BRANDEIS
TEACHER EDUCATION PROGRAM
HANDBOOK
2017-18
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INTRODUCTION

Welcome to the Brandeis Teacher Education Program. The Teacher Education Program includes both Undergraduate and Master of Arts in Teaching (MAT) paths to licensure in both elementary and secondary education. Brandeis strives to model the pedagogy and practices we hope to inspire in future teachers. These center on four themes shaped by the Education Program as a whole:

TEACHER EDUCATION PROGRAM THEMES

Teaching as Inquiry
Broadly speaking, adopting an inquiry stance refers to the way the teachers approach their own learning and that of their students, and also the way in which they help students engage with material. 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 action research and teacher research on drawn from 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 in a broader framework and ultimately shed light on teaching and learning more generally.

Teaching for Understanding
Teaching for understanding means moving beyond rote memorization or even basic comprehension and toward students’ own meaning-making. Teaching for understanding requires that teachers value and build upon students’ prior knowledge, experiences, and interests. It means that coupling high expectations with strong support so that all students can reach mastery. In order to achieve this, teachers must engage their students in explorations of rich content; they must draw on a wide repertoire of instructional approaches and strategies to make knowledge accessible and meaningful for their students. In teaching for understanding, teachers extend students’ ideas, monitor students’ learning and intellectual engagement, and 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 and learning theory, but continually refine this understanding through interactions with students. Teachers’ knowledge of students, of content, and of their context shapes their planning, instruction, and assessment in ways that help them teach for understanding. Teaching for understanding and teaching all learners can further the social justice mission if teachers honor the knowledge and experience that students bring to the classroom and ground their teaching in these assets.

Teaching for Social Justice
The Teacher Education Program attends to social justice at both the macro and micro levels. Teachers must understand the ways in which issues of social justice and injustice affect schools, schooling, and policy. At the same time, teachers must be cognizant of the daily work of teaching for social 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 work toward greater 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 extend beyond the classroom when teachers empower students themselves to act upon issues of equity and social justice.
**TEACHER EDUCATION PROGRAM LEARNING TARGETS**

The *Teacher Education Program* includes coursework as well as a pre-practicum and practicum (student-teaching Internship) in schools. During the Internship, fieldwork becomes the central text for coursework. The fieldwork component of the Internship is largely assessed by the *Department of Elementary and Secondary Education [DESE]*, using the *Teacher Candidate Assessment of Performance [CAP]*. Thus the learning goals of the *Teacher Education Program* are directly linked, but not limited to, those articulated in the *CAP* (included below). The *Teacher Education Program* is also shaped by the mission and themes of *Education Studies* and the *Education Program* as a whole: Teaching as Inquiry, Teaching for Understanding, Teaching all Learners, and Teaching for Social Justice.

**Upon Graduation, Student-Teaching Interns will demonstrate the ability to:**

**Plan, Sequence, and Scaffold Instruction and Assessment in ways that . . .**
- emphasize enduring understanding, transferrable skills, and authentic experience.
- meet the needs of a diverse student population.
- challenge students intellectually and facilitate students’ independence and mastery.
- engage students’ prior knowledge, experience, culture, and stage of development.
- give students the support they need to meet high expectations.

**Create a Safe Learning Environment for Intellectual and Emotional Development:**
- give students ownership over the intellectual work
- maintain rituals, routines, and responses that support learning
- empower students to act upon issues of equity and social justice
- integrate students’ identity and experience

**Engage in Reflective Practice:**
- approach their own and others’ teaching from an inquiry stance
- integrate theory and practice
- seek out, engage, and integrate feedback
- analyze observation and assessment data to inform teaching practice

**Enter a Professional Culture:**
- engage professionally with others in their school context.
- locate themselves and their teaching in the broader culture of schools and schooling
### Massachusetts Department of Elementary and Secondary Education

**Candidate Assessment of Performance [CAP] Standards**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Element</th>
<th>Proficient Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Curriculum, Planning and Assessment</td>
<td>1.A.4: Well-Structured Lessons</td>
<td>Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.</td>
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<tr>
<td></td>
<td>1.B.2: Adjustment to Practice</td>
<td>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.</td>
</tr>
<tr>
<td>2: Teaching All Students</td>
<td>2.A.3: Meeting Diverse Needs</td>
<td>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.</td>
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<tr>
<td></td>
<td>2.B.1: Safe Learning Environment</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>2.D.2: High Expectations</td>
<td>Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.</td>
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<tr>
<td>4: Professional Culture</td>
<td>4.A.1: Reflective Practice</td>
<td>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.</td>
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<tr>
<td>When</td>
<td>Who</td>
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</tr>
<tr>
<td>June 19, 2017</td>
<td>MAT Interns (visit Mentors)</td>
<td>9am–2:30pm Orientation Day (3pm Interns Visit Mentors at School Site)</td>
</tr>
<tr>
<td>(July 10)</td>
<td>(MATs taking non-education classes)</td>
<td>(non-education courses begin summer school session II)</td>
</tr>
<tr>
<td>August 1</td>
<td>ALL Interns</td>
<td>Deadline to complete MTEL in Communication Literacy</td>
</tr>
<tr>
<td>July 21, 2017</td>
<td>MAT Interns (and guests)</td>
<td>9am Attend graduating MAT research presentations</td>
</tr>
<tr>
<td>(August 11)</td>
<td>MAT Interns</td>
<td>Education Program summer courses end</td>
</tr>
<tr>
<td>(August 11)</td>
<td>(MATs taking non-education classes)</td>
<td>(non-education courses end summer school session II)</td>
</tr>
<tr>
<td>Late August</td>
<td>ALL Interns</td>
<td>Interns start field placements when teachers return for professional days and classroom set-up</td>
</tr>
<tr>
<td>August 24</td>
<td>ALL Interns, Mentors &amp; Field Instructors</td>
<td>9am–1pm Professional Development (Morning Pastries + Lunch)</td>
</tr>
<tr>
<td>August 30</td>
<td>ALL Interns (Mentors &amp; Field Instructors</td>
<td>First day of Brandeis classes (4:30-7pm Make-Up PD session + refreshments)</td>
</tr>
<tr>
<td>(Sept 14)</td>
<td>who missed 8/24)</td>
<td>Informal observation of Intern by Field Instructor ALL Documentation Due October 26</td>
</tr>
<tr>
<td>Between Sept 30–Oct 26</td>
<td>ALL Interns &amp; Field Instructors</td>
<td></td>
</tr>
<tr>
<td>October 11</td>
<td>ALL interns + New Field Instructors</td>
<td>4:30–7pm CAP Training on: Observation Procedure; Pre-Cycle; Self-Assessment (+ refreshments)</td>
</tr>
<tr>
<td>(Brandeis Thursday)</td>
<td>by October 26</td>
<td>Co-Observation of Mentor conducted by Intern and Field Instructor; Write up Due October 26</td>
</tr>
<tr>
<td>Between Nov 1 – Dec 8</td>
<td>ALL Interns &amp; Field Instructors &amp; Mentors</td>
<td>CAP PreCycle Observation of Intern by Field Instructor and Mentor</td>
</tr>
<tr>
<td>December 1</td>
<td>ALL Interns</td>
<td>Deadline for completion of all additional MTELs</td>
</tr>
<tr>
<td>December 13</td>
<td>ALL Interns &amp; Field Instructors &amp; Mentors</td>
<td>CAP PreCycle Observation Documentation Due: Observation Forms, Reflection Form, Video, Elaborated Lesson Plan, CAP form</td>
</tr>
<tr>
<td>Dec 12-19</td>
<td>ALL Interns</td>
<td>Final Exam Week</td>
</tr>
<tr>
<td>December 19</td>
<td>ALL Interns &amp; Field Instructors &amp; Mentors</td>
<td>ALL Fall Semester Documentation Due: Candidate Self-Assessment Form, Brandeis Professionalism Assessment</td>
</tr>
<tr>
<td>December 19</td>
<td>ALL Interns</td>
<td>Final Day at field placements for Fall</td>
</tr>
<tr>
<td>December 19</td>
<td>ALL Interns</td>
<td>4-6:30pm Job Workshop #1</td>
</tr>
<tr>
<td>WHEN</td>
<td>WHO</td>
<td>WHAT</td>
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<tr>
<td>January 2</td>
<td>MAT Interns</td>
<td>Return to field placements and Brandeis courses</td>
</tr>
<tr>
<td>January 8</td>
<td>Undergraduate Interns</td>
<td>Return to field placements and Brandeis courses</td>
</tr>
<tr>
<td>January 11</td>
<td>ALL Interns, Mentors &amp; Field Instructors</td>
<td>3 – 5pm Interns and <strong>New</strong> Field Instructors CAP training 4:30 – 7pm Mentor &amp; Field Instructor PD (light meal for ALL)</td>
</tr>
<tr>
<td>January 8 - 26</td>
<td>ALL Interns &amp; Field Instructors</td>
<td>Field Instructor Spring “announced” Observation #1 Documentation Due by January 26</td>
</tr>
<tr>
<td>by January 31</td>
<td>Secondary School Interns</td>
<td>Begin full responsibility for (at least) one class period</td>
</tr>
<tr>
<td>February 1</td>
<td>ALL Interns</td>
<td>5:30-7:30pm Job Workshop #2</td>
</tr>
<tr>
<td>By February 2</td>
<td>ALL Interns, Mentors &amp; Field Instructors</td>
<td>Three-way meeting and documentation: Measures of Student Learning Tool &amp; Plan; SMART Goal Plan; CAP Form (rubric)</td>
</tr>
<tr>
<td>February 1-16</td>
<td>ALL Interns &amp; Mentors</td>
<td>Mentors conduct spring “unannounced” observation #1 Documentation Due by February 16</td>
</tr>
<tr>
<td>February 19-23</td>
<td>ALL Interns</td>
<td>Public School and Brandeis break</td>
</tr>
<tr>
<td>Btwn February 5 – March 2</td>
<td>ALL Interns &amp; Field Instructors</td>
<td>Field Instructor Spring “announced” Observation #1 Documentation Due by March 2</td>
</tr>
<tr>
<td>by February 28</td>
<td>Secondary School Interns</td>
<td>Begin full responsibility for an additional class period</td>
</tr>
<tr>
<td>March 1</td>
<td>ALL Interns</td>
<td>5:30-7:30pm Job Workshop #3</td>
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<td></td>
<td></td>
<td>Formally request a letter of recommendation</td>
</tr>
<tr>
<td>March 4</td>
<td>ALL Interns (Mentors &amp; Field Instructors welcome too)</td>
<td>Teacher Forum (sponsored by Jack, Joseph, and Morton Mandel Center for Studies in Jewish Education)</td>
</tr>
<tr>
<td>Due by March 22</td>
<td>ALL Interns, Mentors &amp; Field Instructors</td>
<td>Formative Assessment Meeting + Documentation: Student Feedback Analysis; Candidate Self-Assessment; CAP form (rubric); Student Learning Analysis; SMART Goal Progress; Professionalism Assessment</td>
</tr>
<tr>
<td>Between March 2 -30</td>
<td>ALL Interns &amp; Field Instructors</td>
<td>Field Instructor Spring “announced” Observation #3 Documentation Due by March 30</td>
</tr>
<tr>
<td>by April 1</td>
<td>ALL Field Instructors &amp; Mentors</td>
<td>Share Intern’s letter of recommendation with the Teacher Education Program, Due by April 1</td>
</tr>
<tr>
<td>April 2-5</td>
<td>ALL Interns</td>
<td>Education Courses <em>may</em> meet during university break Interns remain at field placements.</td>
</tr>
<tr>
<td>Btwn March 22 - April 13</td>
<td>ALL Interns &amp; Mentors</td>
<td>Mentors conduct spring “unannounced” observation #1 Documentation Due by April 13</td>
</tr>
<tr>
<td>(April 19)</td>
<td>(optional ALL Interns)</td>
<td>MERC job fair (attendance encouraged but optional)</td>
</tr>
<tr>
<td>by April 27</td>
<td>ALL Interns, Mentors &amp; Field Instructors</td>
<td>Field Instructor Spring “announced” Observation #4 Documentation Due by April 27</td>
</tr>
<tr>
<td>April 16-20</td>
<td>ALL Interns</td>
<td>Summative Assessment Three-Way Meeting to discuss and document: Candidate Self-Assessment; CAP form (rubric); SMART Goal Progress; Brandeis Professionalism Assessment All CAP documentation DUE May 4</td>
</tr>
<tr>
<td>by May 4</td>
<td>ALL Interns, Mentors &amp; Field Instructors</td>
<td>Summative School spring break; Education courses do <em>not</em> meet</td>
</tr>
<tr>
<td>May 4</td>
<td>ALL Interns</td>
<td>Last day at field placement</td>
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<td>WHEN</td>
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<tr>
<td>May 7 – June 8</td>
<td>MAT Interns &amp; Field</td>
<td>“Mini” placement (i.e., second field placement) Field Instructor</td>
</tr>
<tr>
<td></td>
<td>Instructors</td>
<td>conducts one observation</td>
</tr>
<tr>
<td>(May 7-11)</td>
<td>(Undergraduate +</td>
<td>“Senior Week Activities” (optional)</td>
</tr>
<tr>
<td></td>
<td>BAMAT Interns)</td>
<td></td>
</tr>
<tr>
<td>(May 14 –June 15)</td>
<td>(BAMAT Senior week</td>
<td>(optional, adjusted “mini” placement timing for senior week</td>
</tr>
<tr>
<td></td>
<td>participants only)</td>
<td>participants)</td>
</tr>
<tr>
<td>May 7 – June 8</td>
<td>MATs</td>
<td>Select courses meet (e.g., Teacher Research and Special Education)</td>
</tr>
<tr>
<td>June 15 BAMATS)</td>
<td>MATs (including</td>
<td>All Mini-Placement Documentation Due</td>
</tr>
<tr>
<td></td>
<td>(including</td>
<td></td>
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<tr>
<td></td>
<td>MATs only)</td>
<td></td>
</tr>
<tr>
<td>June 8 - 15</td>
<td>Graduating MATs</td>
<td>No Brandeis Courses</td>
</tr>
<tr>
<td>June 18</td>
<td>MATs</td>
<td>Graduating MATs Welcome Incoming Students</td>
</tr>
<tr>
<td>(July 9)</td>
<td>(MATs taking additional</td>
<td>(non -education courses begin [summer school] session II)</td>
</tr>
<tr>
<td></td>
<td>classes)</td>
<td></td>
</tr>
<tr>
<td>August 1</td>
<td>ALL Incoming Interns</td>
<td>Deadline to complete [MTEL] in Communication Literacy</td>
</tr>
<tr>
<td>July 20, 2017</td>
<td>MATs (and guests)</td>
<td>[Research Presentations]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[Graduation!]</td>
</tr>
<tr>
<td>July 20, 2017</td>
<td>MATs</td>
<td>[Education Program] summer courses end</td>
</tr>
<tr>
<td>(August 10)</td>
<td>(MATs taking additional</td>
<td>(Non -education courses end [summer school] session II)</td>
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<td></td>
<td>classes)</td>
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</table>
YEAR-LONG INTERNSHIP STRUCTURE

Interns work in their K-12 placements from the first day that the faculty returns in fall through mid-May. Over time, the Mentor gradually releases responsibility to the Intern, as the Intern gradually assumes responsibility for the classroom. Details about this release and assumption of responsibilities can be found below and in the elementary and secondary “ramp” documents.

August – December “Pre-Practicum”

MAT Interns are in schools the equivalent of 3 days (roughly 18-21 hours) per week. Undergraduates are in schools the equivalent of 2 days per week (roughly 12-16 hours). More important than the exact number of hours Interns spend at school, is the opportunity for Interns to get to know their students deeply and develop a sense of continuity and context.

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.

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 Internship. Whenever possible, Interns take courses that meet at 2pm or later.

January – Mid-May “Full Practicum”

MAT Interns return to their placements when school starts in January. Undergraduates return the week that Brandeis courses resume. During this semester, Interns are in their school placements 5 full days a week, from before school starts until the school-day/contract-day ends (including, when possible, participation in any department/school/district-based professional development meetings).

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

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.

Full responsibility (also called, “take-over,” “solo,” “lead,” or “independent” teaching) means taking on all planning, instruction, and assessment:

Secondary School “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 “Full Responsibility”: In the spring, elementary school 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.
OVERVIEW OF POLICIES AND PRACTICES FOR THE INTERNSHIP

See the Handbook for further details

- Interns must contact mentors well in advance of absences. In the fall, if Interns miss an internship day, they must reschedule it. In the spring, Interns may have no more than 5 excused absences, again being sure to contact Mentor and related school personnel ahead of time.
- Interns follow the field placement’s 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.
- 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.
- Interns may serve as substitute* teachers in their field experience school if . . .
  - the school contacts the Teacher Education Program and gets prior approval.
  - substituting does not interfere with Brandeis or Internship responsibilities.
  - the Intern receives appropriate compensation in accordance with district/school policies.
  - the Intern meets the criteria for substitute teaching set by districts, schools, and the Department of Education.

* Interns may provide occasional full day or partial-day coverage at the discretion of the school.
- 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.

THE STUDENT-TEACHING INTERNSHIP TEAM

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

Field Instructors (also known as Program Supervisors) are the theory-to-practice liaisons between Brandeis and the schools in which Interns are teaching. As both 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).

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.)
Mentor Teacher Practices and Responsibilities

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

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.
- 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 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).
- Introduce the Intern as a teaching partner and, over time, gradually release responsibility to the Intern.
- Determine the timeline of graduated responsibility for teaching all grade level responsibilities (see “ramp” document for guidance).
- 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.
- In fall and spring, complete the Brandeis Professionalism Assessment of the Intern.
- Attend at least two Brandeis Mentor Professional Development workshops. (Contact the Teacher Ed. program if you have a conflict.)
- Immediately communicate any questions or concerns that arise by contacting the Field Instructor and/or Brandeis Program Director or Faculty Leader.
- 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 both 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 - to open up genuine conversation that helps Interns learn from their own and others’ teaching.

**RESPONSIBILITIES**

- Maintain weekly communication/ check-ins with the Intern and 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 “mini-placement,” conduct and document one (informal) observation.
- Conduct three formal CAP assessment conversations with the Mentor and Intern – one in fall; two in spring.
- In fall and spring, complete the Brandeis Professionalism Assessment of the Intern.
- Attend 2-3 Brandeis Professional Development workshops in order to continually strengthen field instruction. (Contact the program if there is a conflict.)
- Immediately communicate any questions or concerns that arise by contacting the Teacher Education Program Director or Faculty Leader.
- 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**

- 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.
- 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.

**RESPONSIBILITIES**

- Gradually and systematically assume increased responsibility for the classroom (see “ramp” document for guidance).
- Maintain professional, prompt, and respectful communication with all parties.
- Maintain ongoing, structured, written reflections and analysis of teaching and learning – not only as assigned in coursework, but also for personal and professional growth.
- Maintain weekly communication/ check-ins with Field Instructor (email, 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.
- Seek out opportunities to participate in and learn from teacher meetings and other duties.
- Maintain the lesson planning expectations set forth by Brandeis and by the Mentor and Field Instructor.
- Uphold and the standards of professionalism outlined by Brandeis. Complete the Professionalism Assessment in fall and spring.
- 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 Teacher Education Program Director or Faculty Leader.
- 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 OF RESPONSIBILITY

Over the course of the school year, Student-Teaching Interns gradually increase their teaching responsibility, as Mentors release responsibility to them. The Mentor, Intern, and Field Instructor should work together to create a “ramp-up” of responsibilities for the Intern, a ramp that best fits the needs of the field placement. The following page gives a graphic overview 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 the previous items and add new ones.

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 Time: The Intern should be actively engaged with students most of the time. However, each week, the Intern and Mentor should agree upon and designate observation time as well. Often, the Intern’s observation time will involve completing a specific course assignment. Often, the Intern will be observing to collect examples of particular teaching standards (e.g., CAP) or instructional moves. During these periods of observation, the Intern should focus intently on that task rather than trying to split his/her 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; and, the Mentor observes and inquires into the Intern’s practice.

Assessment: Early on, the Mentor explicitly models how to develop and administer assessments, respond to student work, interpret assessment data, and adjust teaching practice accordingly. Over time, as the Intern learns to do this assessment work, the Mentor continues to work with 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 generally 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.
Elementary School:
Student Teaching Internship “Ramp” of Gradual Increase/Release of Responsibility

March – MidMay
- During designated planning times, Intern leads: Mentor inquires.
- Before lead teaching week(s), all Interns teach 1-3 full days per week.
- Intern lead teaches without Mentor (except in mandated co-teaching circumstances).

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/week for ALL subjects & assist in other lessons.
- Intern leads 3-4 “other classroom activities” (e.g., morning meeting, read-aloud).

November - December
All previous activities PLUS
- Intern and Mentor co-plan and co-teach in each subject at least 2x 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.

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

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.

Revised: June, 2017
SECONDARY SCHOOL:
STUDENT TEACHING INTERNSHIP “RAMP” OF GRADUAL INCREASE/RELEASE OF RESPONSIBILITY

SEPTEMBER - OCTOBER
- During designated planning time, Mentor leads; Intern inquires.
- Intern completes observation assignments for coursework.
- Intern works with small groups & individuals.
- Intern assists with classroom routines.

OCTOBER-NOVEMBER
All previous activities PLUS
- During designated planning time, Mentor mostly leads; Intern contributes & inquires.
- With Mentor guidance, Intern plans and implements some of his/her own lessons.
- Intern often co-teaches Mentor’s lessons.
- Mentor models assessment practices & guides Intern’s development of pre-assessments.

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

FEBRUARY – MID MAY
- Intern takes “full responsibility” for two class periods: including, planning, instruction, and assessment.
- During designated planning times, Intern leads; Mentor inquires.

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

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

As Interns become increasingly proficient, they may be asked to provide coverage for their Mentors for part of a day, or even an occasional full day. Such arrangements are at the discretion of the school.

In event that an Interns are asked to substitute for consecutive days and/or long term, the school must first contact Brandeis to discuss the appropriateness of the request as it fits within an individual Intern’s progress in his/her program.

Interns may serve as partial or full day substitute teachers in their field experience if:

● substituting does not interfere with Brandeis or Internship responsibilities.
● the Intern receives appropriate compensation in accordance with district/school policies.
● the Intern meets the criteria for substitute teaching set by districts, schools, and the Department of Education.

Brandeis has a responsibility to Interns, students, and schools to make sure that the Intern receives appropriate supervision at all times. The Mentor continues to be the teacher of record throughout the Internship.

Interns should not count days on which they are substituting for other (non-Mentor) teachers toward their required Internship hours.
<table>
<thead>
<tr>
<th>Summer I</th>
<th>Fall</th>
<th>Spring</th>
<th>May-June</th>
<th>Summer II</th>
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<td>Fundamentals of Teaching ED 267a</td>
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<td>Teacher Research (13 sessions ) ED 266A -3</td>
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<td></td>
<td>Special Education: Teaching Students with Moderate Disabilities Modules ED 260a</td>
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<td>Psychology of Student Learning 157b</td>
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<td></td>
<td>Teaching English Language Learners ED 175A</td>
<td>4</td>
<td>Fundamentals of Teaching ED 267b</td>
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<td>6</td>
<td>Inquiry Based Science ED261a</td>
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<td>Teaching Mathematics ED 262a</td>
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<td>Reflective Seminar Ed 263b</td>
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<td>Field Internship ED 265b</td>
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<td><strong>TOTAL UNITS</strong></td>
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<td>Field Experience in Waltham Public Schools (ED 107a)</td>
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<td>Pre-Practicum Internship in Secondary School</td>
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<td>Practicum Internship in Secondary School</td>
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<td>18-21 hours/week</td>
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<td>5 Full days/ week</td>
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### Master of Arts in Teaching Program
#### Year at a Glance
##### Secondary Education

<table>
<thead>
<tr>
<th>Summer I</th>
<th>Fall</th>
<th>Spring</th>
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<th>Summer II</th>
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<td>Fundamentals of Teaching ED 267A -3</td>
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<td>Teacher Research (13 sessions ) ED 266A -3</td>
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<td>Special Education: Teaching Students with Moderate Disabilities Modules ED 260B-1</td>
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<td>Subject Specific Content Course II</td>
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<td>Teaching English Language Learners ED 175A</td>
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<tr>
<td>Psychology of Student Learning ED 157B</td>
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**TOTAL UNITS 12**

**TOTAL UNITS 20**

**TOTAL UNITS 12**

**TOTAL UNITS 10**
ACADEMICS & COURSEWORK POLICIES

The Brandeis Teacher Education Program includes both Undergraduate and Master of Arts in Teaching (MAT) paths to licensure in both elementary and secondary education. All programs meet the Massachusetts Subject Matter Knowledge Requirements, Professional Standards for Teachers, and Candidate Assessment of Performance criteria. The programs include both distinct and shared coursework. For an overview of coursework during the Internship year, see the “Year at a Glance.”

Assignments & Late Work

Teacher Education students should complete readings and assignments before each class session, and bring readings to class. When uploading course assignments, do so before class begins, by the due date.

On-time completion submission of all coursework is both a requirement for successfully completing a course and a core professional skill for teaching. A great deal of the coursework in the Teacher Education Program aligns with daily classroom teaching and reflection; therefore, its completion and related feedback is time-sensitive. 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.

In Teacher Education courses, most assignments are required for in-class participation and so will not be useful if late. All work must be turned in on time unless there is prior agreement between the instructor and the student regarding extenuating circumstances or extensions. Late work is subject to grade penalty. Extenuating circumstances should be discussed with instructors well in advance. Failure to complete assignments or to notify instructors of extenuating circumstances is cause for calling an advisory intervention meeting.

In cases where turning in late-work is an option, Interns should observe the following protocol:

- If an Intern foresees that an assignment will not be completed on time, the Intern can request an extension 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.

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. In Teacher Education courses, 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. Late entry also disrupts the learning of everyone in class and suggests a lack of professionalism.

For better or worse, teachers live by the clock; which means that lateness is unacceptable in schools. Teachers are expected to model punctuality for students; they also have a legal responsibility to be in their classrooms when students are present.
For all of these reasons, Teacher Education students are expected to be punctual and fully present in class.

**Grades**

All Undergraduate and MAT students must earn a B- or better in every class in order to successfully complete the degree and earn a Massachusetts (MA) teaching license. Successful completion of all courses is required to be a “Program Completer” which enables students to apply for a MA teaching license.

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.

Interns should engage deeply with all activities and assignments, regardless of whether they are graded. Interns are expected to work toward a “mastery” of the skills in the assignments rather than toward a grade. Interns will have the opportunity to revise assignments when appropriate. Grades should be far less important than mastery and development of skills. Teacher Education students 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.

**Technology Use**

In Teacher Education courses, laptops or tablets are often required for course activities; however, turning on a device during class is an implicit agreement only to use it for class purposes (e.g., no social media, email, messaging, gaming, etc.). Otherwise, turn off and stow phones, computers, and other technology as a matter of professionalism and courtesy.

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.

Those of us with children and other responsibilities at home need to keep our phones on and sometimes receive urgent messages; we ask that participants step outside to take those calls or texts.

**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).
Disability Resources at Brandeis

At Brandeis University, a diverse body of people come together to form a cohesive community. Brandeis welcomes all qualified individuals into the University community as students, faculty, or staff members. Brandeis is committed to providing “reasonable accommodation/s” to individuals with appropriately documented physical, learning, and psychological disabilities.

A “reasonable accommodation” is defined as any change in the work or educational environment or the way thing are customarily done which will allow an individual with a known documented disability to perform the essential functions of a position or let an otherwise qualified student receive a reasonable modification or adjustment for his/her documented disability. All accommodations are made on a case-by-case basis. Students, faculty, and staff must follow well-established procedures to obtain accommodations.

If you are a student who needs academic accommodations because of a documented disability you should contact me at the beginning of the semester, and present your letter of accommodation, as soon as possible. If you have questions about documenting a disability or requesting academic accommodations you should contact the Assistant Director for Financial Aid and Student Services. Letters of accommodations should be presented at the start of the semester to ensure provision of accommodations. Accommodations cannot be granted retroactively.

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 this course, you must ask for clarification.

Also see http://lts.brandeis.edu/teachlearn/support/academic-integrity/index.html
The Professionalism Assessment

The Professionalism Assessment (see attached) is a tool that the Teacher Education Program uses to guide Interns in developing their professional skills and engaging in professional socialization. Some of these skills are practiced in coursework, but most are practiced in the Internship. 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: https://brandeis.qualtrics.com/jfe/form/SV_3jVu0ZFF4eRKmh

The Professionalism Assessment includes three overarching categories: Professional Interactions; Professional Practices; and Professional Stance as a Teacher and Learner. These categories are elaborated below.

Professional Interactions

Assessment Expectations of Interns:

- 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 personnel
- Alerts instructors/mentor well in advance of absence or lateness.
- Respects Mentor's time, for example, understands that the Mentor's first priority is the students.

Communication

Communication is key to all participants’ success in the Teacher Education Program. Reach out whenever you have questions, concerns or curiosity. Members of the Teacher Education Program are always interested in hearing your thoughts and happy to meet with you outside of class.

Communicate early and often: Reliably read email, and respond promptly. Brandeis email (not text) is the primary mode of communication in the Teacher Education Program. If you don’t get a reply from faculty, staff, or school personnel within two business days, it’s probably fallen off the edge of the inbox page. Resend it with a gentle reminder.

It is expected that all communication is done professionally, respectfully, and with patience. Write email in friendly letter style – using a salutation and closing and a clear and specific subject line. Email is the best option for basic information and questions or to raise issues that will be discussed further in face to face conversations. This is not only a Brandeis expectation, but is a good practice to keep as a professional teacher.

As a rule of thumb, individuals should resolve questions and problems between themselves first before seeking additional support. If additional support is needed, individuals should contact: Director of Teacher Education, Danielle Igra (digra@brandeis.edu) for secondary education; Elementary Faculty Leader Rachel Kramer Theodorou (rbkramer@brandeis.edu) for Elementary and Early Childhood Education. The Directors and Faculty Leader may communicate directly with individuals regarding questions or concerns as they arise (see Advisory section) with or without forewarning.
Communication about Coursework:

- Students should be in touch with professors and instructors with any questions about course assignments, due dates, materials, content, and all related matters regarding individual courses.
- 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, students should FIRST be in touch with a professor/instructor, and if a matter is not resolved within a week the student may contact the Director of Teacher Education or Elementary Faculty Leader.
- Mentors and Field Instructors who have concerns or questions about any aspect of coursework should be in touch with the Director of Teacher Education or Elementary Faculty Leader who will resolve needs as soon as possible.
- See information on advising in the handbook for more detail.

Communication about the Internship:

- Interns, Mentors and Field Instructors should communicate with each other on all matters FIRST so that needs/goals/concerns may be managed efficiently.
- In the event that communication breaks down between an Intern, Mentor and/or Field Instructor anyone in the triad may contact the Director of Teacher Education or Elementary Faculty Leader whom will respond within a week.
- CAP questions should be directed to the CAP manager.

Communication & Social Media:

- Interns must realize that Facebook and other social media are an extension of being a professional. To this end, Interns must expect that content on these sites or apps can be viewed by professionals and families at the Intern’s school.
- At times cohorts will develop a Facebook group or other manner of communication to manage the group’s needs. Professional language and content is expected regarding the Teacher Education Program, school sites, and related content.

Professional Practices

Assessment Expectations of Interns:

- Takes initiative in (supporting) planning and instruction.
- Takes initiative in managing short and long term responsibilities.
- Comes fully prepared for teaching and meetings.
- Keeps teaching and 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 morning and stays throughout all required parts of the school day.
- Dresses appropriately and professionally, in accordance with school's expectations.
**Journals and Binders**

Teacher journals or Internship binders are support tools to help the Intern document critical information ranging from student data through a to do list for an upcoming unit of instruction. They are a professional tool used by Mentors throughout their careers and serve as a physical reference for all aspects of teaching. Many Mentors rely on such journals or binders for parent-teacher conferences, professional development meetings, and for organizing daily preparation. This 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.

Journaling topics and questions will often be assigned during the Fall Professional Seminar and Spring Reflective Seminar courses along with due dates for submissions and binder checks (elementary). Both the journal and binder can be electronic as long as the journal is shared with the appropriate course instructors.

Some important rules to follow when keeping a teaching journal and binder include the following:

- 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 specific, 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.

Below is a list of expected items that Interns will keep throughout the internship.

**Journal (can be electronic)**

- Should be legible and shared with course professor/instructor
- Elementary
  - Fall – includes topics from assignment.
  - Spring – contains 1-2 reflections/week (choice format, i.e. paragraph/bulleted list, about a ½-full page per entry), notes from meetings with Mentors and Field Instructors regarding supervision, and use for expanded information regarding anything you need to teach on a daily basis.

**Binder (choice of subsections to create)**

- 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, kids 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.
Professionalism

Professional dress and decorum
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. Positive first impressions are long lasting; it can take work to reconstruct those that are marred in any way. Professional appearance signals the level 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.

Dress:
- 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 dress to limit low necklines, exposure to mid- and lower back and all clothes should cover undergarments.
- Secondary school Interns should attire 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 unkempt appearances.
- While personal style is welcome, observe colleagues at the school to understand how hair coloring, tattoos, and piercings might be perceived in the professional environment.
- When in doubt about expectations for professional dress, ask!

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 you DO NOT talk about your students or Mentor Teachers in public.
- When concerned about a teacher, administrator, Mentor, or Field Instructor’s choices or words, ask questions to help clarify your understanding.
- Respectful language and mannerisms are expected with regard to race, gender, sexual orientation, ability and any other individually distinguishing characteristics of all individuals involved in the school and University spheres.

Professional Stance as a Teacher and Learner

Assessment Expectations of Interns:
- 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 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 as part of an inquiry cycle.
- Seeks out additional learning opportunities.
- Receives feedback with an open-mind; maintains 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.
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. The difference between teachers who survive and teachers who thrive is often their stance as a learner. Teachers who continually seek to improve, who seek out and are able 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.
Interns, Mentors, and Field Instructors should complete this assessment of the Intern’s professionalism independently, and in the fall and spring. Assessments are reviewed at each of the three-way meetings. Please use the online version of the assessment if possible: https://brandeis.qualtrics.com/jfe/form/SV_3jVu02ZFF4eRKmh

Intern’s Name ___________________________ Date ___________
Name of Person Completing this Form________________________ Date ________
Role: □ Intern □ Mentor □ Field Instructor □ (optional) Course Instructor

<table>
<thead>
<tr>
<th>Professional Interactions</th>
<th>Agree Completely</th>
<th>Agree Somewhat</th>
<th>Disagree Somewhat</th>
<th>Disagree Completely</th>
<th>No Basis for Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds promptly to all communication (e.g., phone email)</td>
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<tr>
<td>Communicates Professionally with Mentor/s and other school personnel</td>
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<tr>
<td>Communicates Professionally with students and families</td>
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<tr>
<td>Communicates Professionally with Brandeis personnel</td>
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<tr>
<td>Alerts instructors/mentor well in advance of absence or lateness.</td>
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<tr>
<td>Respects Mentor's time, for example, understands that the Mentor's first priority is the students.</td>
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<thead>
<tr>
<th>Professional Practices</th>
<th>Agree Completely</th>
<th>Agree Somewhat</th>
<th>Disagree Somewhat</th>
<th>Disagree Completely</th>
<th>No Basis for Judgment</th>
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</thead>
<tbody>
<tr>
<td>Takes initiative in (supporting) planning and instruction.</td>
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<tr>
<td>Takes initiative in managing short and long term responsibilities.</td>
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<tr>
<td>Comes fully prepared for teaching and meetings.</td>
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<td>Keeps teaching and Internship materials organized.</td>
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<tr>
<td>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).</td>
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<tr>
<td>Follows school procedures and policies, for example, regarding out-of-class duties, off hours expectations, and communicating about absences.</td>
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<tr>
<td>Arrives on time in the morning and stays throughout all required parts of the school day.</td>
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<tr>
<td>Dresses appropriately and professionally, in accordance with school's expectations.</td>
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<tr>
<th>Professional Stance as a Teacher and Learner</th>
<th>Agree Completely</th>
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<th>Disagree Somewhat</th>
<th>Disagree Completely</th>
<th>No Basis for Judgment</th>
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<td>Views critique as an opportunity for learning.</td>
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**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:
**Advising, Guidance, and Intervention**

The Teacher Education Program provides a number of support systems and advising structures for both routine matters and more serious concerns. The Director of Teacher Education serves as the advisor to students in the Secondary Education program. The Faculty Leader is the advisor for those in the Elementary and Early Childhood Education programs.

Although students work directly with their advisors; they should turn first to the relevant party when they have questions or concerns. For example, for questions or concerns about coursework, students should *FIRST consult directly with the course instructor.* For question or concerns about the Internship, students should FIRST 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. At any time in the program, students can also seek advice and support from Graduate Student Affairs or Undergraduate Academic Support. Psychological support is provided by the Brandeis Counseling Center.

Working as a teacher while also enrolled in a full course load can be a heavy lift for even the most successful students. Furthermore, the Intern’s professional socialization and identity formation as 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.

**General Advising and Guidance**

All Teacher Education Program students work closely with an advisor throughout their year/s of study and field experience. An advisor will meet 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, a great deal of it is managed via email correspondence.

**Advisory Intervention**

**Overview**

The Teacher Education program takes 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 the 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).

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 in the usual means. 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 struggling to complete courses successfully, not meeting the standards cited on the MA Candidate Assessment of Performance (CAP), and/or are failing in their Professionalism expectations.

The Advisory Intervention is a process of addressing issues where all stakeholders can share their perspectives. An Advisory 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 (e.g., Student/Intern, Mentor Teacher, Field Instructor, School Principal or Department Chair, Course Instructor, Director of Teacher Education, Director of Education Program, and Elementary Faculty Leader).

If a student struggles with coursework, the Internship, or professionalism, the advisory follows the general process below. If the challenges and concerns are addressed, not all steps may be taken.

When might an Advisory Intervention be called?

A number of challenges and concerns might warrant and Advisory Intervention, including challenges or concerns with coursework, in the Internship, with Mentors or Field Instructors, with professionalism, or in progress toward CAP standards.

An Advisory Intervention may be called when students have not made satisfactory progress toward benchmarks:

<table>
<thead>
<tr>
<th>Program Requirement</th>
<th>Benchmarks/Evaluators</th>
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</thead>
<tbody>
<tr>
<td>Successful completion of all program courses</td>
<td>Grades of B- or better</td>
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<td></td>
<td>Satisfactory and on time completion of course content</td>
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<td></td>
<td>Professional interactions with peers and instructors</td>
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<td></td>
<td>Consistent attendance in courses.</td>
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<tr>
<td></td>
<td>Assessed by course instructors and Director/Faculty Leader</td>
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<tr>
<td>Meeting Brandeis Professionalism Standards</td>
<td>Satisfactory ratings in fall and spring</td>
</tr>
<tr>
<td></td>
<td>Assessed by the Intern, Mentor Teacher/s, and Field Instructors using the Professionalism Assessment</td>
</tr>
<tr>
<td>Candidate Assessment of Performance (CAP)</td>
<td>Pre-cycle, Formative and Summative Ratings, and ongoing observations throughout the year</td>
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<td></td>
<td>Observations must show steady progress toward meeting CAP requirements. By the end of internship, Interns must meet the CAP standards at the following levels:</td>
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<tr>
<td></td>
<td>Quality: Proficient</td>
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<td></td>
<td>Scope &amp; Consistency: Need Improvement</td>
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<tr>
<td></td>
<td>Assessed by Field Instructor and Mentor Teacher(s).</td>
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</tbody>
</table>
How does the Advisory Intervention Proceed?

<table>
<thead>
<tr>
<th>Initial Steps</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<td>If the problem persists the Director of Teacher Education (for secondary students) or Faculty Leader (for elementary students) should be contacted.</td>
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<tr>
<td>Director/Faculty Leader polls other individuals involved to determine overall concerns and needs.</td>
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<tr>
<th>Improvement Plan &amp; Probationary Period</th>
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<tbody>
<tr>
<td>Required individuals meet to develop a plan of improvement which may involve outside support such as that provided by Graduate Student Affairs/Undergraduate Academic Support and Brandeis Counseling Center.</td>
</tr>
<tr>
<td>Implementation of student improvement plan occurs with a stipulated timeline/measures of improvement. This includes feedback from concerned individuals which is collected and stored by the Director/Faculty Leader.</td>
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<tr>
<td>If the plan is followed and goals are met satisfactorily, the Intern may proceed in the program / placement.</td>
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<thead>
<tr>
<th>Withdrawal from the Program</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Potential causes for dismissal from the Program include:</td>
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<tr>
<td>- Earning lower than a B- in a required course</td>
</tr>
<tr>
<td>- Failure to meet or make adequate progress toward CAP Standards</td>
</tr>
<tr>
<td>- Failure to maintain professional expectations in school placement as determined by the Professionalism Assessment and/or administration and faculty at the placement.</td>
</tr>
<tr>
<td>- Failure to meet professionalism expectations at the University.</td>
</tr>
<tr>
<td>- Failure to complete assignments on time</td>
</tr>
<tr>
<td>- Failure to meet conditions set forth in improvement plan</td>
</tr>
<tr>
<td>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:</td>
</tr>
<tr>
<td>- change programs (e.g., from BA/MAT to BA, or from a licensure/degree program to an academic degree program only)</td>
</tr>
<tr>
<td>- take a leave of absence</td>
</tr>
<tr>
<td>- be dismissed</td>
</tr>
<tr>
<td>- extend the pre-practicum or practicum period</td>
</tr>
<tr>
<td>- take additional coursework</td>
</tr>
</tbody>
</table>
CONCERNS OR CHALLENGES WITH THE INTERNSHIP MATCH

It can be challenging at times to distinguish between difficulties that are the Intern’s responsibility and those that stem from factors within the school placement or needs of the Mentor Teacher. Sometimes the match between Mentor and Intern is the root of the problem, or the culture of a school does not match the Intern. It is important that during these Advisory meetings, the Director or Faculty Leader help determine the concerns and needs of all parties in the relationship. As with all advising meetings, communication and documentation will be kept consistent and private by the Teacher Education Program administration.

As stated above, first step should always be a direct conversation between Mentor Teacher/Intern/Field Instructor to address concerns and needs. Any party can come to the Director/Faculty Leader seeking advice in how to hold sensitive conversations regarding relationships, differing styles of teaching and a variety of other concerns and needs. It is critical that any individual with concerns and needs about the student teaching relationship contact Director/Faculty Leader early in the Fall.

When the direct conversations do not improve the situation, some of these subsequent steps may be taken:

- Director/Faculty Leader seeks detailed feedback from Field Instructor, Mentor, and Intern to determine next steps.
- Mentor, Intern, and Field Instructor implement plan of improvement and report back to the Director/Faculty Leader within one week of the first meeting.
- If problems persist, a second attempt may be made with revisions to plan of improvement and an additional period of progress monitoring.
- If problems persist, particularly in the Fall pre-practicum, and with all parties consent and agreement, the Director/Faculty Leader may end a Mentor/Intern match and begin the process for finding a new one.
- Upon securing the new Intern/Mentor match, the Director/Faculty Leader determines how to assess whether this new partnership is more productive 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 new match and then reports to Director/Faculty Leader to assure that the match is secure.

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.
ELABORATED LESSON PLAN FAQ

Why do novice teachers write “elaborated” lesson plans? Why don’t experienced teachers 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,” and what does SWBAT stand for?
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. It is helpful to frame these as Students Will Be Able To... (SWBAT). We also 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 ________

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:** “Students will be able to discern and apply mathematical patterns in order to . . .”
- In class activity: “Students will write down the patterns they find . . .”

**Target:** “Students will use sourcing strategies to detect bias and contextual influence . . .”
- In class activity: “Students will find evidence of Thomas Paine’s bias in his letters . . .”

Why do we write out what the students will do/say?
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 what the teacher will do/say?
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. In addition, scripting out the lesson in advance frees teachers to focus on what’s happening in the classroom rather than what we’re going to say next.

What is meant by “metacognition,” and why do I have to write it out?
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. Sometimes teachers will use also this space to write notes 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.
<table>
<thead>
<tr>
<th>Time</th>
<th>STUDENTS DO/SAy</th>
<th>TEACHER DOES/SAYS</th>
<th>TEACHER’S META-COGNITION</th>
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</thead>
<tbody>
<tr>
<td>Approx. minutes or timing</td>
<td>In this column, script out exactly what your students will be doing or how you think they will respond to a prompt. • Not just “Students take notes.” (Are they using a graphic organizer? What kind of notes?) • Not just “Students discuss” (What does this look like? Whole group? Small group?)</td>
<td>In this column, SCRIPT out exactly what you think you will say and do. Not just “teacher lectures about ...” • What examples will you use? • What instructions will you give? • What questions will you ask? • What prompts or follow up might you offer?</td>
<td>• Why are you doing what you’re doing and in this particular way? • How do you plan to manage potential diversions and digressions (or mini-disasters)? • What challenges or stumbling blocks might students face? • Any concerns about the lesson structure itself?</td>
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</tbody>
</table>

**Hook**

**Scaffolded Instructional Activities**

**Closure**
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:

<table>
<thead>
<tr>
<th>from</th>
<th>to</th>
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</thead>
<tbody>
<tr>
<td>More Support/Guidance</td>
<td>Less Support/Guidance</td>
</tr>
<tr>
<td>More Modeling by Teacher</td>
<td>Less Teacher Direction</td>
</tr>
<tr>
<td>Teacher Generated Models</td>
<td>Student Ownership</td>
</tr>
<tr>
<td>More Accessible/Familiar Material</td>
<td>Less Accessible/Familiar Material</td>
</tr>
<tr>
<td>Application in a Familiar Context</td>
<td>Application in an Unfamiliar Context</td>
</tr>
<tr>
<td>Students Working with Help</td>
<td>Students Working</td>
</tr>
<tr>
<td>Independently Lower Stakes</td>
<td>Higher Stakes</td>
</tr>
</tbody>
</table>

**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 (particularly for those who have taken the English Language Learners course)**
  - The lesson attends vocabulary that students will need to understand and use. The lesson supports students’ academic or disciplinary literacy development.

**Intellectual Work**
- The lesson is 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 . . .)
## Intern Name

<table>
<thead>
<tr>
<th>Date/Topic</th>
<th></th>
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</table>

| Materials | (list) |

### MA State Frameworks Addressed in this Lesson
(can be subject specific and/or interdisciplinary; list using MA formatting for numbers, 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” | (i.e. *at least 1* Enduring Understanding resulting from this lesson & 1 Related Essential Question for the unit for which this lesson is a part) |

| Fit Within Learning Sequence | (i.e. Where does this fit among previous/next lessons in this unit of instruction?) |

### Content Objectives (For ALL objectives write as “Students Will Be Able To…” or SWBAT)

### Language Objectives

### Tiered Vocabulary & Language to Teach and/or Emphasize
(List key terms and useful phrases that you expect students to BOTH understand and use; please list and embed instruction of/practice with these items in the Instructional Sequence.)

### Anticipated Learning Needs & Misconceptions
(In a list or paragraph describe why and how you will differentiate instruction this lesson. In a table, list what kinds of misconceptions of the lesson’s concepts & skills that might occur and what you will do to mediate them.)

### Assessment
(answer as a paragraph or separately for each question)

- What are the students doing and what evidence will show that they met objectives?
- What “criteria for success” do you have for meeting objectives?)
Elementary Elaborated Lesson Plan Template

- What are YOU doing to assess student’s progress toward mastery, what questions will you ask to help understand progress, and what feedback will you offer to remediate, affirm, and extend progress? (e.g. “circulate, ask questions about the topic, repeat guided practice, pose a challenge and/or application”)
- How might you “adjust practice” according to assessment data you collect?

**Instructional Sequence** (written to describe what both YOU and YOUR STUDENTS will say/do)
Include:
1. a hook to invite learning AND/OR an introduction to begin the lesson
2. grouping to differentiate,
3. instruction that differentiates,
4. placement of both formative and summative assessments (explained above),
5. what students do when they are finished i.e. to sponge up extra time, and
6. how you will wrap up the lesson.

**Debrief & Reflection** (In a paragraph or list, explain what went as planned/not planned, questions for MT/FI/others to help unpack the lesson, and future steps for teaching. As often as you can cite CAP standards, e.g. “High Expectations” to guide your reflection.)
**Intern Name**

<table>
<thead>
<tr>
<th>Date/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong> (list)</td>
</tr>
</tbody>
</table>

**MA State Frameworks Addressed in this Lesson** (can be subject specific and/or interdisciplinary; list using MA formatting for numbers, 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”** (i.e. at least 1 Enduring Understanding resulting from this lesson & 1 Related Essential Question for the unit for which this lesson is a part)

**Fit Within Learning Sequence** (i.e. Where does this fit among previous/next lessons in this unit of instruction?)

(For ALL objectives write as “Students Will Be Able To...” or SWBAT)

**Content Objectives**

**Language Objectives**

**Tiered Vocabulary & Language to Teach and/or Emphasize** (List key terms and useful phrases that you expect students to BOTH understand and use; please list and embed instruction of/practice with these items in the Instructional Sequence.)

- 
- 

**Instructional Sequence** (embed Assessment & Anticipated Learning Needs and Misconceptions)

**Debrief & Reflection** (explain how/why planned, reflect on how it went, develop questions for MT/FI/others to help unpack the lesson, and list plans for next time)
VIDEO-RECORDING RELEASE PROCEDURE FOR INTERNS

INTERNS, PLEASE FOLLOW THE STEPS BELOW WELL IN ADVANCE OF YOUR FIRST VIDEO RECORDING.

1. Meet with your principal and/or assistant principal to discuss the video release form. Mentor teachers may not be apprised of the most recent district measures and mandates regarding video. Please clear this with an administrator. It will also give you an opportunity to meet with the administrator.

   If there are several Interns at the same school, arrange to meet all together with the administrator.

   □ Explain the purpose of the recording, and make sure that this form letter meets with their approval.
   □ Ask what the district or school policy is about video-recording and whether forms signed for the district or school should be used in lieu of or override this form.
   □ Find out if there are any students who have already opted out of video-recording on school or district level forms. These students may not be recorded in your video.
   □ Walk through the Brandeis form letter (below), explaining the purpose of the recording.
   □ Ask for approval to distribute it.

2. If the administrator has questions or concerns, direct the administrator to contact the Teacher Education Program directly. You do not need to field these questions.

3. When you get approval from the administrator, fill in the date, your name, and your signature on the form letter.

4. Share the information with your Mentor teacher.

5. Make enough copies of the form (not these instructions) and distribute them to the group/s of students whom you will be video recording. For secondary school teachers, this will be the class periods for which you will take full responsibility for teaching in spring.

6. Collect any “NO” responses, and keep these on file in your records.
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 ____________________________
Overview:
The five-week “mini-placement” is an opportunity for Interns to explore a different teaching context than the placement in which they have taught from September — May. Structurally, the mini-placement resembles the fall semester pre-practicum. Interns primarily assist and observe, following their Mentor’s leadership. One crucial difference is that by May, the Intern has assumed full responsibility for teaching. Thus, the intern is able to take on as large a teaching role in the mini-placement as the Mentor determines appropriate. During the Mini-Placement, from May 8 – June 9, 2017, Interns are expected to be present 5 days a week, for the full school day, including after-school meetings whenever possible.

Mentor Teacher:
The Mentor’s role is to reflect on classroom practice with the Intern, and 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 mini-placement.

Mentors will sign off as the Intern completes each assignment on the attached Mini-Placement Requirements and Responsibilities Log.
In recognition of their service, Mentor teachers will be offered a Brandeis course voucher, valued at over $5,000.

Intern:
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 mini-placement.

The Intern will complete a short reflection comparing and contrasting the experience in the mini-placement 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.

Field Instructor:
Field Instructors 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 mini-placement. 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.
**MINI-PLACEMENT LOG -- DUE TO MANUEL TUAN BY 6/15/16**

(Exploring a new context)

**MAY 8 – JUNE 9, 2017**

<table>
<thead>
<tr>
<th>Focus</th>
<th>Intern’s Assignments</th>
<th>Date Completed &amp; approx. hours</th>
<th>Mentor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intern’s Observations of Mentor</strong></td>
<td>Intern should conduct and debrief 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.</td>
<td>1.</td>
<td></td>
</tr>
</tbody>
</table>
| **Well-Structured Lessons**                | With guidance and approval from the Mentor, write three complete lesson plans that could potentially be implemented during the mini-placement. (May use the abridged lesson plan template.)  
Make revisions on the lesson plans based on Mentor feedback.  
If feasible, teach some aspect/s of these lessons to a full class or small group. | 2.                            |                 |
| **Adjustment to / of Practice**            | 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. | 3.                            |                 |
| **Meeting Diverse Needs**                  | 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 . . .) |                                    |                 |
| **Safe Learning Environment**              | With guidance and approval from the Mentor, design or practice using routines, procedures, protocols, or behavior management strategies for small or whole group instruction. |                                    |                 |
| **High Expectations**                      | 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. |                                    |                 |
| **Reflective Practice**                    | In a page or two, compare and contrast the experience in the mini-placement with that of the full practicum and upload this to your field placement google folder.  
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**| The Field Instructor will conduct one observation during the mini-placement. The Field Instructor and Intern will use the CAP protocol for the observation but are not required to video-record. |                                    | Field Instructor's Initials |
TEACHING STUDENTS WITH MODERATE DISABILITIES MINI-PLACEMENT REQUIREMENTS AND RESPONSIBILITIES CHECKLIST

All Interns must work with a small group or individual on a regular basis. The Mentor will determine which students the Intern will work with at any given time during the Mini-Placement. The Intern’s specific responsibilities and requirements are listed in the attached chart.

COMPLETED CHECKLIST and PRACTICUM LOG DUE BY 6/15/18.

Intern:
- Interns must log a minimum of 150 hours across all the categories of requirements and responsibilities.
- The Intern will record and submit to Brandeis the Requirements and Responsibilities Checklist with dates and number of hours for completion of requirements.
- The Intern will submit the completed Log of Practicum Hours form to Brandeis.
- The Intern will also collect, store, and submit the observation documents electronically on Google Drive.
- During the Mini-Placement, from May 7 – June 8, 2018, interns are expected to be present 5 days a week, for the full school day, including after-school meetings.
- Students must also pass the Foundations of Reading MTEL.

Mentor Teacher:
The Mentor teacher will support the Intern in completing the requirements and responsibilities of the Mini-Placement. In recognition of their service, Mentor teachers will be offered a Brandeis course voucher, valued at over $5,000.

Field Instructor:
The field instructor is an experienced teacher who is the Brandeis representative on-site. The Field Instructor will make ONE VISIT during the mini-placement 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.

<table>
<thead>
<tr>
<th>PRIOR to the Mini-Placement: I have read the Mini-Placement Handbook and the Requirements &amp; Responsibilities document and agree to the responsibilities detailed therein.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School</td>
</tr>
<tr>
<td>Mentor Teacher</td>
</tr>
<tr>
<td>Print Name __________________________ Signature __________________________ Date ______</td>
</tr>
<tr>
<td>Intern</td>
</tr>
<tr>
<td>Print Name __________________________ Signature __________________________ Date ______</td>
</tr>
<tr>
<td>Experience / Observe</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td><strong>IEP / 504 Reviews &amp; Meetings</strong></td>
</tr>
<tr>
<td>▶ Prepare for and attend minimum of two IEP or 504 meetings.</td>
</tr>
<tr>
<td>▶ This includes reading documents and learning routines for reviewing student progress.</td>
</tr>
<tr>
<td>▶ Dissect at least two IEPs using the graphic organizer distributed in class.</td>
</tr>
<tr>
<td>▶ With assistance, interpret assessment data and other evidence for the meetings.</td>
</tr>
<tr>
<td>▶ Help Mentor sort student work and other recorded data to document progress toward meeting IEP goals.</td>
</tr>
<tr>
<td>▶ Help identify “needs” or “next steps” for one student.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accommodations &amp; Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Observe Mentor modifying content/processes/performance criteria as outlined by a student’s IEP.</td>
</tr>
<tr>
<td>▶ Observe the way the Mentor makes accommodations as outlined by a student’s IEP.</td>
</tr>
<tr>
<td>▶ With guidance and approval from Mentor and classroom teachers, show evidence of at least ten accommodations provided to students with disabilities.</td>
</tr>
<tr>
<td>▶ Show evidence of at least three modifications you made for students with disabilities (content, methodology, and/or performance criteria).</td>
</tr>
<tr>
<td>▶ Collect examples of assistive technology used by students with disabilities in your school and reflect on their effectiveness.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specially Designed Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Observe the process by which Mentor uses IEP goals and relevant data to plan SDI.</td>
</tr>
<tr>
<td>▶ Show evidence of at least two examples of SDI embedded into a general education lesson plan.</td>
</tr>
<tr>
<td>▶ Show evidence of at least two examples of SDI planned for small group or individual sessions for students with disabilities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Management &amp; Record Keeping</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Observe behavior management and record keeping processes used during IEP service delivery with the goal of measuring progress toward IEP goal mastery.</td>
</tr>
<tr>
<td>▶ With guidance and approval from the Mentor and classroom teachers, design or practice using behavior management strategies appropriate for a small group.</td>
</tr>
<tr>
<td>▶ Collect examples of data collection tools from special educators in your school.</td>
</tr>
<tr>
<td>▶ Create a data collection tool to track progress for a student or small group of students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Observe and note components of collaborative instructional models employed in this setting.</td>
</tr>
<tr>
<td>▶ 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Observe two pre-referral meetings and identify structures, read documents, and interpret data or other evidence presented.</td>
</tr>
<tr>
<td>▶ Observe the culture of the school related to students with disabilities.</td>
</tr>
<tr>
<td>▶ 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.</td>
</tr>
<tr>
<td>▶ Debrief meetings with Mentor to determine how and why the situation might proceed in a particular way.</td>
</tr>
<tr>
<td>▶ Shadow a student with an IEP for a full day and use the observation form provided in class.</td>
</tr>
</tbody>
</table>
LOG OF PRACTICUM HOURS
Moderate Disabilities

Part I – To be completed by the Applicant

Applicant’s name: ____________________________________________

Social Security number: __________ OR MA Educator License number: __________

Sponsoring organization: ________________

Practicum site: __________________________

License field: Moderate Disabilities Grade level: __________

Supervising teacher: __________________________

Part II – To be completed by the Director of Education Program and Program Supervisor

Name: Dr. Marya Levenson Position/Title: Director of Education Program

Signature: __________________________

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

Signature: __________________________

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: __________________________

Part III – To be completed by the Supervising Practitioner (Mentor Teacher)

Name: (print) __________________________ Position __________________________

School System: __________________________

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

Massachusetts License #: __________________________

Field(s) and Grade Level: __________________________
<table>
<thead>
<tr>
<th>TOPIC/ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation and evaluation of Individualized Education Plans (IEPs)</td>
<td></td>
</tr>
<tr>
<td>Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities</td>
<td></td>
</tr>
<tr>
<td>Ways to prepare and maintain students with disabilities for general education classrooms</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL HOURS** (at least 150 hours)

**SIGNATURE of Supervising Practitioner**


**SIGNATURE of Brandeis Director of Education Program**


Before permitting an adult to assume responsibility in a school setting, the Commonwealth of Massachusetts requires background checks to determine whether or not a person has a criminal record. Persons found to have a record may be denied access to schools. (Note: If you are denied access to schools on account of information produced during the CORI or Fingerprinting process your standing in the MAT program will be in jeopardy pending further inquiry.)

1. CORI: CRIMINAL OFFENDER RECORD INFORMATION

In conjunction with ED 107a, Teaching and Learning Reading, your reading course this summer, you will have your first field experience (aka “pre-practicum”). You will be working with youngsters in a Waltham School District sponsored academic summer program. In order to participate, you must get your CORI done no later than June 1, 2017.

You can get your CORI done on the Brandeis campus. Go to The Shapiro Campus Center (the green building), room 203, and look for Lucas Malo, Brian Quigley or Katie McNamara. Their office is open Monday thru Friday from 9-12pm or 1-5pm. Please identify yourself as “a Brandeis University graduate student who will be working with the Waltham Summer Program at the Plympton Elementary School.” You must bring either a license (with photo) or a passport; this will be copied and returned to you. Please email Manuel Tuan, tuan@brandeis.edu, after you have completed your CORI.

It takes a few weeks to get the CORI processed so if, for any reason, you cannot get this done by June 1, please contact Manuel immediately.

2. FINGERPRINTING REQUIREMENT

In addition to doing the CORI, the Commonwealth of Massachusetts also requires that all school personnel undergo fingerprinting as an additional background check.

Waltham Public Schools must receive the result prior to your first day or you will not be allowed to participate. Because it can take three or more weeks, complete this as soon as possible. If you reside out of state and will not arrive in Massachusetts until June, please schedule an appointment NOW for June. We also ask that you read the registration guide (see link below) and refer to the screen shots on the guide as you register.

Registration Guide
http://www.mass.gov/eopss/docs/safis/safis-registration-guide-ese-fv1-0.pdf
You have a choice to register online or over the phone. When you sign up, you will be asked for a School Provider ID. Please use 03080000 for Waltham Public Schools. You will also be asked to choose a date and location (see link below) and to pay a fee. When you have successfully registered, you will be given a registration confirmation number. Email the confirmation number and your schedule once you have it to Manuel.

Fingerprint Locations
https://www.identogo.com/services/live-scan-fingerprinting
At the time of your appointment, you will need to bring the confirmation number and an acceptable form of identification as stated in the Registration Guide. After you have read this and have any questions, please contact Manuel.

Thank you for your prompt attention to these important matters.
Brandeis University Education Program  
Undergraduate Teacher Education  

Applying for Initial License  
from Mass. Department of Elementary & Secondary Education  

The Dept. of Elementary & Secondary Education recommends that you create your licensure (ELAR) profile early in your teacher education career (complete steps 1-5 in your junior year).  
You can complete the process of applying online for a Massachusetts teaching license while you are student teaching or anytime after you have completed the Education Program.**  
The earlier in your student teaching semester you complete all nine steps the better.

Complete these steps early in junior year:
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 Education Program (ekell@brandeis.edu)  

Complete these steps early in your student teaching semester:
6. Follow the “User Registration” directions and click “Submit” as you complete each page.  
7. You are applying for an INITIAL license in your subject area & grade level (5-8 if you taught in a middle school, 8-12 if you taught in a high school) and you are completing an approved program.  
8. Also apply for the SEI endorsement (Sheltered English Immersion) – path 1. No charge.  
9. Email the Education Program 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 MTELs;  
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 endorsement *(available after graduation);  
e. the official, final, endorsed transcript is sent by the Education Program to the Mass. Department of Elementary & Secondary Education. We send transcripts in a batch so they are processed more speedily.**  

DESE no longer issues hard copy licenses. You or a potential employer can verify your license by any of the steps listed at www.doe.mass.edu/news/news.aspx?id=6160  

* An "endorsement" is added to your transcript by the Registrar per request of the 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.  

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.

See next page for information on Good Standing Letter.
Good Standing Letter

In March or April, when you have completed your online license application and have passed all MTELs, but have not yet completed student teaching or received your official license, you should request a letter of good standing from Prof. Levenson. 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.

/licensure/license_app_BA 4/2016
Applying for Preliminary (and Initial) License
from Mass. Department of Elementary & Secondary Education

The Dept. of Elementary & Secondary Education, DESE, recommends that you create your licensure (ELAR) profile early in your MAT career (steps 1-5 by September 1).

You can complete the process of applying online for a Massachusetts teaching license anytime the final semester of your Field Internship. The earlier in spring semester you complete all the steps, the better.

Everyone should complete these five steps by September 1:
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. You will want to check on the progress of your application.
5. Email your MEPID number to your MAT program coordinator: ekell@brandeis.edu

Complete these steps for your preliminary license in early spring:

As soon as you have passed the required MTELs (Communication & Literacy and subject test), you can apply for a preliminary license in your subject area.

Please note, if you are applying for a preliminary license in one of the sciences, you will have to wait until the end of fall semester and the completion of your pedagogy class.

Because you will not be able to receive your initial license until your MAT degree is awarded August 31, 2017, having a preliminary license will allow you to be more competitive for teaching jobs through the spring and summer. You will need to complete these three steps:

P-1. **Complete the application for a preliminary license in your subject area & current grade level (5-8 8-12 for example) on ELAR.**
P-2. **Print and save a copy of your payment receipt.**
P-3. **Send to DESE an official copy of your undergraduate transcript(s) showing the date your bachelor degree was conferred.**

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

To ensure proper identification, please include your name and MEPID on all documents.

Complete these steps for your initial license in early summer:

I-1. Follow the “User Registration” directions and click “Submit” as you complete each page.
I-2. You are applying for an INITIAL license in your subject area & grade level and you are completing an approved program.
I-3. Also apply for the SEI (sheltered English immersion Endorsement (there is no cost) – Path 1.
I-4. Print and save a copy of your payment receipt.
I-5. If you have not already sent your undergraduate transcript(s) to DESE, complete step P-3 above.
I-6. Email the Education Program (ekell@brandeis.edu) confirming the date that you completed your application and paid the application fee.

The application process for your initial license will be complete only after:

a. you have passed all required MTELs
b. the Education Program verifies online in early August that you are a “Program Completer;” we will also verify that you have completed SEI
c. the Education Program sends to DESE your official, final Brandeis transcript with an endorsement * (available after August 31)

The DESE no longer issues hard copy licenses. You or a potential employer can verify your license by any of the steps listed at www.doe.mass.edu/news/news.aspx?id=6160

* An “endorsement” is added to your transcript by the Registrar per request of the 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.

Additional initial license in a new field: Moderate Disabilities

Apply for your initial license in Moderate Disabilities initial license only after:

MD-1. you have completed your spring mini-placement in special education and submitted required paperwork
MD-2. you have completed your summer special education module, ED 260b
MD-3. you have received your elementary (1-6) initial license

See below for information on:
Good Standing Letter
Program Completion Letter

Good Standing Letter

In mid or late May, when you have completed your online license application and have passed all MTELs but have not yet completed the MAT program and received your initial license, you should request a letter of good standing from Prof. Levenson. 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 August 31 graduation date.

Program Completion Letter

In the month between the end of summer classes (late July) and the August 31 final transcript date, if you need official confirmation for an employer that you will be completing the MAT program and receiving your initial license, you should email Prof. Levenson to request a “program completion letter.”

Updated 9/2016
Applying for Preliminary (and Initial) License
from Mass. Department of Elementary & Secondary Education

The Dept. of Elementary & Secondary Education, DESE, recommends that you create your licensure (ELAR) profile early in your MAT career (steps 1-5 by September 1).

You can complete the process of applying online for a Massachusetts teaching license anytime during your Field Internship. The earlier in spring semester you complete all the steps, the better.

Complete these steps by September 1:
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. You will want to check on the progress of your application.
5. Email your MEPID number to Eileen Kell ekell@brandeis.edu

Complete these steps for your elementary (1-6) preliminary license in early spring:
As soon as you have passed these required MTELs (Communication & Literacy, Foundations of Reading, and General Curriculum Math), and have completed the Moderate Disabilities spring semester workshops, you can apply for a preliminary license.

Because you will not be able to receive your initial license until your MAT degree is awarded on August 31, 2017, having a preliminary license will allow you to be more competitive for teaching jobs through the spring and summer. You will need to complete these steps:
P-1. Complete the application for a preliminary license (academic teacher, elementary, grades 1-6) on ELAR.
P-2. Print and save a copy of your payment receipt.
P-3. Send two documents to DESE:
   1) an official copy of your undergraduate transcript(s) with the date your bachelor’s degree was conferred.
   2) an official letter from the Education Program (signed by Prof. Levenson and Desiree Phillips) confirming that you have completed the 10 hour Moderate Disabilities spring workshops (this will be available when workshops are completed in May)

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

To ensure proper identification, please include your name and MEPID on all documents.

Complete these steps for your elementary (1-6) initial license in early summer:
I-1. Follow the “User Registration” directions and click “Submit” as you complete each page.
I-2. You are applying for an INITIAL license for elementary teacher, grades 1-6.
I-3. Also apply for the SEI (sheltered English immersion) Endorsement (there is no cost) – Path 1.
I-4. Print and save a copy of your payment receipt.
I-5. If you have not already sent your undergraduate transcript(s) to DESE, complete step P-3 above.
I-6. Email the Education Program (ekell) confirming the date that you completed your application and paid the application fee.
Applying for Initial License, MAT Elementary

The application process for your initial license will be complete only after:

a. you have passed all required MTELs
b. the Education Program verifies online in early August that you are a “Program Completer;” we will also verify that you have completed SEI;
c. the Education Program sends to DESE your official, final Brandeis transcript with an endorsement *

Note that DESE no longer issues hard copy licenses. You or a potential employer can verify your license by any of the steps listed at www.doe.mass.edu/news/news.aspx?id=6160

* An “endorsement” is added to your transcript by the Registrar per request of the 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.

Additional initial license in a new field: Moderate Disabilities

Apply for your initial license in Moderate Disabilities initial license only after:
MD-1. you have completed your spring mini-placement in special education and submitted required paperwork
MD-2. you have completed your summer special education course, ED 260a
MD-3. you have received your elementary (1-6) initial license

See below for information on:
Good Standing Letter
Program Completion Letter

Good Standing Letter

In mid to late May, when you have completed your online initial license application and have passed all MTELs, but have not yet completed the MAT program and received your official license, you should request a letter of good standing from Prof. Levenson. 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 August 31 graduation date.

Program Completion Letter

In the month between the end of summer classes (late July) and the August 31 final transcript date, if you need official confirmation for an employer that you will be completing the MAT program and receiving your initial license, you should email Prof. Levenson to request a “program completion letter.”

updated 9/2016
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.

Elementary Educator Candidates Must Take and Pass:

<table>
<thead>
<tr>
<th>Test Number/Name</th>
<th>Content</th>
<th>Take Test By</th>
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| Communications & Literacy | Reading - passages and multiple choice questions  
Writing - multiple choice, short answer, and open response questions | August 1     |
| General Curriculum (03)  
(two sections included in this test) | Math - multiple choice and open response questions  
Language Arts, History/Social Science, Science and Technology/Engineering multiple choice questions & 1 Integration of Knowledge and Understanding | December 1    |
| Foundations of Reading (90) | Knowledge of reading/language arts required for Early Childhood, Elementary and Moderate Disabilities licenses | December 1    |

Candidates for secondary licensure (middle or high school) must take and pass the subject matter test in the content area they plan to teach:

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| Communications & Literacy | Reading - passages and multiple choice questions  
Writing - multiple choice, short answer, and open response questions | August 1     |
| Subject & Level Specific | Depending on the content area and/or level of teaching certification sought will determine MTELs to be taken. | December 1    |

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 Elementary Teacher Candidates are offered a free math MTEL preparation course (TBA by Faculty Leader). Materials for study are online (http://www.mtel.nesinc.com/) and can also be found in the Education Offices for borrowing. As well, Lesley University and Simmons College offer MTEL preparation courses for a fee.
### Contact Information and Useful Websites

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Director of Teacher Education</td>
<td>Danielle Igra, PhD</td>
<td>Oversees the Teacher Education program as a whole. Advises and mentors MAT students and undergraduate seniors. Focuses on secondary teacher education.</td>
</tr>
<tr>
<td>Faculty Leader, Elementary Teacher Education</td>
<td>Rachel Kramer Theodorou, M.Ed.</td>
<td>Leads the Elementary Education program. Advises and mentors students in the MAT and undergraduate elementary &amp; early childhood teacher education programs.</td>
</tr>
<tr>
<td>MAT Program Coordinator</td>
<td>Mr. Manuel Tuan</td>
<td>Manages academic records. Liaises with GSAS and the Registrar. Manages financial questions.</td>
</tr>
<tr>
<td>Education Program Director</td>
<td>Marya Levenson, EdD</td>
<td>Directs the Undergraduate Education Studies Program and serves as Education Program Chair. Advises lower division undergraduates.</td>
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<tr>
<td><a href="http://www.brandeis.edu/programs/education/mat/">http://www.brandeis.edu/programs/education/mat/</a></td>
<td>MAT Website</td>
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<tr>
<td><a href="http://www.brandeis.edu/programs/education/mat/currentstudents/index.html">http://www.brandeis.edu/programs/education/mat/currentstudents/index.html</a></td>
<td>MAT Current Students Information</td>
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<tr>
<td><a href="http://www.facebook.com/BrandeisEducationProgram">http://www.facebook.com/BrandeisEducationProgram</a></td>
<td>MAT Facebook Page</td>
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<tr>
<td><a href="http://www.doe.mass.edu/">http://www.doe.mass.edu/</a></td>
<td>Massachusetts Department of Elementary &amp; Secondary Education (DESE)</td>
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<tr>
<td><a href="http://www.doe.mass.edu/edprep/cap/">http://www.doe.mass.edu/edprep/cap/</a></td>
<td>Candidate Assessment of Performance (CAP)</td>
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The Massachusetts DESE regulates teacher preparation, certification, and licensure. 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.