement, IEP or pre-referral, translation/interpretation, representation at conferences and/or family-school meetings, grade level, school & ESL faculty meetings, etc. 	<p>With Mentor support, create a checklist of tasks/preparatory work for ESL teachers for each of these types of meetings. Store checklists in your journal.</p>	
Know Your Learners: Academic Progress & Inquiry Stance about Cultures & Languages of your ELs	<ul style="list-style-type: none"> ➤ 3 discussions reviewing ELs' progress/needs at different ELD levels - These discussions will include descriptions of the students integrating their current progress as indicated by ESL/content assessments, individual characteristics, situational factors, preferred types of input/processing, aspects of L1-L2 comparison, culturally significant practices/beliefs/values, and all other aspects of knowing your ELs. This knowledge should be the supporting details for a general plan including focus language goals for instruction (both SEI and ESL) for these ELs. 	<p>*Conduct progress/needs meetings for 3 focal students at different ELD levels: Integrate all items in this category into your discussions. Pair these items with a general plan with focus language goals for these 3 ELs. Note questions you will need to research regarding ELs' L1s, cultural beliefs/values, other indicators of ELD, etc. and cite resources you may use to gather more information about these items.</p>	

Supplemental Practicum: ESL Log continued . . .

ESL Skills/Competencies	Experience/Observe (at a minimum)	Demonstrate Competence (plan/store notes in journal)	Record of Hours & Dates
High Quality Lesson Plans, Instruction & Assessment (small/whole group and/or individuals)	Daily e.g., of each SEI and ESL plans, instruction for push in/pull out SEI and ESL. Each of these should include content and language objectives, targeted instruction for all domains of language (listening, speaking, reading, and writing), and use of both ESL and content curriculum and/or instructional practices of the particular grade/subject.	3 e.g., of each SEI and ESL plans, instruction for whole/small group or individual push in/pull out SEI and ESL (i.e., 6 lessons total). These can be for your 3 focal ELs or other groups as determined by the Mentor. Please use EITHER the Brandeis Lesson Plan Template with an addition of the language/sociocultural demand analyses OR a template provided by your Mentor.	
Analysis of: Language (3 Features) & Sociocultural Context Demands as well as Social/Academic Language of Instruction	Weekly overview of language (3 features, social, academic) & sociocultural demands for content and/or ESL units, according to student groups' needs, or other types of planning for <i>weekly</i> ESL instruction.	1 Week Overview of these components as preparation for language demands, sociocultural components, and academic and social language needs. Can be organized by: student, group, unit, other categories as determined by Mentor or according to needs of your 3 focal ELs.	
Knowledge, Integration, and Application of DESE, WIDA, ACCESS, and other ESL Legal Documents	3 meetings among ESL and content teachers, administrators, and/or other faculty. Content of these meetings are review of legal guidance in developing programming, schedules, etc. for the work of the ESL teacher.	With Mentor, review critical components of legal documents & note items to consider in your journal. These notes should indicate how legal frameworks affect the daily, weekly, monthly, semester/quarter, and/or annual planning, instruction, assessment and/or administrative work of the ESL teacher.	
Other? Please add as needed.			
Other? Please add as needed.			
Other? Please add as needed.			



English as a Second Language

Part I To be completed by the applicant

Applicant's Name (print): _____

Social Security Number: _____ OR MA Educator License Number _____

Sponsoring Organization: Brandeis University

Practicum Site: _____

License Field: English as a Second Language Grade Level: _____

Supervising Teacher: _____

Part II To be completed by the Director of Teacher Education and Program Supervisor (field instructor)

Name: Dr. Danielle Igra Position/Title: Director of Teacher Education

Signature: _____

Name of Program Supervisor: _____ Position/Title: Field Instructor

The Applicant completed a practicum/equivalent designed by the sponsoring organization, in preparation for the following license:

Applicant's License Field English as a Second Language Grade Level _____

Supervising Teacher: _____

Part III To be completed by the Supervising Practitioner

Name (print): _____ Position/Title: _____

School System: _____

License Type: Initial (# yrs. experience) _____ OR Professional: _____

Massachusetts License #: _____

Signature of Supervising Practitioner: _____

Signature of Brandeis Director of Teacher Education: _____

SUPPLEMENTAL PRACTICUM: SPECIAL EDUCATION

Teaching Students who have Moderate Disabilities

In general, all Interns must work with a small group or individuals on a regular basis. The Mentor will determine which students/groups the Intern will work with at any given time during the supplemental practicum. The Intern's specific responsibilities and requirements are listed on the attached checklist.

Intern Responsibilities

- Attend the placement for 5 weeks (25 days), for 5 full days/week including after-school meetings.
- Log a minimum of 150 hours across all the categories of requirements/responsibilities.
- Enroll in 213b Supplemental Practicum: ESL or Special Education
- Complete the attached:
 - Supplemental practicum checklist of requirements including a complete record of dates/hours
 - Log of Practicum Hours and Signatures for DESE submission..
- Complete and submit CAP Announced Observation Protocol & paperwork for one Field Instructor visit.
- Collect, store, and submit the observation documents electronically on Google Drive.
- Submit all items above via Google to Assistant Director for Field Experience.
- Submit journal to the ED213b course instructor.
- Interns are required to pass the Foundations of Reading MTEL to earn MA Certification.
- Follow guidance from the ED 213b course instructor and the Assistant Director for Field Experience regarding application licensure.

The intern should complete the signature page, below.

Mentor Teacher:

The Mentor teacher will support the Intern in completing the requirements and responsibilities of the Supplemental Practicum (see checklist). In recognition of their service, Mentor teachers will be offered a Brandeis course voucher, valued at over \$5,000.

The Mentor should complete the signature page below.

Field Instructor Role in the Supplemental Practicum:

The Field Instructor (program supervisor) is an experienced teacher and is the Brandeis representative on-site. The Field Instructor will make ONE VISIT during the supplemental practicum to observe the Intern teaching within the parameters of prescribed special education services. The Field Instructor will use the CAP guidelines for framing feedback and will confer with the Mentor to calibrate feedback before the post-observation conference. The Intern is responsible for completing the regular CAP observation protocol for this visit. The Intern collects, and submits observation documentation along with the log of hours with signatures of the Mentor and Field Instructor.

Intern and Mentor, complete the signature page below

Signatures for Supplemental Practicum: Special Education, Teaching Students who have Moderate Disabilities

To be signed prior to the supplemental practicum:

I have read the supplemental practicum guidelines, checklist, and log; and I agree to take on the responsibilities detailed therein.

Name of School: _____

Mentor Teacher (print name) _____

Mentor Teacher Signature _____ Date _____

Mentor's License Field _____ License Type (e.g., initial/provisional/professional) _____

Intern (print name) _____

Intern Signature _____ Date _____



Supplemental Practicum Checklist of Responsibilities (ESL)

Completed Form Due (uploaded) to the Assistant Director for Field Experience and 213b Course Instructor within ONE WEEK of completing the Supplemental Practicum

	Experience / Observe	Demonstrate Competence	Record of Hours & Dates
EP / 504 Reviews & Meetings	<ul style="list-style-type: none"> ➤ Prepare for and attend minimum of two IEP or 504 meetings. ➤ This includes reading documents and learning routines for reviewing student progress. 	<ul style="list-style-type: none"> ➤ Dissect at least two IEPs using the graphic organizer distributed in class. ➤ With assistance, interpret assessment data and other evidence for the meetings. ➤ Help Mentor sort student work and other recorded data to document progress toward meeting IEP goals. ➤ Help identify “needs” or “next steps” for one student. 	
Accommodations & Modifications	<ul style="list-style-type: none"> ➤ Observe Mentor modifying content/processes/performance criteria as outlined by a student’s IEP. ➤ Observe the way the Mentor makes accommodations as outlined by a student’s IEP. 	<ul style="list-style-type: none"> ➤ With guidance and approval from the Mentor and classroom teachers, show evidence of at least ten accommodations provided to students with disabilities. ➤ Show evidence of at least three modifications you made for students with disabilities (content, methodology, and/or performance criteria). ➤ Collect examples of assistive technology used by students with disabilities in your school and reflect on their effectiveness. 	
Specially Designed Instruction	<ul style="list-style-type: none"> ➤ Observe the process by which Mentor uses IEP goals and relevant data to plan SDI. 	<ul style="list-style-type: none"> ➤ Show evidence of at least two examples of SDI embedded into a general education lesson plan. ➤ Show evidence of at least two examples of SDI planned for small group or individual sessions for students with disabilities. 	
Management & Record Keeping	<ul style="list-style-type: none"> ➤ Observe behavior management and record keeping processes used during IEP service delivery with the goal of measuring progress toward IEP goal mastery. 	<ul style="list-style-type: none"> ➤ With guidance and approval from the Mentor and classroom teachers, design or practice using behavior management strategies appropriate for a small group. ➤ Collect examples of data collection tools from special educators in your school. ➤ Create a data collection tool to track progress for a student or small group of students. 	
Collaboration	<ul style="list-style-type: none"> ➤ Observe and note components of collaborative instructional models employed in this setting. 	<ul style="list-style-type: none"> ➤ Identify structures for collaboration amongst special educators, general educators, related service providers, paraprofessionals, administrators, etc. within the school using the graphic organizer distributed in class. 	
Other	<ul style="list-style-type: none"> ➤ Observe two pre-referral meetings and identify structures, read documents, and interpret data or other evidence presented. ➤ Observe the culture of the school related to students with disabilities. 	<ul style="list-style-type: none"> ➤ Take notes during the meeting and include: the types of questions brought to the team, details on the discussions, suggestions made, next steps, and “further questions” the Intern has for the team leader. Use observation handout provided. ➤ Debrief meetings with Mentor to determine how and why the situation might proceed in a particular way. ➤ Shadow a student with an IEP for a full day and use the observation form provided in class. 	

Teaching Students who have Moderate Disabilities

Part I To be completed by the applicant

Applicant's Name (print): _____

Social Security Number: _____ OR MA Educator License Number _____

Sponsoring Organization: Brandeis University _____

Practicum Site: _____

License Field: _____ Moderate Disabilities _____ Grade Level: _____

Supervising Teacher: _____

Part II To be completed by the Director of Teacher Education and Program Supervisor (field instructor)

Name: Dr. Danielle Igra Position/Title: Director of Teacher Education _____

Signature: _____

Name of Program Supervisor: _____ Position/Title: Field Instructor

The Applicant completed a practicum/equivalent designed by the sponsoring organization, in preparation for the following license:

Applicant's License Field Moderate Disabilities _____ Grade Level _____

Supervising Teacher: _____

Part III To be completed by the Supervising Practitioner

Name (print): _____ Position/Title: _____

School System: _____

License Type: Initial (# yrs. experience) _____ OR Professional: _____

Massachusetts License #: _____

Signature of Supervising Practitioner: _____

Signature of Brandeis Director of Teacher Education: _____

LOG of Practicum Hours + Signatures

Teaching Students who have Moderate Disabilities

TOPIC/ACTIVITY

HOURS

Implementation and evaluation of Individualized Education Plans (IEPs)

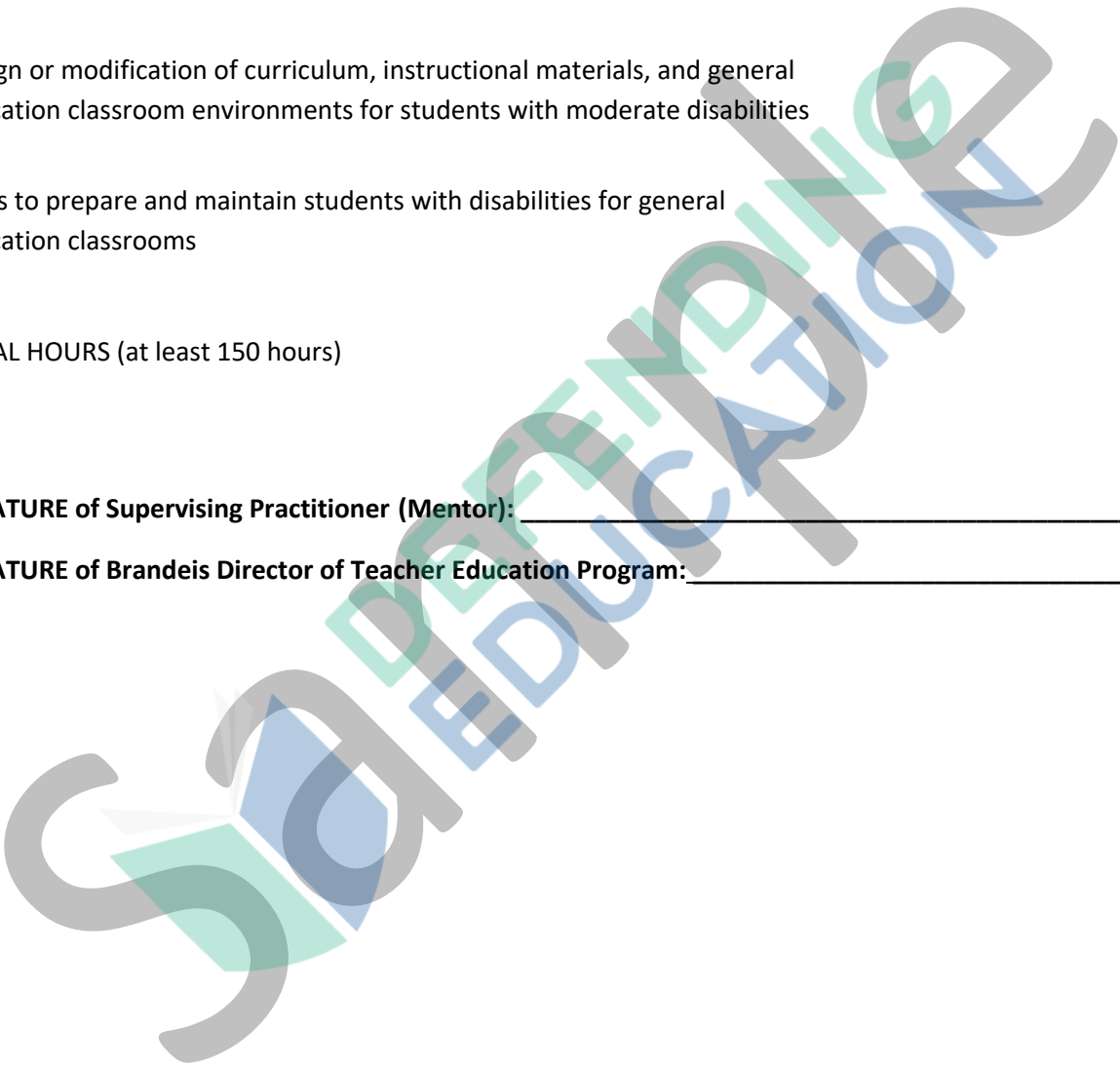
Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities

Ways to prepare and maintain students with disabilities for general education classrooms

TOTAL HOURS (at least 150 hours)

SIGNATURE of Supervising Practitioner (Mentor): _____

SIGNATURE of Brandeis Director of Teacher Education Program: _____



GLOSSARY OF TERMS, TITLES, AND ABBREVIATIONS

TERM	DESCRIPTION
Abbreviated or Streamlined Lesson Plan	A lesson plan template used by more experienced teachers after they have demonstrated both conceptual and procedural understanding of teaching a lesson or series of lessons. Abbreviated Lesson Plans may replace Elaborated Lesson Plans as the Practicum evolves.
Advisory Intervention	A meeting or series of meetings between the Intern and all invested partners to bring attention and support to a professional or personal challenge. This advisory intervention is called when the usual channels for problem solving are not sufficient.
ASAC	Abraham Shapiro Academic Complex; the Teacher Education Program's main building where many guest speakers and classes are held. Faculty and staff offices are also located here.
A&S	Arts and Sciences – University division which houses the Undergraduate Teacher Education Minor
Assistant Director for Field Experience	TBD ❖ Spearheads Field Experience, CAP, licensure, and outreach
BA-MAT	Undergraduates who have been exploring teaching in courses for the minor can apply to this dual degree program if they have completed their undergraduate coursework by the end of their junior year. They join the MAT cohort the summer after their junior year, earn their BA by December of their senior year, and graduate the following July with an MAT.
Brandeis Monday	Occurs in the event when classes are canceled due to a Monday holiday. A Brandeis Monday will adopt a Monday class schedule.
CAP	Candidate Assessment of Performance assesses a teacher candidate's readiness in relation to the Professional Standards of Teaching. It is a requirement for licensure in the state of Massachusetts.
Coordinator	Administrative Assistant Education Program Coordinator, Eileen Kell – supports all strands of Education: Education Studies and Teacher Leadership as well as Teacher Education MAT Coordinator, Manuel Tuan – focused on MAT but also supports other strands of Education Program.
DESE	Department of Elementary and Secondary Education

TERM	DESCRIPTION
Director of Teacher Education (or 'Director')	Danielle Igra, PhD <ul style="list-style-type: none"> ❖ Oversees All Aspects of the Teacher Education Program ❖ Leads the Secondary strand of Teacher Education
Education Program	Interdisciplinary Program, akin to a department. Encompasses all three strands of Education at Brandeis <ul style="list-style-type: none"> ❖ Teacher Education (undergraduate & graduate) ❖ Education Studies (undergraduate major) ❖ Teacher Leadership (graduate)
Elaborated Lesson Plan	A lesson plan template which allows novice teachers to practice skills and demonstrate understanding of both conceptual and procedural aspects of teaching a lesson. Elaborated Lesson Plans are required until the Mentor Teacher says they are no longer necessary, and for every Announced Observation with a Field Instructor. Elaborated Lesson Plans must be submitted 48 hours prior to the observation.
ELAR	Educational Licensure and Renewal
Elementary Faculty Leader	Rachel Kramer Theodorou, M.Ed. <ul style="list-style-type: none"> ❖ Leads the Elementary strand of Teacher Education
EL or ELL	English Learner (preferred term) or English Language Learner
Field Instructor	Program Supervisor This title was adopted to indicate that the role is a vital part of the instructional team and not only a position of evaluation or supervision.
Field Placement	The elementary or secondary school in which Interns work with Mentors and become accustomed to the school's community.
Full Responsibility	A period of time during the Practicum in which the Intern takes on all planning, instruction, and assessment. Also known as "take-over", "solo", "lead", or "independent" teaching.
GSAS	Graduate School of Arts and Sciences – Graduate School which houses the Master of Arts in Teaching (MAT)
Intern	Candidate for licensure.
(or 'student-teaching Intern', also called: Teacher Candidate)	This term was adopted to indicate the year-long gradual assumption of responsibility more akin to an Internship or apprenticeship than candidacy for licensure alone.

TERM	DESCRIPTION
Henry S. Levitan Director of the Education Program (or Levitan Chair)	Leah Gordon, PhD <ul style="list-style-type: none"> ❖ akin to a Department Chair Oversees all three strands of the Education Program: <ul style="list-style-type: none"> ❖ Teacher Education ❖ Undergraduate Education Studies Major ❖ Teacher Leadership
LATTE	Learning and Teaching Technology Environment; online educational server in which Brandeis professors and instructors can communicate and share materials with the members of their classes.
MAT	Master of Arts in Teaching, post-baccalaureate program 13 month, June – July, intensive cohort-based program including a Teacher Research Project.
Mentor Teacher (or ‘Mentor’)	Supervising Practitioner This title was adopted to highlight the guidance and role modeling of the practitioner.
MEPID	Massachusetts Education Personnel ID
Moderate Disabilities Licensure	An added optional license which prepares Interns to teach students with moderate learning disabilities.
MTEL	Massachusetts Tests for Educator Licensure; The tests are designed to ensure that Massachusetts educators can communicate adequately with students, parents/guardians, and other educators and that they are knowledgeable in the subject matter of the license sought.
Practicum	January- May/June; Interns are in their field placement 5 full days per week for full contractual hours. Massachusetts licensure requires that the Full Practicum include at least 300 hours in the classroom and 100 hours in which Interns assume full responsibility.
Pre- Practicum	September- December; MAT Interns are in their field placement 18-21 hours per week, and undergraduates are in their field placement 12-14 hours per week. Interns are granted the opportunity to get to know their students deeply and develop a sense of continuity and context while observing and teacher-assisting. Undergraduates can take courses that include a pre-practicum or field experience of a few hours per week (e.g., ED 100; ED175; ED 107)

TERM	DESCRIPTION
Program Leadership	<p data-bbox="610 260 1203 287"><u>Teacher Education Program Leadership</u>, including:</p> <ul style="list-style-type: none"> <li data-bbox="659 321 862 348">❖ Levitan Chair <li data-bbox="659 359 1062 386">❖ Director of Teacher Education <li data-bbox="659 396 1021 422">❖ Elementary Faculty Leader
Ramp	A gradual increase of teaching responsibilities for the Intern over the course of the school year.
SEI Endorsement	Sheltered English Immersion is an approach to teaching academic content in English to English Learners.
Supplemental Practicum (formerly 'Mini' Placement)	<p data-bbox="610 716 1451 911">In spring of the Internship year, MATs spend several weeks exploring a different context or student population at a different school for example, switching: urban/suburban; middle/high school; upper/lower elementary school; general education/ special education; native speakers/ English Language Learners.</p> <p data-bbox="610 940 1422 1052">During this time, many Interns choose to complete an additional certification in Teaching Students who have Moderate Disabilities or Students who are English Learners.</p>
Teacher Education Program (or 'the Program')	<p data-bbox="610 1115 1377 1184">'The Program' refers to just the Teacher Education strand of the Education Program.</p> <p data-bbox="610 1213 1377 1283">The Teacher Education Program is responsible for all Ed Prep for Teacher Candidates; undergraduate and graduate.</p>
Triad (or Team)	The Intern, Mentor Teacher, and Field Instructor team.
UDG	Undergraduate minor in Teacher Education, baccalaureate program

CONTACT INFORMATION AND USEFUL WEBSITES

Director of Teacher Education	Danielle Igra, PhD digra@brandeis.edu	Directs the Teacher Education program as a whole. Advises and mentors MAT and undergraduate students (particularly in <i>secondary</i> teacher education).
Faculty Leader, Elementary Teacher Education	Rachel Kramer Theodorou, M.Ed. rbkramer@brandeis.edu	Leads the Elementary Education program. Advises and mentors students in the MAT and undergraduate <i>elementary & early childhood</i> teacher education programs.
Assistant Director for Field Experience	TBD	Guides the Field Experience component of Teacher Education, including pre/ practicum placements and the Candidate Assessment of Performance (CAP). Assists in the Massachusetts licensure process and job placement.
MAT Program Coordinator	Manuel Tuan tuan@brandeis.edu	Manages academic records. Liaises with GSAS and the registrar. Manages financial questions. Manages MAT scheduling, logistics, and administration.
Senior Coordinator	Eileen Kell ekell@brandeis.edu	Assists in the Massachusetts licensure process. Supports job placement. Manages scheduling and logistics. Advises undergraduates. Assists the directors and faculty leader.
Levitan Education Program Director	Leah Gordon, PhD leahgordon@brandeis.edu	Oversees the Undergraduate Education Studies Program and serves as Education Program Chair. Advises undergraduates.

Teacher Education Program Website	https://www.brandeis.edu/programs/education/ugrad/teachered/index.html	Overview of the Teacher Education Program (undergraduate and graduate)
MAT Website	http://www.brandeis.edu/programs/education/mat/	Overview of and Details about the MAT Program
Handbook for Teacher Education Program	https://www.brandeis.edu/education/teacher-education/pdfs/teacher-education-program-handbook.pdf	This complete handbook in digital form.
Google Calendar Elementary 2020-21	https://calendar.google.com/calendar/embed?src=brandeis.edu_n13hcapmvvn58d24ivf1gug5o8%40group.calendar.google.com&ctz=America%2FNew_York	Calendar of Events for Elementary class of 2020-21
Google Calendar Secondary 2020-21	https://calendar.google.com/calendar/embed?src=brandeis.edu_79j70m5vvo2h7cst7e1ete80b0%40group.calendar.google.com&ctz=America%2FNew_York	Calendar of Events for Secondary class of 2020-21
GSAS Resources for Students	https://www.brandeis.edu/gsas/current/index.html	Information about registration and resources for Students
MAT Facebook Page	http://www.facebook.com/BrandeisEducationProgram	Find and Share news, events, and links to articles and resources.
Massachusetts Department of Elementary & Secondary Education (DESE)	http://www.doe.mass.edu/	The Massachusetts DESE regulates teacher preparation, certification, and licensure.
Candidate Assessment of Performance (CAP)	http://www.doe.mass.edu/edprep/cap/	CAP is the documentation process required by DESE for licensure. It is used to assess whether a candidate (student teacher) is ready to teach independently. You will be guided through every stage of this process over the course of the year.