

# Framingham State University

## Education Department



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

# Field Placement Handbook:

## Policies and Guidelines



**Contents**

Introduction..... 3

Announcements and Recent Changes..... 3

Framingham State University College of Education Resources..... 3

Framingham State University Additional Resources..... 3

Other Resources ..... 3

Policies and Guidelines..... 4

    What You Should Know About Applying for Field Placement ..... 4

    Requirements, Expectations, and Eligibility for Field Placements..... 5

    Maintaining Professional Characteristics Standard ..... 5

    Professionalism and Code of Ethics ..... 6

    Withdrawal, Cancellation, Incompletes, and Unsuccessful Completion..... 7

    What You Should Know about Student Teaching..... 8

Post Baccalaureate Teacher Licensure and M.Ed. Secondary Education Information..... 9

    Registration and Enrollment ..... 9

    Stopping and Starting..... 9

    Graduate Tuition Waiver ..... 9

    Suitability for Continuation ..... 9

    Field Study I (EDIL 800 Field Study I)..... 9

    Field Study II ..... 9

    Early Childhood and Elementary Field Study III ..... 9

    Student Teaching ..... 9

    Practicum Equivalent..... 10

Programs by License Level..... 11

    Preliminary Courses: All Levels..... 11

    Requirements Tables..... 12

    Early Childhood (PreK-2)..... 16

    Elementary (1-6)..... 18

    Secondary / Subject Area..... 20



## Introduction

All candidates in Framingham State University teacher preparation programs share a common foundation including education courses, learning and human development, and field experience. This foundation addresses the Subject Matter Knowledge Requirements for Teachers and the Massachusetts Professional Standards for Teachers and leads to initial licensure. The initial courses that undergraduate candidates take are *Psychology of Development* and *Education in American Society with Field Study I*. Undergraduate candidates typically begin this sequence during sophomore year. Post Baccalaureate Teacher Licensure candidates enroll in equivalent initial courses titled *Learning and Human Development* and *Education Foundations* as well as the initial field study.

Candidates must be familiar with FSU's Conceptual Framework, which articulates the overall goal of the Education Unit as *the preparation of exemplary educators who are knowledgeable, skillful, caring, inclusive, ethical and professional*. The six key terms connect to Framingham State University's mission and vision. They also connect to the University's core values of academic excellence, ethical citizenship, personal and professional growth, global stewardship, public purpose and commitment, and an inclusive and collaborative community.



## Announcements and Recent Changes

This document has recently been modified as described below:

### January 2020:

- Added hour requirements pp. 12-15.
- Updated Secondary/Subject course numbers to reflect recent changes, pp. 14-15, 20-21.
- Changed *Professional Preparation* to *Secondary Methods*, pp. 14-15, 20-21.

### March 2019:

Added [grade-level requirements](#) for [mathematics licenses](#).

### January 2019:

Added [grade-level requirements](#) for [5-12 and PreK-8 licenses](#).

### October 2018:

Updated [Repeating Education Courses and Professional Experiences](#) policy to match catalog and include minimum course grade.

## Framingham State University College of Education Resources

Please visit our website at <http://www.framingham.edu/academics/colleges/education/> for:

- [program information](#)
- [faculty](#) and [staff](#) contact information
- important [announcements](#)
- [field placement applications](#)
- [Licensure Information](#)  
Select [Applying for your Massachusetts Educator License](#)
- [Jeanne M. Canelli Child Development Lab](#)

## Framingham State University Additional Resources

- [Career Services](#)  
résumé writing, interview tips, job search assistance
- [Center for Academic Success and Achievement](#)  
tutoring, MTEL workshops
- Christa McAuliffe Center  
part-time jobs, summer workshops  
<http://www.christa.org>

## Other Resources

- [Department of Elementary and Secondary Education licensure information, district profiles](#)
- Metro West Regional Transit Authority bus routes and schedules <http://www.geolabvirtualmaps.com/MetroWest.aspx>
- [Massachusetts Test for Educator Licensure](#)



## Policies and Guidelines

### What You Should Know About Applying for Field Placement

Field placements are arranged through the Education Department Field Placement Office. Candidates may **not** make their own placements.

#### Application Deadlines

- Applications for spring placements are due in the Field Placement Office **no later than** October 1.
- Applications for fall placements are due in the Field Placement Office **no later than** February 15.
- A series of events begins with each application deadline, including notifying the registrar's office, processing overrides, allocating resources, contacting principals who then recruit teachers, and offering multiple options for orientation meetings.
- Late applicants are placed on the Wait List and will be placed when and if a placement becomes available. Late applicants are **not guaranteed** a placement and are **not guaranteed** a spot in a class.

#### Transportation

- Candidates are responsible for their own transportation to and from field sites.
- Allow at least 35 minutes to travel to and from placement sites. Candidates must be able to travel at least 25 minutes from FSU or home. Please allow at least 10 minutes to park and walk to class.

#### Variety/Diversity of Experiences

##### District Choices

- Placement in a school in which the candidate has family members is not permitted.
- Placements for student teaching must be within a reasonable distance and accessible for university supervisors.
- Early childhood and elementary student teachers are generally placed in groups of three or four. Therefore, districts with fewer than three requests are rarely used for early childhood and elementary student teaching.
- FSU teacher preparation programs require multiple placements in various settings to ensure diverse opportunities, to meet national accreditation and state approval requirements, to support our Education Department philosophy, to introduce our candidates to many potential employers, and to allow our candidates to grow personally and professionally. Each candidate must complete at least one field experience in a culturally and socio-economically diverse district. Candidates who are currently working in schools need to grow and stretch from experiences working with other teachers in other districts.
- Choices are considered, but not guaranteed.

##### Grade Choices

- Elementary licensure candidates must have experience in multiple grade levels across the grade 1-6 spectrum.
- At the early childhood level, experience at a variety of grade levels is insured by the program structure. The Field Study I experience may be in kindergarten, first grade, or second grade. All early childhood licensure candidates complete the Field Study II experience in the Jeanne Canelli Child Development Lab, which includes a culturally diverse student population. Field Study III must be completed in grade 1 or grade 2. All early childhood student teachers spend the first six weeks in a kindergarten classroom and the remaining nine weeks in a first or second grade classroom.
- Candidates for 5-12 grade-level licenses complete one field study in a middle school, one field study in a high school and may choose whether to complete the student teaching practicum in a high school or a middle school. These licenses include Art 5-12, English 5-12, French 5-12, History 5-12, and Spanish 5-12.
- Candidates for Art PreK-8 complete one field study in a middle school, one field study in an elementary school and may choose whether to complete the student teaching practicum in a middle school or an elementary school.
- Math 5-8 candidates complete one of two field study experiences in a grade eight classroom in a high school.
- Math 8-12 candidates complete one of two field study experiences in a grade eight classroom in a middle school.
- Choices are considered, but not guaranteed.



## Education Field Placement Handbook

### Attendance and Participation for Field Experiences

- Weekly attendance is expected and required for at least twelve weeks. Please respect classroom routines and be an active participant in the classroom. Possible tasks include meeting children at the door, taking attendance, distributing materials, collecting assignments, assisting individual and small groups of students at the discretion of the classroom teacher, and teaching. Please communicate with your supervising practitioner as soon as possible regarding any changes in your schedule.
- Secondary/Subject Field Study II, Early Childhood Field Study III, and Elementary Field Study III all require visiting the host school for six hours per week, for a total of 72 minimum hours over the course of the semester. Full-day placements are strongly recommended so that the licensure candidate may see all that the teacher does in the course of the school day. In addition, Early Childhood and Elementary licensure candidates must be able to observe and participate in instruction in all content areas.

### Requirements, Expectations, and Eligibility for Field Placements

#### Student in Good Standing

To be placed in a public school, a candidate must be in good academic standing. A candidate on disciplinary or academic probation will not be placed.

#### Maintaining a Qualifying Grade Point Average

Field Study I is open to all interested candidates who have achieved sophomore status or higher. Beginning with Field Study II, all candidates who enroll in FSU Education programs must have reached and maintained a qualifying Grade Point Average (GPA) of 2.80 for all courses taken at FSU **as well as** a qualifying Education Grade Average (EGPA) for all education courses including PSYC 200 or EDIL 920.

#### Massachusetts Test for Educator Licensure (MTEL)

This is a series of qualifying exams. All licensure candidates must pass all required tests. <http://www.mtel.nesinc.com/>

- When registering for any portion of the MTEL, please have all **results sent to Framingham State University**.
- All Field Study II applicants must show documentation of passing scores on both components of MTEL (01) Communications and Literacy Skills Test prior to the semester deadline. Workshops are available through CASA. <https://www.framingham.edu/academics/center-for-academic-success-and-achievement/>
- All student teaching applicants must show documentation of passing scores on all components of all required subject matter tests for the license which the candidate is seeking prior to the semester deadline.
- In order to qualify **for spring placement, passing results must be received** in the Education Department Placement Office **no later than December 15**. **Passing results** for fall placements **must be received** in the Education Department Placement Office **no later than July 31**. Please allow at least two opportunities to take each test.
- For **Early Childhood Field Study II only** to qualify for placement in the Child Development Lab, passing results for MTEL 001 Communications and Literacy Skills **must be received** in the Education Department Placement Office **no later than one week prior to the first day of the semester**.

#### Maintaining Professional Characteristics Standard

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

#### Winter and Summer Session Courses

Winter and summer session courses affect your GPA **and credits**. You **must communicate** with the coordinator of field placements **in advance** regarding any plans for winter and summer session courses. Depending on dates of completion, grade submission, GPA updates, and awarding of credits, your eligibility for placement may be impacted.

#### Credit Requirements

Undergraduate candidates must have the following number of credits to enroll in the specified field study:

- 8 or more credits, sophomore status, prior to entering Field Study I
- 16 or more credits, junior status, prior to entering Field Study II



## Education Field Placement Handbook

- 24 or more credits, senior status, prior to entering Student Teaching

### **Criminal Offender Record Information (CORI)**

Prior to each field placement, candidates must contact the office of the host school and complete a CORI form four or more weeks prior to the expected start date. Please note that the background check form for Early Childhood FS II, which includes CORI, must be submitted with the field study application, since the placement will be completed on campus in the Jeanne M. Canelli Child Development Lab.

### **Transfer Students**

Undergraduate candidates transferring into FSU from other universities must complete the entire FSU Education program.

### **Supervision of Field Study Candidates**

Field study candidates must be supervised at all times. They should not be left alone in a classroom with students. They should not escort students anywhere inside or outside of the school building without a school employee present.

## **Professionalism and Code of Ethics**

### **Professional Attire and Behavior**

Candidates going out into the field are representatives of FSU and the FSU Education Department. They are expected to act and dress professionally as well as to show professional courtesy to University as well as public school personnel. Please direct any specific questions regarding appropriate attire to your FSU instructor.

### **Confidentiality**

In visiting public schools, candidates come in contact with many children and adults and may be witness to private and personal information. Candidates must respect the privacy of these individuals and remain reticent.

### **Student Email Addresses**

Candidates are required to use FSU e-mail accounts to communicate with university and public school personnel.

### **Placement Denied by School**

If a prospective host school denies a licensure candidate a placement for any of the reasons listed below, the candidate must sufficiently address the concerns before FSU Education Department will request another placement for the candidate. FSU Education Department reserves the right to decide whether or not to request another placement for the same semester. FSU Education Department also reserves the right not to make another placement at all, if the concerns raised are not satisfactorily addressed.

- a. oral or written communication (e.g. essay, email, conversation, etc.)
- b. behavior during an interview or visit at the prospective school
- c. performance at an interview
- d. findings on CORI
- e. findings on fingerprinting

### **National Education Association (NEA) Code of Ethics**

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

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

### **Interstate Teacher And Support Consortium (InTASC) Model Core Teaching Standards**

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

### **FSU Student Code of Conduct**

Candidates adhere to and uphold the FSU Student Code of Conduct, documented in the [RAM Handbook](#).



## Withdrawal, Cancellation, Incompletes, and Unsuccessful Completion

### Withdrawal of Application and Change of Plans

All submitted field placement **applications are active** until:

1. the candidate tells us to withdraw the application  
or
2. all opportunities to meet requirements have expired.

If at any time **after submitting** a field placement application and **prior to the end of the semester** of placement, your plans change, you must:

1. notify the Coordinator of Field Placements in O'Connor Hall 125 or at 508 626 4573
2. contact the host principal and teacher(s), **thank them**, and **let them know** that your plans have changed
3. withdraw from the associated course(s) via web registration and notify the instructor that you are withdrawing
4. consult with your advisor(s)

Day Division candidates who will not be enrolled at FSU for the upcoming semester, must:

1. either request a leave of absence  
([Leave of Absence Request - Undergraduate](#) or [Leave of Absence Request - Graduate/PBTL](#))  
or  
prior to returning, submit an application for re-admission  
(UG Readmission [Application](#) or [Application for PBTL Readmission](#) or [Application for Graduate Readmission](#)).
2. be aware that student loans may come due.
3. be aware that eligibility for medical insurance through a parent or guardian may change.

### Cancellation Policy

If a placement for you is canceled due to requirements not yet met, no subsequent placement will be arranged until all requirements have been met.

### Incomplete (IC/IR)

1. If a candidate has a grade of 'IC' at the close of a semester and the 'IC/IR' is lowering the GPA to below the required level, the 'IC/IR' must be resolved and the grade submitted no later than one week prior to the start of the semester for the candidate to take the next course requiring a field placement.
2. An 'IC/IR' in an education course may prohibit a candidate from beginning the next course in the sequence. For example, an 'IC' in Field Study II is equivalent to not completing a pre-requisite for Field Study III.
3. Finishing an 'IC/IR' at the start of the following semester is equivalent to participating in a fifth course, which is **not allowed during student teaching**. All 'IC/IR' grades must be resolved and submitted no later than one week prior to the start of the student teaching practicum.

### Minimum Grade Policy

Each course required in an Education program must be completed with a grade of C+ (2.30) or higher. When a grade of C, C-, D, D+, D-, E, F, W, or U is received in a course contributing to the Education GPA, the course **must be repeated** prior to moving forward in the program.

### Repeating Education Courses and Professional Experiences

Each course required in an Education program must be completed with a grade of C+ (2.30) or higher. When a grade of B-, C+, C, C-, D, D+, D-, E, F, W, or U is received in a course contributing to the Education GPA, the course **may be repeated once**. When a course with a field placement is repeated, the field experience must also be repeated. Failure to achieve a grade of at least C+ on the second attempt will result in dismissal from the program.

Candidates requesting to repeat student teaching must compose a letter to the Professional Standards Committee requesting a new placement and indicating how the next experience will differ from the previous. This must be done following a withdrawal (W), failure (F), a grade below C-, or failure to meet proficiency in quality for all six elements in the Candidate Assessment of Performance (CAP).

### Unsuccessful Completion of a Field Placement

If a candidate is asked to leave a field placement prior to completion, this will almost always result in a failing grade.



## **What You Should Know about Student Teaching**

### **Withdrawal from Student Teaching**

Day Division candidates withdrawing from student teaching after the onset must do so through the Dean of Students office. PBTL and M.Ed. Secondary Education candidates must contact the Coordinator of the PBTL and M.Ed. Secondary programs.

### **Attendance for Student Teaching**

You must be in attendance every day that your hosting school is in session and keep hours of regular faculty. If you must be absent or tardy, due to circumstances beyond your control, please notify:

- Your FSU Supervisor
- Your Supervising Practitioner

### **Participation in Student Teaching**

Be an active part of your school's community. Participate in meetings, conferences, professional development activities, and gatherings, when appropriate. Please avoid contract and budget meetings.

### **Substitute Teaching During Student Teaching**

You may not substitute while student teaching.

### **Course and Work Load During Student Teaching**

Student teaching is a full-time job. You may not take additional classes at this time. You are encouraged to minimize employment.



## Post Baccalaureate Teacher Licensure and M.Ed. Secondary Education Information

### Registration and Enrollment

PBTL and M.Ed. Secondary Education candidates often take courses in both of the University's divisions: Continuing Education and the Day Division. Candidates must register separately through each division. **When first registering for Day Division courses**, candidates should submit the [Tuition Residency Form](#) and the [Categorical Tuition Waiver - Graduate Student \(Day School Only\)](#).

The registration periods differ for Continuing Education and the Day Division. Continuing Education registration usually takes place in June, November, and March for the fall, spring, and summer sessions, respectively. Day Division registration usually occurs in November and April for spring and fall, respectively.

### Stopping and Starting

PBTL and M.Ed. Secondary Education candidates often live complicated lives. If you must stay out for a semester, please notify the PBTL/M.Ed. SED Program Coordinator and submit a Leave of Absence Request form to the Office of Graduate Studies. If you did not submit a leave request or were away for more than one semester, you must complete the PBTL Readmission Application. The request should be received during the prior semester and at least one month prior to the appropriate course registration period. Candidates who stop taking classes for even one semester will be governed by the regulations and requirements in effect at the time of their return. If you return after an extended time away, a more extensive review may be necessary. The University reserves the right to require repetition of requirements after five years.

### Graduate Tuition Waiver

Framingham State University recently approved a [Categorical Tuition Waiver - Graduate Student \(Day School Only\)](#) which will reduce the cost of Day Division courses for matriculated graduate and PBTL and M.Ed. Secondary students; you will still be responsible for the fees. If you have not already done so, please complete and submit, to the Office of the Registrar, the form at <https://www.framingham.edu/Assets/uploads/academics/registrar/documents/forms/graduate-tuition-waiver-day-division.pdf> ASAP. Please contact the Student Services Center with any questions regarding the waiver.

### Suitability for Continuation

Candidates must have a minimum GPA of 2.8 in all education courses and a minimum GPA of 2.8 in all courses taken at Framingham State University in order to enroll in Field Study II, III, and student teaching. A PBTL and M.Ed. Secondary Education candidate who receives a grade below B- is subject to review by the Professional Standards Committee.

### Field Study I (EDIL 800 Field Study I)

1. All Field Study I placements are contingent upon a complete Post-Baccalaureate Teacher Licensure program application submitted to the Office of Graduate Admissions prior to the start of the semester.
2. In order to participate in Field Study I, candidates must have already completed or be enrolled in or *EDIL 920 Learning and Human Development* or *EDIL 910 Education Foundations*.
3. Although there is no class associated with the Field Study I experience, candidates must register for EDIL 800, so that the transcript reflects the completed experience. There is no tuition for this course. However, there is a fee due at the time of registration.

### Field Study II

1. PBTL or M.Ed. Secondary Education acceptance is required prior to Field Study II.
2. A laptop computer is required for Field Study II and all subsequent education courses.
3. Field Study II and all subsequent education courses are offered via Day Division and are subject to [Day Division tuition and fees](#).

### Early Childhood and Elementary Field Study III

At both the early childhood and elementary levels, the Field Study III experience is accompanied by two courses. With permission from the Education Department Chair, PBTL candidates may complete the two courses, one at a time, with half of the minimum required hours for the experience, over two semesters.

### Student Teaching

1. Student teaching at all levels consists of two two-credit Day Division courses, the equivalent of a full-time full semester, and is billed accordingly. [Day Division tuition and fees](#)
2. All student teachers must register under Day Division.



### **Practicum Equivalent**

The practicum equivalent experience, available to PBTL and M.Ed. SED candidates who are working as teachers or instructional aides in non-charter public schools, is equivalent to the student teaching experience. Practicum equivalent candidates participate full-time under the guidance of a university supervisor and a supervising practitioner. Please refer to the student teaching placement description for the appropriate license level. To apply for the practicum equivalent experience, the candidate must hold the position, as of October 1 of the prior fall and **must have completed all other PBTL program requirements**. Practicum equivalent applications are available from the Coordinator of the PBTL program or the Coordinator of Field Placements. The FSU Education Department determines the suitability of the placement and arrangements on a case-by-case basis in November. For further information, consult PBTL Program Coordinator.



## Programs by License Level

### Preliminary Courses: All Levels

#### Sheltered English Immersion Endorsement

As of July 1, 2014, all candidates for an Initial teaching license as a core academic teacher must receive a “Sheltered English Immersion (SEI) Endorsement” to receive their Initial teaching license from the state. SEI is an approach to teaching which makes content material comprehensible and accessible to English Language Learners. Core academic teachers include Early Childhood, Elementary and Secondary Education teachers of English, Reading/Language Arts, Mathematics, History, History/Government/Geography and the Sciences. It also includes Special Education teachers.

#### Undergraduate

As sophomores, undergraduate candidates are eligible to enroll in both *PSYC 200 Psychology of Development* and *EDUC 200 Education in American Society with Field Study I*, which provide the foundation for learning and development as well as the history, philosophy, sociology, and economics of education. These first two courses may be taken in either order or simultaneously.

- **PSYC 200 Psychology of Development**  
*Psychology of Development* provides an overview of observational methods of research and major theories of growth and development from preschool age to adolescence.
- **EDUC 200 Education in American Society with Field Study I**  
In this initial course, undergraduate licensure candidates study the history, philosophy, sociology, and economics of American education and participate in their first field experience, which involves participation in a public school classroom at the licensure level for three or more hours per week.

#### Placement Description

A minimum of thirty-six hours of classroom observation is required for Field Study I. Candidates observe and participate in a variety of experiences typically fulfilled through twelve weekly visits of three or more hours. Candidates have an opportunity to gain an initial understanding of the many dimensions of service provided by educators and offer classroom assistance such as tutoring and leadership in small group discussions. Supervising practitioners receive thirty-six professional development credits.

See also [Variety of Experiences](#) section above.

#### Post Baccalaureate Teacher Licensure

Early application to the PBTL program is advised. However, prior to acceptance to a program, PBTL candidates may enroll in EDIL 920 Learning and Human Development and EDIL 910 Education Foundations, which provide the foundation for learning and development as well as the history, philosophy, sociology, and economics of education. These first two courses may be taken in either order or simultaneously. Both are offered two or three times per year both on campus and online.

- **EDIL 920 Learning and Human Development**
- **EDIL 910 Education Foundations**
- **EDIL 800 Field Study I**  
Field Study I entails a public school placement of a minimum of thirty-six hours that is typically completed over the course of twelve weeks, or a similarly appropriate time schedule. The placement is in the area of licensure that is pursued, or in an appropriate alternative area. The experience entails observation and participation in the classroom setting. Enrollment in Field Study I requires that candidates have (a) already completed or be enrolled in EDIL 920 and/or EDIL 910, (b) submitted an application to the PBTL program at the Office of Graduate Admissions, and (c) submitted a Field Study I application to the FSU Education Department Field Placement Office prior to the deadline.



**Requirements Tables**

**Baccalaureate Early Childhood, PreK-2; Elementary, 1-6**

Pre-candidacy to Program	Admission to Candidacy Entry to Field Study II / Entry to Licensure Track	Entry to Field Study III	Entry to practicum	Successful Practicum Completion	Endorsement for License
<ul style="list-style-type: none"> <li>• sophomore status (8 course credits)</li> <li>• Field Study I Application submitted</li> <li>• Take MTEs: C&amp;L</li> <li>• EDUC 200 with Field Study I (36 field hours)</li> <li>• CORI <sup>1</sup> in host district</li> <li>• Some host districts also require fingerprinting</li> <li>• PSYC 200</li> </ul>	<ul style="list-style-type: none"> <li>• Field Study II Application submitted</li> <li>• 16 course credits/ junior status</li> <li>• successful completion of EDUC 200 with Field Study I (36 field hours) and required assessments</li> <li>• Successful completion of PSYC 200</li> <li>• minimum overall GPA requirement<sup>2</sup></li> <li>• minimum GPA requirement in EDUC 200 and PSYC 200<sup>3</sup></li> <li>• passing score on MTEL 01 CLST</li> <li>• CORI in host district</li> <li>• Some host districts also require fingerprinting</li> </ul>	<ul style="list-style-type: none"> <li>• Field Study III Application submitted</li> <li>• junior status</li> <li>• successful completion of EDUC 320 or EDUC 322 with Field Study II (36 field hours) and required assessments</li> <li>• minimum overall GPA requirement</li> <li>• minimum GPA requirement in all EDUC courses and PSYC 200</li> <li>• CORI in host district</li> <li>• Some host districts also require fingerprinting</li> </ul>	<ul style="list-style-type: none"> <li>• Student Teaching Application submitted</li> <li>• 24 course credits/ senior status</li> <li>• successful completion of EDUC 222 SEI, EDUC 374 and 376 OR EDUC 341 and 346 with Field Study III (72 field hours) and required assessments</li> <li>• Satisfactory completion of all required program assessments</li> <li>• minimum overall GPA requirement</li> <li>• minimum GPA requirement in all EDUC courses and PSYC 200</li> <li>• passing score on MTEL 090 (Foundations of Reading)</li> <li>• passing score on MTEL 002 Early Childhood (ECC) OR MTEL 003 General Curriculum (ELC) – both Math and Multi-Subject subtests</li> <li>• CORI in host district</li> <li>• Some host districts also require fingerprinting</li> </ul>	<ul style="list-style-type: none"> <li>• Meets or exceeds standards on the MA Candidate Assessment of Performance (CAP) as rated by the Program Supervisor and Supervising Practitioner.</li> <li>• Satisfactory completion of practicum evidence notebook as assessed by the Program Supervisor.</li> <li>• Successful completion of the Practicum and Practicum Seminar. (300 field hours)</li> <li>• Satisfactory completion of all required program assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Meets all graduation and major requirements set by FSU.</li> <li>• Meets all requirements for Education Coordinate Major.</li> <li>• Meets course and field requirements for Initial licensure.</li> </ul>

<sup>1</sup> Candidates must meet the Criminal Offender Records Information (CORI) requirements (<http://www.doe.mass.edu/lawsregs/advisory/cori.html>) set by local school districts in order to complete all pre-practicum and practicum field work. Some districts require fingerprinting as well.

<sup>2</sup> At the time of this writing, the minimum overall GPA is 2.80.

<sup>3</sup> At the time of this writing, the minimum GPA for all EDUC courses, including PSYC 200, is 2.80.



Education Field Placement Handbook

**Post Baccalaureate Early Childhood, PreK-2, Elementary, 1-6**

Pre-candidacy to Program	Admission to Candidacy Entry to Field Study II / Entry to Licensure Track	Entry to Field Study III	Entry to practicum	Successful Practicum Completion	Endorsement for License
<ul style="list-style-type: none"> <li>• PBTL application submitted to Graduate Office</li> <li>• Field Study I Application submitted</li> <li>• Take MTELS: C&amp;L</li> <li>• EDIL 800 Field Study I or waiver (36 field hours)</li> <li>• EDIL 910 Education Foundations</li> <li>• EDIL 920 Learning and Human Development</li> <li>• CORI in host district</li> <li>• Some host districts also require fingerprinting</li> </ul>	<ul style="list-style-type: none"> <li>• Admission to PBTL program accepted: requires Baccalaureate degree from accredited college or university and passing score on MTEL 001 CLST.</li> <li>• Field Study II Application submitted</li> <li>• successful completion of EDIL 910 Education Foundations or equivalent</li> <li>• successful completion of EDIL 920 Learning and Human Development or equivalent</li> <li>• minimum GPA requirement in PBTL courses</li> <li>• EDIL 800 Field Study I (36 field hours) or equivalent, if not completing concurrently with Field Study II</li> <li>• Satisfactory completion of all program assessments<sup>4</sup>.</li> <li>• CORI in host district</li> <li>• Some host districts also require fingerprinting</li> </ul>	<ul style="list-style-type: none"> <li>• Field Study III Application submitted</li> <li>• successful completion of EDUC 320 or EDUC 322 with Field Study II (36 field hours) and required assessments</li> <li>• other courses required by PBTL admissions committee</li> <li>• minimum GPA requirement in all EDUC and PBTL courses</li> <li>• CORI in host district</li> <li>• Some host districts also require fingerprinting</li> </ul>	<ul style="list-style-type: none"> <li>• Student Teaching Application submitted</li> <li>• successful completion of EDUC 222 or TESL 910 SEI, EDUC 374 and 376 OR EDUC 341 and 346 with Field Study III (72 field hours)</li> <li>• Satisfactory completion of all required program assessments</li> <li>• minimum GPA requirement in all EDUC and PBTL courses</li> <li>• passing score on MTEL 090 (Foundations of Reading)</li> <li>• passing score on MTEL 002 Early Childhood (ECC) OR MTEL 003 General Curriculum (ELC) – both Math and Multi-Subject subtests</li> <li>• CORI in host district</li> <li>• Some host districts also require fingerprinting</li> </ul>	<ul style="list-style-type: none"> <li>• Meets or exceeds standards on the MA CAP as rated by the Program Supervisor and Supervising Practitioner.</li> <li>• Satisfactory completion of the evidence notebook as assessed by the Program Supervisor.</li> <li>• Successful completion of the Practicum Seminar. (300 field hours)</li> <li>• Satisfactory completion of all required program assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Meets all PBTL requirements set by FSU.</li> <li>• Meets course and field requirements for Initial licensure.</li> </ul>

<sup>4</sup> Satisfactory completion indicates that the candidate has met expectations for all program assessments



**Baccalaureate Secondary / Subject<sup>5</sup>**

Pre-candidacy to Program	Admission to Candidacy Entry to Field Study II / Entry to Licensure Track	Entry to practicum	Successful Practicum Completion	Endorsement for License
<ul style="list-style-type: none"> <li>• sophomore status (8 course credits)</li> <li>• Field Study I Application submitted</li> <li>• Take MTELS: C&amp;L</li> <li>• EDUC 200 with Field Study I (36 field hours)</li> <li>• CORI in host district</li> <li>• Some host districts also require fingerprinting</li> <li>• PSYC 200</li> </ul>	<ul style="list-style-type: none"> <li>• Field Study II Application submitted</li> <li>• 16 course credits/ junior status</li> <li>• approval of subject area department</li> <li>• successful completion of EDUC 200 with Field Study I (36 field hours) and required assessments</li> <li>• Successful completion of PSYC 200</li> <li>• minimum overall GPA requirement<sup>6</sup></li> <li>• minimum GPA requirement in EDUC 200 and PSYC 200<sup>7</sup></li> <li>• passing score on MTEL 01 CLST</li> <li>• CORI in host district</li> <li>• Some host districts also require fingerprinting</li> </ul>	<ul style="list-style-type: none"> <li>• Student Teaching Application submitted</li> <li>• 24 course credits / senior status</li> <li>• Successful completion of EDUC 222 SEI, EDIL 302, EDIL 32* Secondary Methods with Field Study II (72 field hours) and required assessments</li> <li>• minimum overall GPA requirement</li> <li>• minimum GPA requirement in all EDUC courses and PSYC 200</li> <li>• 3.00 GPA in History/Social Studies Courses (UHIT) for the History 5-8; 8-12 programs</li> <li>• all content-area course requirements for the license sought</li> <li>• all general education requirements</li> <li>• passing score appropriate MTEL subject test</li> <li>• CORI in host district</li> <li>• District may also require fingerprinting</li> </ul>	<ul style="list-style-type: none"> <li>• Meets or exceeds standards on the MA CAP as rated by the Program Supervisor and Supervising Practitioner.</li> <li>• Satisfactory completion of the practicum evidence notebook as assessed by the Program Supervisor.</li> <li>• Successful completion of the Practicum Seminar. (300 field hours)</li> <li>• Satisfactory completion of all required program assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Meets all graduation and major requirements set by FSU.</li> <li>• Meets all requirements for Education minor.</li> </ul> <p>Meets course and field requirements for Initial licensure.</p>

<sup>5</sup> Biology 8-12; Chemistry 8-12; Earth & Space Science 8-12; English 5-12; History 5-12; Mathematics 5-8 & 8-12; French 5-12; Spanish 5-12; Visual Art PreK-8 & 5-12

<sup>6</sup> At the time of this writing, the minimum overall GPA is 2.80.

<sup>7</sup> At the time of this writing, the minimum GPA for all EDUC courses, including PSYC 200, is 2.80.



**Post Baccalaureate and M.Ed. Secondary / Subject**

Pre-candidacy to program	Admission to Candidacy Entry to Field Study II/ Entry to Licensure Track	Entry to practicum	Successful Practicum Completion	Endorsement for License
<ul style="list-style-type: none"> <li>• PBTL application submitted to Graduate Office</li> <li>• Field Study I Application submitted</li> <li>• Take MTEs: C&amp;L</li> <li>• EDIL 800 Field Study I or waiver (36 field hours)</li> <li>• EDIL 910 Education Foundations</li> <li>• EDIL 920 Learning and Human Development</li> <li>• CORI in host district</li> <li>• Some host districts also require fingerprinting</li> </ul>	<ul style="list-style-type: none"> <li>• Baccalaureate degree from accredited college or university with minimum GPA requirement</li> <li>• passing score on MTEL 01 CLST</li> <li>• Admission to PBTL program</li> <li>• Field Study II Application submitted</li> <li>• successful completion of EDIL 910 Education Foundations or equivalent</li> <li>• successful completion of EDIL 920 Learning and Human Development or equivalent</li> <li>• minimum GPA requirement in PBTL courses</li> <li>• EDIL 800 Field Study I (36 field hours) or equivalent, if not completing concurrently with Field Study II</li> <li>• Satisfactory completion of all program assessments<sup>8</sup>.</li> <li>• CORI in host district</li> <li>• Some host districts also require fingerprinting</li> <li>• approval of subject area department</li> </ul>	<ul style="list-style-type: none"> <li>• Student Teaching Application submitted</li> <li>• Successful completion of EDUC 222 SEI or TESL 910, EDIL 302 (or EDIL 802), EDUC 32* (or EDIL 82*) Secondary Methods with Field Study II (72 field hours)</li> <li>• Satisfactory completion of all required program assessments</li> <li>• minimum GPA requirement in all EDUC and PBTL courses</li> <li>• successful completion of other courses required by subject area department and PBTL admissions committee</li> <li>• passing score appropriate MTEL subject test</li> <li>• CORI in host district</li> <li>• Some host districts also require fingerprinting</li> </ul>	<ul style="list-style-type: none"> <li>• Meets or exceeds standards on the MA CAP as rated by the Program Supervisor and Supervising Practitioner.</li> <li>• Satisfactory completion of the practicum evidence notebook as assessed by the Program Supervisor.</li> <li>• Successful completion of the Practicum Seminar. (300 field hours)</li> <li>• Satisfactory completion of all required program assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Meets all PBTL requirements set by FSU.</li> <li>• Meets course and field requirements for Initial licensure.</li> </ul>

<sup>8</sup> Satisfactory completion requires that the candidate has met expectations for all FSU Professional Attributes.



## Early Childhood (PreK-2)

### Early Childhood Overview

#### 1. EDUC 320 The Young Child: Emerging Literacy with Field Study II

##### Placement Description

**The Field Study II experience in the Jeanne M. Canelli Child Development Lab, completed in conjunction with EDUC 320, involves 36 hours and provides an authentic pre-school placement, with a focus on literacy, for all early childhood candidates.**

##### Pre-requisites:

- Submission of Early Childhood Field Study II application
- Junior status
- EDUC 200 or EDIL 910
- PSYC 200 or EDIL 920
- MTEL 001 Communications and Literacy Skills Test: Reading
- MTEL 001 Communications and Literacy Skills Test: Writing

##### Course Schedule<sup>9</sup>

#### 2. Early Childhood Curriculum with Field Study III

##### EDUC 374 Early Childhood Curriculum: Mathematics and Science

##### EDUC 376 Early Childhood Curriculum: Reading, Social Studies, and Special Needs

##### FS III Placement Description

Field Study III involves seventy-two or more hours of classroom participation. Assignments are typically fulfilled through twelve weekly classroom visits of six or more hours. Candidates participate in accompanying curriculum courses of study in the areas of mathematics, science, social studies, reading and special education. Supervising practitioners receive professional development credits equal to the minimum required number of field study hours.

##### FS III with Sociology Internship Placement Description

Sociology majors may complete Field Study III along with an internship for sociology for a total of 120 hours, or eight hours per week for 15 weeks in a first or second grade regular education classroom. Candidates participate in accompanying courses of study and must teach lessons in the areas of mathematics, science, social studies, reading and special education, as well as a sociology seminar. Due to the expectations for the Field Study III experience, the FSU Education Department requests that Field Study III candidates not be placed in the same classroom as another pre-practicum or practicum candidate.

##### Pre-requisites:

- Submission of Early Childhood Field Study III application
- EDUC 320 The Young Child: Emerging Literacy with Field Study II

#### 3. Early Childhood Student Teaching

##### EDUC 431 Early Childhood Professional Practicum A and EDUC 432 Early Childhood Professional Practicum B

##### Placement Description

Student teaching provides teacher candidates with an opportunity to develop and practice instructional competencies in the area and at the level of their intended teaching license. Student teachers participate full-time under the guidance of a university supervisor and a supervising practitioner (SP), who holds the Initial or Professional license in the area sought and has a minimum of three years' teaching experience under that license. Supervising practitioners are provided with a handbook outlining the program. Early childhood and elementary student teachers are placed in groups of three or four to provide mutual support for the candidates and to facilitate supervision.

Student teachers seeking an Early Childhood teacher license complete the first six weeks of the practicum in a kindergarten classroom. The remaining nine weeks are completed in a first or second grade classroom. Both supervising practitioners receive course vouchers for their participation and the professional development credit is apportioned.

---

<sup>9</sup> Course schedules may vary from one semester to the next.



## Education Field Placement Handbook

### **Pre-requisites:**

- Submission of early childhood student teaching application
- Senior status
- EDUC 374 and EDUC 376
- EDUC 222 (undergraduates) or TESL 910 (PBTL and M.Ed. SED candidates)
- MTEL 090 Foundations of Reading
- MTEL 002 Early Childhood

### **Course Schedule**

Student teachers follow the calendar of the host school and, during the spring semester, will teach during the FSU spring break. The **FSU dormitories are closed** at this time. Student teachers must make other living arrangements for that week.

### **Seminars**

In addition to student teaching full-time for the full semester at a public school, student teachers attend regularly scheduled early-evening seminars, usually at FSU. University supervisors will supply a schedule of these meetings at the start of the semester.



## Elementary (1-6)

### Elementary Overview

#### 1. EDUC 322 The Child and Literacy with Field Study II

##### Placement Description

At the elementary level Field Study II focuses on literacy instruction and involves thirty-six or more hours of classroom participation. Assignments are typically fulfilled through twelve weekly visits of three or more hours and include presenting book talks, leading poetry shares, reading aloud to small or whole class groups, creating and teaching an author study, and observing formal and informal assessments. Supervising practitioners receive thirty-six professional development points.

##### Pre-requisites:

- Submission of Elementary Field Study II application
- Junior status
- *EDUC 200* or *EDIL 910*
- *PSYC 200* or *EDIL 920*
- MTEL 001 Communications and Literacy Skills Test: Reading
- MTEL 001 Communications and Literacy Skills Test: Writing

#### 2. Elementary Curriculum with Field Study III

EDUC 341 Elementary Curriculum: Mathematics  
and

EDUC 346 Elementary Curriculum: Science, Social Studies, and Special Needs

##### FS III Placement Description:

Field Study III involves seventy-two or more hours of classroom participation. Assignments are typically fulfilled through twelve weekly classroom visits of six or more hours. Candidates participate in an accompanying course of study in the areas of mathematics, science, social studies, and special education. Supervising practitioners receive seventy-two professional development credits.

##### FS III with Sociology Internship Placement Description:

Sociology majors may complete Field Study III along with an internship for sociology for a total of 120 hours, or eight hours per week for 15 weeks, in a regular education elementary classroom. Candidates participate in accompanying courses of study in the areas of mathematics, science, social studies, reading and special education, as well as a sociology seminar. Due to the expectations for the Field Study III experience, Field Study III candidates may not be placed in the same classroom as another pre-practicum or practicum candidate. Field Study III candidates may need to work with multiple teachers to participate in instruction in all content areas.

##### Pre-requisites:

- Submission of Elementary Field Study III application
- EDUC 322 The Child and Literacy with Field Study II

#### 4. Elementary Student Teaching

*EDUC 437 Elementary Professional Practicum A and EDUC 438 Elementary Professional Practicum B*

##### Placement Description

Student teaching provides teacher candidates with an opportunity to develop and practice instructional competencies in the area and at the level of their intended teaching license. Student teachers participate full-time under the guidance of a university supervisor and a supervising practitioner (SP), who holds the Initial or Professional license in the area sought and has a minimum of three years' teaching experience under that license. Supervising practitioners are provided with a handbook outlining the program. Early childhood and elementary student teachers are placed in groups of three or four per school to provide mutual support for the candidates and to facilitate supervision.

Student teachers seeking an Elementary teacher license typically fulfill their entire practicum experience in one classroom. The supervising practitioner receives a course voucher and three hundred hours of professional development credit.

##### Pre-requisites:

- Submission of elementary student teaching application
- Senior status



## Education Field Placement Handbook

- EDUC 341 and EDUC 346
- EDUC 222 (undergraduates) or TESL 910 (PBTL and M.Ed. SED candidates)
- MTEL 090 Foundations of Reading
- MTEL 003 General Curriculum (103 Multi-subject and 203 Mathematics)

### **Course Schedule**

Student teachers follow the calendar of the hosting school and, during the spring semester, will teach during the FSU spring break. The **FSU dormitories are closed** at this time. Student teachers must make other living arrangements for that week.

### **Seminars**

In addition to student teaching full-time for the full semester at a public school, student teachers attend regularly scheduled early-evening seminars, usually at FSU. University supervisors will supply a schedule of these meetings at the start of the semester.



**Secondary / Subject Area**

**Secondary /Subject Area Overview**

- Secondary Methods with Field Study II  
subject-specific and Special Needs & Educational Technology

License	Courses	PBTL/M.Ed. SED Courses (if different)
Art PreK-8	EDIL 328 and EDIL 302	EDIL 819 and EDIL 802
Art 5-12	EDIL 328 and EDIL 302	EDIL 819 and EDIL 802
Modern Language French 5-12	EDIL 327 and EDIL 302	
Modern Language Spanish 5-12	EDIL 327 and EDIL 302	
English 5-12	EDIL 321 and EDIL 302	EDIL 821 and EDIL 802
History 5-12	EDIL 322 and EDIL 302	EDIL 822 and EDIL 802
Mathematics 5-8	EDIL 323 and EDIL 302	EDIL 823 and EDIL 802
Mathematics 8-12	EDIL 323 and EDIL 302	EDIL 823 and EDIL 802
Biology 8-12	EDIL 325 and EDIL 302	EDIL 825 and EDIL 802
Chemistry 8-12	EDIL 325 and EDIL 302	EDIL 825 and EDIL 802
Earth & Space Science 8-12	EDIL 325 and EDIL 302	EDIL 825 and EDIL 802

**Note:** These courses are offered during the fall semester only and are co-requisites.

**Placement Description**

At the secondary level Field Study II involves a minimum of seventy-two hours of classroom participation. The Field Study II experience is coordinated with two courses which focus on principles of teaching and classroom management appropriate for the candidate’s subject area and level. Assignments, typically fulfilled through twelve weekly visits of six hours, include preparing and teaching a small number of lessons. Supervising practitioners receive seventy-two professional development credits. Candidates seeking licensure in a subject matter specific area often work with two teachers in their department. Professional development credit is apportioned.

**Placement Grade Level Information**

- Candidates for 5-12 grade-level licenses complete one field study in a middle school, one field study in a high school and may choose whether to complete the student teaching practicum in a high school or a middle school. These licenses include Art 5-12, English 5-12, French 5-12, History 5-12, and Spanish 5-12.
- Candidates for Art PreK-8 complete one field study in a middle school, one field study in an elementary school and may choose whether to complete the student teaching practicum in a middle school or an elementary school.
- Math 5-8 candidates complete one of two field study experiences in a grade eight classroom in a high school.
- Math 8-12 candidates complete one of two field study experiences in a grade eight classroom in a middle school.

**Pre-requisites:**

- Submission of secondary/subject Field Study II application
- MTEL 001 Communications and Literacy Skills Test: Reading
- MTEL 001 Communications and Literacy Skills Test: Writing
- Junior status or PBTL Acceptance
- *EDUC 200* or *EDIL 910*
- *PSYC 200* or *EDIL 920*

**Readiness Guideline:**

For the most part, candidates enter *Secondary Methods with Field II* with **no more than two** subject-area requirements remaining. Academic departments determine whether or not a candidate has completed the appropriate courses and number of courses to enroll in *Secondary Methods with Field II*. Secondary subject candidates are placed six hours per week, **usually one full day**, in a public school setting for a minimum of seventy-two hours. Secondary subject candidates **move directly from Field Study II to Student Teaching**.



Education Field Placement Handbook

- Professional Practicum with Seminar I and II

License	Courses	PBTL/M.Ed. SED Courses (if different)	MTEL test
Art PreK-8	EDPS 428A, 428B	EDPS 872 and EDPS 873	MTEL 017 Visual Art
Art 5-12	EDPS 429A, 429B	EDPS 883 and EDPS 884	MTEL 017 Visual Art
French 5-12			MTEL 026 French
Spanish 5-12	EDPS 427A, 427B		MTEL 028 Spanish
English 5-12	EDPS 421A, 421B	EDPS 861A, 861B	MTEL 007 English
History 5-12	EDPS 422A, 422B	EDPS 862A, 862B	MTEL 006 History
Mathematics 5-8	EDPS 423A, 423B	EDPS 863A, 863B	MTEL 047 Middle School Math <sup>10</sup>
Mathematics 8-12	EDPS 424A, 424B	EDPS 864A, 864B	MTEL 009 Mathematics
Biology 8-12	EDPS 425A, 425B	EDPS 425A, 425B	MTEL 013 Biology
Chemistry 8-12	EDPS 425A, 425B	EDPS 425A, 425B	MTEL 012 Chemistry
Earth & Space Science 8-12	EDPS 425A, 425B	EDPS 425A, 425B	MTEL 014 Earth Science

**Note:** Secondary/Subject student teaching is offered during the **spring semester only** and **counts as four course credits**.

**Placement Description**

Student teaching provides teacher candidates with an opportunity to develop and practice instructional competencies in the area and at the level of their intended teaching license. Student teachers participate full-time under the guidance of a university supervisor and a supervising practitioner (SP), who holds the Initial or Professional license in the area sought and has a minimum of three years' teaching experience under that license. Supervising practitioners are provided with a handbook outlining the program. They receive three hundred professional development credits and a course voucher. Student teachers seeking licensure in a subject matter specific area often work with two teachers in their department. However, one teacher who has an Initial or Professional license as well as three or more years of experience in the area and at the level of licensure sought should be designated as the supervising practitioner. Professional development credit is apportioned among teachers who work with a candidate, but only one course voucher is granted.

**Pre-requisites:**

- Submission of secondary/subject area student teaching application
- EDIL 32\* or EDIL 82\* Secondary Methods with Field Study II. (subject specific)
- EDIL 302 or EDIL 802 Secondary Methods Special Needs and Educational Technology
- EDUC 222 (undergraduates) or TESL 910(PBTL and M.Ed. SED candidates)
- MTEL subject area test

**Course Schedule**

Student teachers follow the calendar of the hosting school and, during the spring semester, will teach during the FSU spring break. The **FSU dormitories are closed** at this time. Student teachers must make other living arrangements for that week.

**Seminars**

In addition to student teaching full-time for the full semester at a public school, student teachers attend regularly scheduled early-evening seminars, usually at FSU. University supervisors will supply a schedule of these meetings at the start of the semester.

<sup>10</sup> MTEL 009 is also acceptable.