BRANDEIS
TEACHER EDUCATION
PROGRAM HANDBOOK
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Revised June, 2019
**WELCOME TO THE BRANDEIS TEACHER EDUCATION PROGRAM**

The Brandeis Teacher Education Program includes both Undergraduate (UDG) and Master of Arts in Teaching (MAT) pathways to licensure, in both elementary and secondary education, public schools and Jewish day schools. It is a personalized, cohort-based program, wholly integrated with a full-year, student-teaching Internship. The Brandeis Teacher Education Program instructors walk their talk: they model the same kind of student-centered pedagogy that the program espouses for pk-12 teachers. Whether in the university or in schools, teaching is about students – who they are, what they bring, and how they think. Brandeis prepares teachers to scaffold and support student learning so that, ultimately, it is the students who generate and own the intellectual work of the classroom. This is teaching not merely *in service* of social justice, but teaching that *engages students* in issues of equity and justice. These priorities are reflected in the central themes of the Teacher Education Program: Teaching for Social Justice, Teaching for Understanding, Teaching All Learners, and Teaching as Inquiry. These aren’t just lofty ideals; this is the daily work of teaching – work that makes a difference every single day.
TEACHER EDUCATION PROGRAM THEMES

Teaching for Social Justice
The Teacher Education Program attends to social justice at both the systemic (macro) and interpersonal (micro) levels. Teachers must understand the ways in which issues of 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 reach beyond the classroom, when teachers empower the students themselves to act upon issues of equity and justice.

Teaching for Understanding
Teaching for understanding means moving beyond rote memorization and toward students’ own meaning-making. Teaching for understanding requires that teachers leverage students’ ‘funds of knowledge,’ that is, teachers value and build upon students’ prior knowledge, experiences, and interests. It means 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 their students, their content, and their context shapes their planning, instruction, and assessment in ways that help them teach for understanding. Teaching for understanding and teaching all learners further social justice when teachers honor the knowledge and experience that students bring to the classroom and ground their teaching in these assets.

Teaching as Inquiry
Taking an inquiry stance refers to the way teachers approach their own and their students’ learning. Taking an inquiry stance means continually and systematically assessing and reflecting on one’s teaching practice in order to improve. To do this effectively, teachers need to draw on current resources and research – including teacher research conducted in their own and others’ classrooms. A firm grounding in educational research and an understanding of the relationship between theory and practice enables teachers to locate the particulars of their classrooms in a broader framework and ultimately shed light on teaching and learning more generally.
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 the Education Studies major and the Education Program as a whole: Teaching for Social Justice, Teaching for Understanding, Teaching All Learners, and Teaching as Inquiry.

Teacher Education Program graduates will demonstrate the ability to:

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

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

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

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

**Engage in Reflective Practice** by . . .

- approaching their own and others’ teaching from an inquiry stance
- integrating theory and practice
- seeking out, engaging with, and integrating feedback
- analyzing observation and assessment data to inform teaching practice

**Enter a Professional Culture** by . . .

- engaging professionally with others across contexts - in schools, with families, and with the community
- locating themselves and their teaching in the broader culture of schools and schooling
## Candidate Assessment of Performance [CAP] Standards

<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>
</tr>
<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>
</tr>
<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>
</tr>
<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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</tbody>
</table>
THE TEACHER EDUCATION PROGRAM PATHWAYS TO LICENSURE & DEGREES

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

I. Undergraduate Program – Minor in Teacher Education

Undergraduates can complete a minor in Teacher Education as part of their Bachelor’s degree. The Teacher Education minor is part of a professional preparation program that includes an internship (more akin to professional education in law or medicine). This makes it quite different than an academic minor. Interns need to apply for admission not simply ‘declare’ the minor. Indeed, the responsibility is even greater than in many professional preparation programs like law school, because teacher education students work directly with children and prepare to be in loco parentis (legally responsible for minors).

See the undergraduate program requirements and planning guides for further details.

II. Master of Arts in Teaching (MAT)

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

See the MAT year at a glance for further details.

III. Dual Degree Program BA/BS + MAT

During the fall of junior year, undergraduates can apply to the BA/MAT dual degree program. BA/MAT students begin their graduate level coursework in the summer after their junior year. They complete the MAT in the summer after their senior year, earning two degrees in a total of 10 semesters at Brandeis. To apply for the BA/MAT students must be able to complete their undergraduate major and university general education requirements by the end of their junior year.

See the BA/MAT guide for further details.
**Undergraduate Requirements & Planning Matrix: Elementary Education**

The Brandeis Elem Ed Program is a Massachusetts & NASDTEC approved program leading to the Initial license to teach grades 1-6 in MA.

---

**Student Name ____________________________ SID # 2 __  __  __  __  __  __  __ MEPID __ __ __ __ __ __ __ __ DOB ____________**

**GRAD (anticipated) ____________________________ Major ____________________________ Advising sessions ___________ ___________ ___________ ___________ term/year**

**Declaration of TEACHER EDUCATION minor: ____________________________ (date) Student signature: ____________________________**

*Consult the Elementary Faculty Leader to approve substitutions and/or AP or IB credits.*

---

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<th><strong>Subject Matter Knowledge Requirements (SMKS)</strong></th>
<th><strong>Recommended Courses</strong></th>
<th><strong>Notes</strong></th>
<th><strong>Plan for Completion</strong></th>
<th><strong>Completion Date</strong> (term/year)</th>
</tr>
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<tr>
<td>(for Elementary Teacher Education Minor)</td>
<td>This is a partial list of courses which satisfy subject area requirements. Consult Elem Ed advisor for additional options. Some courses may be double-counted. One course may be taken Pass/Fail.</td>
<td>Some requirements may be met by AP score of 3 or better (send official score reports to Elem Ed Advisor).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td>UWS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td>ECON 2A or above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>American history</strong> (preferably: European arrival through Am. Revolution)</td>
<td>HIST 51a, HIS 50b</td>
<td>HIS 51a can be taken to fulfill both US history/government SMKs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>American government</strong> (U.S. political principles, ideals, founding documents, institutions, and processes, their history and development)</td>
<td>HIST 50B, 51A, POL 14B, HIS 161b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>World history</strong> (Major developments and figures in world history, with stress on Western civilization)</td>
<td>HIST 52b (Europe 1789-present), 56b (to 1960), 71Aa (Latin Am/Caribbean), 80a (East Asian), CLAS 115 (Ancient Greek), 112b (medieval), 126 (early mod. Europe), ANTH 1a (intro. comp. human studies)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>American literature</strong></td>
<td>ENG 7A (1900-2000), 10b (poetry), 30a (graphic novels), ENVS 43b (North Am. Environ. Writing), 147b (Bestsellers)</td>
<td></td>
<td></td>
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<tr>
<td><strong>World literature</strong></td>
<td>ENG 1A (Literary Studies), 33A (Shakespeare), 80b (The Tale)</td>
<td></td>
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<tr>
<td><strong>Mathematics</strong></td>
<td>MATH 3A (Math for Educators), 5a (pre-calculus)</td>
<td></td>
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</tr>
<tr>
<td><strong>Science</strong></td>
<td>PHSC 2b (astronomy), BIO – 17b, 15b, 18a/b (lab); PHYS - 10 a/b, 23a, CHEM 11a/b, EBOOK 33b</td>
<td>prerequisite for PSYC 33A (required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td>PSYC 10A (Intro)</td>
<td>Consult Psych Dept. for exemption.</td>
<td></td>
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### Undergraduate Elementary Education: Brandeis Teacher Education Program

**Revised:** June, 2019

## Requirements & Planning Matrix: Elementary Education (Undergraduate)

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<th>PROFESSIONAL &amp; PEDAGOGICAL REQUIREMENTS</th>
<th>REQUIRED COURSES</th>
<th>NOTES</th>
<th>PLAN FOR COMPLETION (term/year)</th>
<th>COMPLETION DATE (term/year)</th>
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<td><strong>FIELD EXPERIENCE?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Development (Developmental Psych)</td>
<td>PSYC 33a</td>
<td>na</td>
<td>Prerequisite: PSYC 10a. Usually offered fall only.</td>
<td></td>
</tr>
<tr>
<td>Exploring Teaching: Elementary</td>
<td>ED 100a</td>
<td></td>
<td>Usually: First or sophomore year. Offered fall only.</td>
<td></td>
</tr>
<tr>
<td>Exploring Teaching Pre-practicum</td>
<td>ED 100a</td>
<td>3 hrs/wk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; Learning Reading in Elementary &amp; Preschools</td>
<td>ED 107a</td>
<td></td>
<td>Prerequisite: ED 100A. Sophomore or junior year. Offered spring only.</td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; Learning Reading Pre-practicum</td>
<td>ED 107a</td>
<td>*3 hrs/wk</td>
<td>*See Senior Program Coordinator for which section to enroll in.</td>
<td></td>
</tr>
<tr>
<td>Teaching English Language Learners</td>
<td>ED 175a</td>
<td></td>
<td>Offered spring only. May be taken concurrently with ED 107a.</td>
<td></td>
</tr>
<tr>
<td>Teaching English Language Learners Pre-practicum</td>
<td>ED 107a</td>
<td>*3 hrs/wk</td>
<td>* See Senior Program Coordinator for which section to enroll in.</td>
<td></td>
</tr>
<tr>
<td>Teaching Mathematics</td>
<td>ED 105a</td>
<td>na</td>
<td>Prerequisite: ED 100a, 107a. Junior year fall.</td>
<td></td>
</tr>
<tr>
<td>Elementary School Curriculum &amp; Teaching: Literacy, Writing &amp; Social Studies</td>
<td>ED 101a</td>
<td></td>
<td>Prerequisite: ED 100a, 107a, ED 105a. Senior year fall.</td>
<td></td>
</tr>
<tr>
<td>Field Internship &amp; Professional Seminar Pre-practicum</td>
<td>ED 265a</td>
<td>2 days/wk</td>
<td>Senior year fall.</td>
<td></td>
</tr>
<tr>
<td>Student Teaching: Seminar (2 hours/wk)</td>
<td>ED 111e</td>
<td></td>
<td>Co-requisite: ED 101b. Ed. Program permission required. Senior year spring.</td>
<td></td>
</tr>
<tr>
<td>Student Teaching: Full Practicum</td>
<td>ED 111e</td>
<td>5 days/wk (330 hours)</td>
<td><strong>Notes:</strong> Take only ED 101b, 111e (total: 12 credits) during spring. Students responsible for own transportation.</td>
<td></td>
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<tr>
<td>Other Requirements</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Declare Education minor</td>
<td></td>
<td></td>
<td>Before end of junior year.</td>
<td></td>
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<tr>
<td>MTEL (MA Tests for Educator Licensure)</td>
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<tr>
<td>01 Communication &amp; Literacy</td>
<td></td>
<td></td>
<td>Does not depend on college coursework.</td>
<td>By August 1 BEFORE Senior Year.</td>
</tr>
<tr>
<td>90 Foundations of Reading</td>
<td></td>
<td></td>
<td>Spring after taking ED 107 or by Oct. 1 Senior Year.</td>
<td></td>
</tr>
<tr>
<td>03 General Curriculum</td>
<td></td>
<td></td>
<td>Math by to Dec. 1 &amp; MS by Jan. 1 Senior Year.</td>
<td></td>
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</table>

**Notes:** The Education Program arranges appropriate elementary school field placements. Students are responsible for their own transportation (carpooling or public transportation may be possible).
**Undergraduate Requirements & Planning Matrix: Secondary Education**

Candidates for a secondary school teaching license must have completed the equivalent of a major in the subject in which they plan to be licensed. See Subject Matter Knowledge requirements on the next page.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>semester offered</th>
<th>1st Year</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
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<tr>
<td>PSYC 36</td>
<td>Adolescence and the Transition to Maturity (pre-req PSYC 10)</td>
<td>spring</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ED 100b</td>
<td>Exploring Teaching Secondary</td>
<td>spring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 102</td>
<td>Secondary Curriculum, Instruction, and Assessment</td>
<td>fall</td>
<td></td>
<td>Not Applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 175</td>
<td>Teaching English Language Learners</td>
<td>fall or spring</td>
<td></td>
<td>Not Applicable</td>
<td>Not recommended</td>
<td></td>
</tr>
<tr>
<td>ED 2__</td>
<td>Subject Specific Pedagogy in . . .</td>
<td>fall</td>
<td></td>
<td>Not Applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 265a</td>
<td>Professional Seminar for Field Internship</td>
<td>fall</td>
<td></td>
<td>Not Applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 265b (ED110e)</td>
<td>Reflective Seminar for Field Internship</td>
<td>spring</td>
<td></td>
<td>Not Applicable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Candidates for a secondary school teaching license must have completed the equivalent of a major in the subject in which they plan to be licensed.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>semester (fall or spring)</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
</table>

Major Requirements

General University Requirements

CA
FL
HUM
NW/CS
PE1
PE2
QR
SN
SS
UWS
WI
WI/OC

NON-Education Courses may ONLY be taken in the FALL, Senior Year. Only THREE non-education courses may be taken at this time.

http://www.doe.mass.edu/licensure/smk-requirements-reg-v-may-2016.pdf

If the course fulfills an SMK, write which of the requirements it fulfills.
The Teacher Education Program has cultivated strong partnerships with a variety of area schools. We are committed to finding the best possible fit between Mentors and Interns. Because many factors go into building a successful teaching partnership, we follow a thoughtful process in which all stakeholders participate.

Early Undergraduate Field Placement (pre-practica)

Even before their senior year, undergraduates have opportunities to observe and assist in Preschool, Elementary, or Secondary school settings in conjunction with the following required courses:

- Exploring Teaching: Elementary and Preschool (ED100a) or Secondary (100b)
- Secondary Curriculum, Instruction, and Assessment (ED102)
- Teaching and Learning Reading in Elementary and Preschools (ED107a)
- The Teaching of English Learners: Pre-K-12 (ED175)

These field experiences offer undergraduates the opportunity to explore a variety of school settings during their early pre-practica. Placements are often set before the semester begins so that students can enter schools in the first few weeks of the semester. The placement decision is based on the following:

- The student’s availability and schedule
- The fit between students’ interest and experience and Mentor expertise
- Transportation considerations (when applicable)
- The availability of teachers in partner schools

Full-Year Student-Teaching Internship (fall pre-practicum; spring full practicum)

- The Internship takes place from August/September – May/June of the senior year or the MAT year.
- Undergraduate Seniors spend 12-14 hours in their classrooms in their fall pre-practicum, and 5 full days a week in the spring full practicum.
- MATs spend 18-21 hours in their classrooms during the fall pre-practicum, and 5 full days a week in the spring full practicum.
- Over the course of the year, the Intern gradually assumes an increased level of responsibility, ultimately taking on full responsibility for 100 hours of teaching.

Further detail can be found in the Internship sections of the handbook.

Internship Placement Process

- Interns complete a survey to express their learning and teaching styles, interests, and preferences.
- Interns meet with Annie Grover, Assistant Director for Field Experience, to further discuss their options for the full-year internship.
- Interns are matched with area partner schools and Mentor Teachers to begin the interviewing process.
- After the interview, Interns and Mentors (separately) consider which partnership would make for the best fit.
- After Interns and Mentor Teachers agree upon a partnership, it must be confirmed by the Teacher Education Program.

MAT supplementary practicum (formerly ‘mini’-placement)

Toward the end of the school year, MATs explore a new teaching context for several weeks. This includes an opportunity to pursue additional certification in teaching students who have moderate disabilities or who are English learners. Further detail can be found in the supplemental placement section of the handbook.
STUDENT-TEACHING INTERNSHIP

The year-long student-teaching Internship is completed during the senior year of the undergraduate program or during the academic year of the Master of Arts in Teaching program.

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”

The Internship begins on the first day that the Mentor returns to school for faculty development or classroom preparation.

MAT Interns are in schools the 18-21 hours per week. Undergraduates are in schools 12-14 hours per week. More important than the exact number of hours that 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.

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

January – 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 lighter load of university courses. This allows them to focus on the Internship. Interns are expected to return 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.
GENERAL POLICIES AND PRACTICES FOR THE INTERNSHIP

Internship Attendance & Absences

➢ Interns must contact mentors and related school personnel well in advance, and in writing when there is even a small possibility that the Intern will be late or absent.

➢ In the fall, if Interns miss an internship day, they must reschedule it and make up missed time.

➢ In the spring, Interns may have no more than 5 excused absences.

➢ Interns follow the k-12 school calendar during Brandeis breaks; that means, they must be in their Internship classrooms even when Brandeis courses are not in session.

➢ Interns must arrange their schedules so that they can return to Brandeis on time to attend university courses and still fulfill their Internship responsibilities.

➢ Teachers are expected to model punctuality for students; they also have a legal responsibility to be in their classrooms when students are present. For better or worse, teachers live by the clock.

Instructional Decisions & Lesson Planning

➢ The Mentor remains the “teacher of record,” even when the Intern assumes responsibility for the classroom. Thus, the Intern must obtain approval for all activities and lessons. Mentors have the right and responsibility to make decisions that they believe are in the best interest of the students.

➢ For formal observations, Interns must use the Brandeis elaborated lesson planning template and submit plans at least 48 hours in advance.

➢ For daily teaching, the Mentor should make explicit how far in advance and in how much detail an Intern’s lesson plans should be submitted for feedback and approval. Mentors may adjust expectations as the Intern develops competence.

➢ Field Instructors will help Mentors determine when and whether Interns should use an elaborated or streamlined lesson plan template and when these lessons should be submitted.

➢ As a requirement for the program and licensure, Interns must demonstrate their ability to independently plan, instruct, and assess one or more coherent unit/sequence of instruction. This means that Mentors must make space in the curriculum for this opportunity and make parameters explicit (e.g., standards that must be met, timelines that must be accommodated, texts that must be included). Interns must give Mentors sufficient time to review and give feedback on their unit plans.

Substitute Teaching

➢ Interns should ask their school administrators about the school’s substitute teaching policy.

➢ As Interns gain proficiency, 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.

➢ The Mentor remains the teacher of record throughout the internship, even when the Intern substitutes for the Mentor.

➢ In the event that Interns are asked to substitute for consecutive days and/or long term, the school must:
  
  o Contact the Director of Teacher Education to discuss the Intern’s readiness for this responsibility.
  o Ensure that the substituting does not interfere with responsibilities at Brandeis or in the Internship.
  o Ensure that the Intern is compensated in accordance with school/district policies.
  o Ensure that the Intern continues to receive appropriate supervision and mentoring.
  o Verify that the Intern meets the criteria for substitute teaching set by districts, schools, and DESE.
THE STUDENT-TEACHING INTERNSHIP TRIAD

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

Mentor Teachers (also known as Supervising Practitioners or Cooperating Teachers)

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

Field Instructors (also known as Program Supervisors)

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

Interns (also known as Teacher Candidates or Student Teachers)

Interns gradually assume increased responsibility for the classroom, under the guidance of their Mentors and Field Instructors. (Details about this release and assumption of responsibilities can be found in the “ramp” documents.)
MENTOR TEACHER PRACTICES AND RESPONSIBILITIES

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

PRACTICES

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

RESPONSIBILITIES

❖ Guide the Intern’s planning, instruction, and assessment, as well as the Intern’s cultivation of classroom community.
❖ Designate a regularly-scheduled, weekly meeting time to plan, debrief, and reflect with the Intern (1 hour per week, minimum).
❖ 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 the members of the Teacher Education Program Leadership Team.
❖ Write a letter of recommendation for the Intern by April 1.
FIELD INSTRUCTOR PRACTICES AND RESPONSIBILITIES

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

PRACTICES

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

RESPONSIBILITIES

❖ 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 MAT supplemental placement (formerly ‘mini’-placement), conduct and document one (informal) observation.
❖ Conduct three formal CAP assessment conversations with the Mentor and Intern (pre-cycle, formative, summative).
❖ In fall and spring, complete the Brandeis Professionalism Assessment of the Intern.
❖ Attend Brandeis Professional Development workshops in order to continually strengthen field instruction.
❖ As appropriate, participate in Internship-related events and classes at Brandeis as a conversation facilitator or audience member (e.g., Works in Progress).
❖ Immediately communicate any questions or concerns that arise by contacting the Assistant Director for Field Experience.
❖ Provide input on the Field Experience grade for the Internship.
❖ Write a letter of recommendation for the Intern by April 1.
INTERN PRACTICES AND RESPONSIBILITIES

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

PRACTICES

❖ 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 Field Instructor and/or the members of the Teacher Education Program Leadership Team.
❖ By March 1, formally request a letter of recommendation from the Mentor and Field Instructor. (Recommendations due April 1).
“Ramp” of Gradual Increase/Release of Responsibility

Student Teaching Internship Gradual Increase/Release of Responsibility

Over the course of the year, Interns gradually increase their teaching responsibility, as Mentors release responsibility to their Interns. The Mentor, Intern, and Field Instructor work together to create a “ramp-up” of responsibilities, a ramp that best fits the needs of all concerned. The following pages give graphic overviews and suggested activities for this “graduated responsibility” process throughout the year. Items on the ramp are cumulative; that is, over time, the Intern should build on previous items and add new ones. The particulars of each Intern’s experience may vary, but these general guidelines hold.

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 than 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, Interns should focus intently on that task rather than trying to split their attention between observation and engagement.

Instruction: Early on, the Intern actively participates in classroom routines - managing logistics and working with small groups or individual students. Soon, the Intern takes on short lesson segments, such as introducing a task, giving instructions, or facilitating short discussions. The Intern should also “Watch one; Teach one,” that is, observe the Mentor’s instruction with one group of students as a model and then enact that same lesson with a different group of students. Over time, the Intern takes on longer segments and more complex aspects of instruction. Eventually, the Intern takes “full responsibility” for planning, instruction and assessment; at this time, the Mentor observes and enquires into the Intern’s practice.

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

Communication With Families: Early on, the Intern should attend Back to School Night or related functions and observe conferences as appropriate. Interns are often expected to 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 Public and Jewish Day Schools: Student Teaching Internship “Ramp” of Gradual Increase/Release of Responsibility

Revised June 2018

- 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.

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

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

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

March-May
- During designated planning times, Intern leads; Mentor inquires.
- 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).
Secondary Public and Jewish Day Schools: Student Teaching Internship “Ramp” of Gradual Increase/Release of Responsibility

Revised June 2018

- 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.

September-October

- During designated planning time, Mentor leads; Intern inquires.
- Intern completes observation assignments for coursework.
- Intern works with small groups and individuals.
- Intern assists with classroom routines.
- Intern introduces/gives instructions for tasks designed by Mentor.
- “Watch one; Teach one” — Intern observes/debriefs Mentor teaching a lesson and teaches that lesson during another class period.

October-November

All previous activities PLUS:

- During designated planning time, Mentor mostly leads; Intern contributes and 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 and guides Intern’s development of pre-assessments.

December-January

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

February-May

- Intern takes “full responsibility” for one class period by the end of January, including: planning, instruction and assessment.
- Intern takes full responsibility for an additional class period by the end of February.
• Intern lead teaches without Mentor (except in mandated co-teaching circumstances).
• During designated planning times, Intern leads; Mentor inquires.
MAT Elementary Education: Public Schools Concentration Year at a Glance

Summer I (June 1-July)
- Foundations of Education Ed 264A
- Teaching and Learning Reading ED 107a
- Psychology of Student Learning ED 157b
- Field Experience in Waltham Public Schools

Fall (Aug-Dec)
- Fundamentals of Teaching ED 267a
- Special Education: Teaching Students who have Moderate Disabilities Modules ED 260
- Teaching Mathematics ED 262a
- Teaching English Language Learners ED 175A
- Pedagogy & Curriculum of Literacy and Social Studies ED 101a
- Professional Seminar for Field Internship ED 265A -1
- Pre-Practicum Internship in Elementary Public School (18-21 hours/week)

Spring (January-May)
- Teacher Research ED 266A
- Special Education: Teaching Students who have Moderate Disabilities Modules ED 260
- Fundamentals of Teaching ED 267b
- Teaching English Language Learners ED 175B
- Reflective Seminar ED 263b
- Field Internship ED 265b
- Practicum Internship in Elementary Public School (5 Full days/week)

May-June
- Teacher Research (13 sessions) ED 266A (continued)
- Special Education: Teaching Students who have Moderate Disabilities Modules ED 260
- Supplementary Practicum: Additional Certification for teaching students who have Moderate Disabilities OR are English Learners OR Alternative Subject-Specific 'mini-placement' (5 full days/week)
Summer II (June-July)

- Teacher Research (13 sessions) ED 266B (continued)
- Special Education: Teaching Students who have Moderate Disabilities Modules ED 260
MAT Secondary Education: Public Schools Concentration Year at a Glance

Summer I (June-July)

- Foundations of Education ED 264A
- Subject Specific Pedagogical Content Knowledge ED 301A
- Psychology of Student Learning ED 157B

Fall (Aug-Dec)

- Fundamentals of Teaching ED 267a
- Special Education: Teaching Students who have Moderate Disabilities Modules ED 260
- Subject Specific Content Elective (either fall or spring)
- Pedagogy (subject specific) ED 302B
- Teaching English Language Learners ED 175A
- Professional Seminar for Field Internship ED 265A -1
- Pre-Practicum Internship in Secondary Public School (18-21 hours/week)

Spring (January-May)

- Teacher Research ED 266A
- Special Education: Teaching Students who have Moderate Disabilities Modules ED 260
- Teaching English Language Learners ED 175B
- Subject Specific Content Elective (either fall or spring)
- Reflective Seminar ED 263B
- Field Internship ED 265B
- Practicum Internship in Secondary Public School (5 Full days/ week)

May-June

- Teacher Research (13 sessions) ED 266A (continued)
- Special Education: Teaching Students who have Moderate Disabilities Modules ED 260
- Supplemental Practicum: Additional Certification teaching students who have Moderate Disabilities OR are English Learners OR Alternative Subject-Specific ‘mini-placement’ (5 full days/week)

Summer II (June-July)

- Teacher Research (13 sessions) ED 266B (continued)
• Special Education: Teaching Students who have Moderate Disabilities Modules ED 260
• Subject Specific Pedagogical Content Knowledge
MAT Elementary Education: Jewish Day Schools Concentration Year at a Glance

Summer I (June-July)
- Teaching in Jewish Day Schools Seminar (*4 sessions*)
- Foundations of Education Ed 264A
- Psychology of Student Learning ED 157B
- Teaching and Learning Reading ED 107A
- Field Experience in Waltham Public Schools

Fall (Aug-Dec)
- Teaching in Jewish Day Schools Seminar (*monthly*)
- Jewish Education Elective (either fall or spring)
- Fundamentals of Teaching ED 267a
- Teaching Mathematics ED 262a
- Special Education: Teaching Students who have Moderate Disabilities Modules ED 260
- Teaching English Language Learners ED 175A
- Pedagogy & Curriculum of Literacy and Social Studies ED101a
- Professional Seminar for Field Internship ED 265A -1
- Pre-Practicum Internship in Jewish Day School (18-21 hours/week)

Spring (January-May)
- Teaching in Jewish Day Schools Seminar (*monthly*)
- Jewish Education Elective (either fall or spring)
- Teacher Research ED 266A
- Special Education: Teaching Students who have Moderate Disabilities Modules ED 260
- Teaching English Language Learners ED 175B
- Fundamentals of Teaching ED 267b
- Inquiry Based Science ED261a
- Reflective Seminar ED 263b
- Field Internship ED 265b
- Practicum Internship in Jewish Day School (5 Full days/ week)

May-June
• Teaching in Jewish Day Schools Seminar (monthly)
• Teacher Research (13 sessions) ED 266A (continued)
• Special Education: Teaching Students who have Moderate Disabilities Modules ED 260
• Supplemental Practicum: Additional Certification for teaching students who have Moderate Disabilities OR are English Learners OR Alternative Subject-Specific 'mini-placement' (5 full days/week)

Summer II (June-July)

• Teaching in Jewish Day Schools Seminar (4 sessions)
• Teacher Research (13 sessions) ED 266A (continued)
• Special Education: Teaching Students who have Moderate Disabilities Modules ED 260
MAT Secondary Education: Jewish Day Schools Concentration Year at a Glance

Summer I (June-July)

- Teaching in Jewish Day Schools Seminar (4 sessions)
- Foundations of Education Ed 264A
- Subject Specific Pedagogical Content Knowledge ED 301A
- Psychology of Student Learning ED 157B

Fall (Aug-Dec)

- Jewish Education Elective (either fall or spring)
- Teaching in Jewish Day Schools Seminar (monthly)
- Fundamentals of Teaching ED 267A
- Special Education: Teaching Students who have Moderate Disabilities Modules ED 260
- Subject Specific Content Elective (either fall or spring)
- Pedagogy (subject specific) ED 302B
- Teaching English Language Learners ED 175A
- Professional Seminar for Field Internship ED 265A-1
- Pre-Practicum Internship in Elementary Jewish Day School (18-21 hours/week)

Spring (January-May)

- Jewish Education (elective either fall or spring)
- Teaching in Jewish Day Schools Seminar (monthly)
- Teacher Research ED 266A
- Special Education: Teaching Students who have Moderate Disabilities Modules ED 260
- Teaching English Language Learners ED 175B
- Subject Specific Content Elective (either fall or spring)
- Reflective Seminar ED 263B
- Field Internship ED 265B
- Practicum Internship in Elementary Jewish Day School (5 Full days/week)

May-June

- Teaching in Jewish Day Schools Seminar (monthly)
- Teacher Research (13 sessions) ED 266A (continued)
• Special Education: Teaching Students who have Moderate Disabilities Modules ED 260

• Supplemental Practicum: Additional Certification teaching students who have Moderate Disabilities OR are English Learners OR Alternative Subject-Specific 'mini-placement' (5 full days/week)

**Summer II (June-July)**

• Teaching in Jewish Day Schools Seminar (4 sessions)

• Teacher Research (13 sessions) ED 266A *(continued)*

• Special Education: Teaching Students who have Moderate Disabilities Modules ED 260

• Subject Specific Pedagogical Content Knowledge
FEATURES OF THE JEWISH DAY SCHOOL CONCENTRATION IN THE MAT

The Brandeis Teacher Education Program has reaffirmed its commitment to preparing Jewish day school teachers by integrating both public school and JDS teacher-preparation into the Master of Arts in Teaching (MAT) - despite the sunsetting of the generous outside funding for the DeLeT program.

In the past few years, public school and JDS student-teaching Interns have mutually enriched each-other’s experience and preparation. Conversations about community and culture and student identity are enlivened by these interchanges. Some of our public school prepared teachers have taken positions in JDS and vice versa. All of our JDS general studies and subject specific student-teaching Interns earn Massachusetts licensure without following an “alternative preparation” route. This means that they are guided through the Massachusetts Candidate Assessment of Performance [CAP]. Ultimately, the integration is strengthening teaching and learning across settings.

➢ Participation in a seminar group with other day school MAT candidates that meets across the program to explore personal and professional Jewish expression and identity; day school policy and politics; and the relationship between secular and Jewish studies.

➢ Opportunity to study with one of Brandeis’ outstanding professors of Jewish education (Prof. Jon Levisohn, Prof. Jonathan Krasner, Prof. Sharon Feiman-Nemser, Prof. Joe Reimer) in the Fall semester.

➢ Opportunity to take Jewish studies courses with outstanding faculty in Brandeis’ Near Eastern and Jewish Studies Department.

➢ Year-long internship in a local day school that has been partnering with Brandeis for many years.

➢ Guidance and support from experienced Field Instructors with longstanding experience in Jewish Day Schools and trained Mentor Teachers, many of whom are alumni of the DeLeT program.

➢ Core assignments in selected courses tailored to day school teaching (e.g., child study incorporates the spiritual life of children; unit design focuses on teaching Jewish content).

➢ Induction into the DeLeT Alumni Network (DAN), a large and active national network of DeLeT alumni, including a large concentration in the Boston area. DAN provides support during the MAT, in the early years of teaching, and throughout a teacher’s career.

➢ Job placement connections at Jewish day schools around the country.

➢ Opportunities to attend special events hosted by the Mandel Center for Studies in Jewish Education.
**Preparation for Class Participation**

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

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

**Attendance**

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

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

➢ All work must be turned in on time unless there is prior agreement between the instructor and the student regarding extenuating circumstances or extensions. In cases where turning in late-work is an option, Interns should observe the following protocol:
  o If an Intern foresees that there is even a small chance than an assignment will not be completed on time, the Intern can request an extension in writing, in advance.
  o Even if an Intern has been granted an extension, the Intern should hand in whatever work has been completed on the due date. Even if it’s a very ‘drafty’ draft, it will give the instructor some insight into what’s going smoothly for the Intern and what is not.

➢ Assignments that are required for in-class participation are not useful if late and so may not be granted extensions.

➢ Late work is subject to grade penalty.

➢ Readings and assignments should be completed far enough in advance of class to allow time to ask clarifying questions if necessary.

➢ Interns should bring readings to class. Hard copies of readings are required in some classes.

➢ When submitting assignments online, interns upload before class starts, by the due date. Hard copies may be required in addition to uploads.

Grades

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

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

Teacher Education Students . . .

➢ must complete all courses with a B- or higher to earn the degree and to be considered a “Program Completer,” which in turn enables students to apply for a Massachusetts teaching license.

➢ should engage deeply with all activities and assignments, regardless of whether they are graded.

➢ are expected to work toward a “mastery” of the skills in the assignments rather than toward a grade.

➢ will have the opportunity to revise assignments when appropriate.

➢ should treat their grades as far less important than their mastery and development of skills.

➢ who are fully present and engaged in courses and who complete all work on time and to the best of their ability, generally earn full credit for their work.

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

➢ Laptops or tablets are often required for course activities; however, turning on a device during class is an implicit agreement to use it only for class purposes (e.g., no social media, email, messaging, gaming, surfing, etc.).

➢ In general, turn off and stow phones, computers, and other technology as a matter of professionalism and courtesy.

➢ Instructors and students who have children or other responsibilities at home sometimes need to keep phones on to receive urgent messages; it is best to step outside to take those calls or texts.

➢ Teachers soon discover how distracting and disruptive students’ non-academic use of technology can be. Here are some tips to mitigate the distraction (and addiction) of technology:
  o 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.
  o 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.
  o Schedule your devices to “sleep” during class or worktime.
  o If engaging with readings on your device distracts you, your peers, or your instructor during class in any way, you will need to print the readings.

Academic Difficulties

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

Student Accessibility Support

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

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

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

Accessibility Support at Brandeis

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

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

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

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

Making the Most of the Brandeis Experience

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

- Partner with SAS - engage in a partnership with SAS staff members that is based on mutual responsibility and clear communication. Early, proactive discussions and use of strategies can reduce many causes of stress and difficulty.
- Communicate frequently with SAS - maintain ongoing communication with Beth Rodgers-Kay, Accessibility Specialists, your faculty, and other staff regarding your needs, growth and opportunities.
- Explore the shift to higher education - if you are an new undergraduate student, consider the shift from your previous schooling, where parents and/or teachers assumed responsibility for your disability, to your role as a young adult who is assuming responsibility for yourself. Explore this shift in a meeting with either Beth or an Accessibility Specialist who can promote your making this critical transition.
- Consider previous accommodations - if you are a new student, consider the accommodations you previously received and what was most effective for you at your previous school.
**Academic Integrity**

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

Also see [http://lts.brandeis.edu/teachlearn/support/academic-integrity/index.html](http://lts.brandeis.edu/teachlearn/support/academic-integrity/index.html)

**Brandeis credit guideline**

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

**The Professionalism Assessment**

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

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

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

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

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

This is a sample form. Please use the online version of the professionalism assessment. Contact the Assistant Director for Field Experience for the current link.

| Intern’s Name ____________________________ | Date ____________ |
| Name of Person Completing this Form ________________________________ |
| Role: ☐ Intern ☐ Mentor ☐ Field Instructor ☐ Course Instructor |

### The Intern . . .

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### Summary of Professionalism Assessment or Additional Commentary:

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Plans for addressing the items above:
Professional Interactions & Communication

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

General Guidelines for Communication & Email

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

Communication about Coursework

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

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

Communication & Social Media:

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

Professional Practices

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Taking Initiative

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

Teacher journals or Internship binders are tools that help the Intern document critical information ranging from complex student data to a simple to-do list for an upcoming unit of instruction. Such journals/binders are used by teachers throughout their careers and serve as a physical reference for all aspects of teaching including: parent-teacher conferences, professional development meetings, and for daily lesson planning. Keeping a journal/binder is also a way in which Interns demonstrate the Teaching as Inquiry strand and Reflective Practice learning target of the Brandeis Teacher Education Program, as well as the CAP standard 4.A.1 Reflective Practice.

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

➢ Journaling topics and questions will often be assigned during the Fall Professional Seminar and Spring Reflective Seminar courses.

➢ Both the journal and binder can be electronic as long as the journal is clearly legible and easily shared with the appropriate course instructors.

➢ All students’ names must be abbreviated and/or use pseudonyms to protect privacy.

➢ All content should be written using an “inquiry stance.” (see, Teacher Education Program Themes and Learning Targets.)

➢ All content should be legible and neatly organized into subsections.

➢ All content should be 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.

➢ A teaching binder generally includes the following sections:
  o Class schedule (for the year)
  o Weekly schedule – with your role, overview of week in each subject, notes for any items needed (i.e. specialists’ roles, students being tested/dismissed, assemblies, etc.)
  o 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).
  o Handouts and lesson materials for daily instruction.

Secondary Education students maintain the journal primarily for their own reference and class discussion.

Elementary Education students have regular binder/journal submission dates and checks including the following:

➢ Fall – includes topics from assignments.

➢ Spring – contains 1-2 reflections/week (choice format, e.g., paragraph/bulleted list, about a ½-full page per entry), notes from meetings with Mentors and Field Instructors regarding supervision. Use it for expanded information regarding anything you need to teach on a daily basis.
Professionalism

Professional Decorum & Dress

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

Guidelines for Decorum

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

Guidelines for Dress

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

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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 learners. 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.
ADVISING, GUIDANCE, AND INTERVENTION

General Advising and Guidance

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

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

Teacher Education Program Leadership, Advising & Support

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

Questions about Courses or Internship

➢ Although students work directly with their advisors; they should turn first to the relevant party when they have questions or concerns. Only after they have addressed the relevant party should they escalate the concern to the next level of support.
➢ For questions or concerns about coursework, 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.
➢ Concerns about the Field Instructor or practicum more generally can be addressed to the Assistant Director for Field Experience.

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 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).
Support Systems & Resources at Brandeis University

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

https://www.brandeis.edu/support/index.html

<table>
<thead>
<tr>
<th>Undergraduate Students Support</th>
<th>Graduate Student Support</th>
</tr>
</thead>
<tbody>
<tr>
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<td>➢ Academic Support</td>
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<tr>
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<td>➢ Social Events Support</td>
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<td><a href="https://www.brandeis.edu/support/graduate-students/social-events.html">https://www.brandeis.edu/support/graduate-students/social-events.html</a></td>
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</tbody>
</table>
Program Structure & Layers of Support

Student-Teaching Intern

Mentor Teachers

Field Experience
Annie Grover, MA

Field Instructors

Coursework

Elementary Education
Rachel Kramer Theodorou, M.Ed

Secondary Education

Candidate Assessment of Performance
CAP

Massachusetts Department of Elementary & Secondary Education
DESE

Teacher Education Program
Danielle Igra, PhD

Education Program
Leah Gordon, PhD

Arts & Sciences

Teacher Leadership

Education Studies
Addressing Concerns or Challenges with the Internship Match

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

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

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

All members of the program leadership team are available to discuss how to hold sensitive conversations regarding relationships, differing styles of teaching and a variety of other concerns and needs. However, it is critical that Internship concerns and needs are brought to the Assistant Director of Field Experience first and early in the Fall. As with all advising meetings, communication and documentation will be kept confidential.

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

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

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.
Advisory Intervention

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

What is an Advisory Intervention?

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

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

Who can initiate an Advisory Intervention?

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

When might an Advisory Intervention be called?

A number of challenges and concerns might warrant and Advisory Intervention, including 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 including the following:

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

The following outlines the general procedure for an intervention. Most interventions do not require the full procedure but can be resolved through the initial steps.

<table>
<thead>
<tr>
<th>Initial Steps</th>
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</thead>
<tbody>
<tr>
<td>I. In case of a challenge or concern in any part of the student/Intern’s program participation, involved participants must first consult with each other to resolve the issue.</td>
</tr>
<tr>
<td>II. If the problem persists, course instructors contact the Director of Teacher Education (for secondary Interns) or Faculty Leader (for elementary Interns). Mentors and Field Instructors contact the Assistant Director for Field Experience.</td>
</tr>
<tr>
<td>III. Program Leaders poll other individuals involved to determine overall concerns and needs.</td>
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</table>

<table>
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<tr>
<th>Improvement Plan &amp; Probationary Period</th>
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<tr>
<td>IV. All relevant stakeholders 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>V. Implementation of student improvement plan occurs with a stipulated timeline and according to agreed upon measures of improvement. This includes feedback from concerned individuals which is collected and stored by the Program Leadership.</td>
</tr>
<tr>
<td>VI. If the plan is followed and goals are met satisfactorily, the Intern may proceed in the program / placement.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Withdrawal from the Program or Change of Status</th>
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<tbody>
<tr>
<td>VII. 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>
</tr>
<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>
</tbody>
</table>

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

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

We have called this advisory intervention in response to concerns about (check all that apply):
- Academics/Coursework
- Professionalism
- Internship

When a student/Intern faces challenges with any of these, an advisory intervention is called to:
- address concerns
- share perspectives of all stakeholders
- come to a common understanding
- determine how to support the student’s success
- develop concrete plans with benchmarks and accountability structures

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

I. Areas of Strength to Reinforce (7-10 mins, depending on number of stakeholders present)
   1. Each stakeholder shares an area of strength to reinforce, citing specific evidence (1-2 mins each)
   2. Student/Intern responds and adds to what was said (2-3 mins)

II. Concerns -- areas for Refinement or Growth (10-15 mins depending on number of stakeholders)
   3. Each stakeholder shares
      a) an area of concern, and
      b) how that concern has been addressed thus far. (2-3 mins each).
   4. Student/Intern responds and adds to what was said (2-3 minutes).

III. Improvement Plan (approx. 10-15 mins)
   5. Facilitator leads with initial proposal for improvement & timeline
   6. Stakeholders add to or refines the proposal
   7. Student/Intern adds to or refines the proposal
   8. All agree to plan and timeline.

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

VI. Closure (3-5 mins)
   10. Check-in about how each member is feeling about the outcome (30 seconds each)
**Candidate Assessment of Performance (CAP)**

**Purpose**

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

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

**Process**

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

- Goal setting and progress tracking
- Three self-assessments of growth as a teacher
- Five formal observations from the Field Instructor
- Three formal observations from the Mentor
- Opportunity to formally reflect upon observations
- Formal formative and summative assessments from your Mentor and Field Instructor

**Documentation**

Interns will be guided through CAP during the school year by Annie Grover, Assistant Director for Field Instruction. A Google folder will be shared with each Intern, Mentor, and Field Instructor, as well as Annie Grover so that all parties have access to a CAP Checklist and completed documents. On this CAP Checklist, you will have access to the necessary documents and due dates for each step of CAP.

DESE requires all documentation to be uploaded via Word Document or PDF format; therefore, you will need to download the document to your desktop in order to type on it. You will then upload the Word Document to your shared folder. All documents must be labeled by number and last name in the brackets. The number will correlate with the CAP Checklist.

See below for an example:

<table>
<thead>
<tr>
<th>Title when Downloaded</th>
<th>Title when Uploaded</th>
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</thead>
<tbody>
<tr>
<td>[doc #] CAP Form [Last Name]</td>
<td>[1] CAP Form [Jones]</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Observation #: ___</th>
<th>Type (Announced/Unannounced):</th>
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</thead>
</table>

**Observed By:**

**Focus Elements:**

<table>
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<tr>
<th>Element</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>1.A.4</td>
<td>Well Structured Lessons (#1 Announced, #1 Unannounced)</td>
</tr>
<tr>
<td>1.B.2</td>
<td>Adjustments to Practice (#2 Announced, #2 Unannounced)</td>
</tr>
<tr>
<td>2.A.3</td>
<td>Meeting Diverse Needs (#2 Announced)</td>
</tr>
<tr>
<td>2.B.1</td>
<td>Safe Learning Environment (#1 Unannounced)</td>
</tr>
<tr>
<td>2.D.2</td>
<td>High Expectations (#1 Announced)</td>
</tr>
<tr>
<td>4.A.1</td>
<td>Reflective Practice</td>
</tr>
</tbody>
</table>

**Date of Lesson:**

**Time (start/end):**

**Content Topic/Lesson Objective:**

- [ ] Whole Group
- [ ] Small Group
- [ ] One-on-One
- [ ] Other

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

<table>
<thead>
<tr>
<th>Element</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A.4</td>
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<tr>
<td>1.B.2</td>
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<td>2.A.3</td>
<td></td>
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<tr>
<td>2.B.1</td>
<td></td>
</tr>
<tr>
<td>2.D.2</td>
<td></td>
</tr>
<tr>
<td>4.A.1</td>
<td></td>
</tr>
</tbody>
</table>

**Focused Feedback**

**Reinforcement Area/Action:**

(strengths)

**Refinement Area/Action:**

(areas for improvement)
**ELABORATED LESSON PLAN FAQ**

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

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

What’s a “learning target”?

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

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

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

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

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

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

What does SWBAT stand for?

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

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

- Students will be able to _________ in order to ___________
- Students will be able to _________ so that they can ___________
- Students will be able to _________ in ways that demonstrate ____________

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

This template focuses as much on the students’ experience of the lesson as the teacher’s actions during the lesson. Viewing the lesson from the students’ perspective helps the teacher realize how passive or active students are expected to be and whether students are engaged in knowledge generation and intellectual work. It helps the teacher develop “intellectual empathy” for the students.
Why do I have to **script out** exactly what the teacher will do/say?

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

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

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

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

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

*Formative assessments* are opportunities for the teacher to check for students’ understanding as a lesson or unit moves along. *Summative assessments* occur at the end of the lesson or at the end of the larger unit of learning, as a way to evaluate students’ understanding. In reality, no assessment is ever really “summative,” because the students are never done learning, and we continue to use assessments to formulate and adjust the next steps of our teaching.
ELABORATED LESSON PLAN - CHECKLIST FOR SELF-ASSESSMENT AND PEER RESPONSE

As you read through the lesson plan, check to see that these elements are thoughtfully included.

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

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

Hook (also called an opener or anticipatory set)

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

Scaffolding

- Teachers scaffold instruction over the course of an activity, lesson, unit, or semester. The lesson should be scaffolded in one or more of the following ways:
  
  from | to
  -----------------------------------
  More Support/ Guidance | Less Support/ Guidance
  More Modeling by Teacher | Less Teacher Direction
  Teacher Generated Models | Student Ownership
  More Accessible/ Familiar Material | Less Accessible/ Familiar Material
  Application in a Familiar Context | Application in an Unfamiliar Context
  Students Working with Help | Students Working Independently
  Lower Stakes | Higher Stakes

Closure

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

Assessment of Learning

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

Meeting Diverse Needs

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

Language Demands & Vocabulary

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

Intellectual Work

- 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 ...)
General Information

Intern Name:

Date/Topic:

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.” *Note: standards should be reflected in objectives)

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

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

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

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

- Content Objectives
- Language Objectives
- Tiered Vocabulary & Language to Teach (List: Language Function(s) key terms/phrases/other language that you expect students to BOTH understand and use & tier content AND instructional vocabulary; embed all language into Instructional Sequence.)

- Anticipated Learning Needs & Misconceptions (In a table explain why and how you will differentiate instruction this lesson according to: students’ needs and misconceptions/challenges of the lesson’s concepts & skills.)

- Assessment (answer ALL in bulleted form as a paragraph; you may insert related items as needed)
  - What “criteria for success” do you have for meeting objectives/student work?
  - What Formative Assessment are YOU doing to check for understanding and assess student’s progress toward objectives?
  - What questions will you ask and what feedback will you offer to remediate, affirm, and extend progress?
  - How might you “adjust practice” according to formative assessment data you collect?
  - What will be a Summative Assessment within this lesson OR how does it link to a future one?

- Instructional Sequence (describe in detail and/or script what both YOU and YOUR STUDENTS will say/do including:)
  - a hook to invite learning AND/OR an introduction to begin the lesson
  - sharing/referencing learning objectives
  - grouping & instruction to differentiate
  - I do/We do/You do OR You do/Y’all do/We do (gradual release of responsibility)
  - modeling the “criteria for success” to meet objectives
  - authentic engagement and/or teaching for social justice instructional strategies
  - placement of both formative and summative assessments (explained above)
  - what students do when they are finished i.e. to “sponge” up extra time
  - closure for the lesson

Debrief & Reflection (In a paragraph, table, or list, explain 3 DETAILED plusses/1 wish about your lesson, questions for MT/FI/others to help you reflect upon aspects of this lesson, and your next steps for teaching this topic/addressing students’ needs. Explain why and how you made specific plans, how you adjusted your practice, and what you plan to do with this data/knowledge going forward.)
## Table Format for Lesson

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Student Tasks that Demonstrate Progress</th>
<th>Criteria for Success</th>
<th>Anticipated Learning Needs/Misconceptions</th>
<th>Assessments, Questions to Ask, Feedback &amp; Adjustments to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Instructional Sequence

*(describe in detail and/or script what both YOU and YOUR STUDENTS will say/do including items above)*
### Instructional Sequence
(written to describe in detail and/or script what both YOU and YOUR STUDENTS will say/do)

Include in any order:

- a hook to invite learning AND/OR an introduction to begin the lesson
- sharing/referencing learning objectives
- grouping & instruction to differentiate
- I do/ We do/ You do OR You do/ Ya’ll do/ We do (gradual release of responsibility)
- modeling the “criteria for success” to meet objectives
- authentic engagement and/or teaching for social justice instructional strategies
- placement of both formative and summative assessments (explained above)
- what students do when they are finished i.e., to “sponge” up extra time
- closure for the lesson

### Debrief & Reflection
(In a paragraph, table, or list, explain 3 DETAILED plusses/1 wish about your lesson, questions for MT/FI/others to help you reflect upon aspects of this lesson, and you next steps for teaching this topic/addressing students’ needs. Explain why and how you made specific plans, how you adjusted your practice, and what you plan to do with this data/knowledge going forward.)
General Information

Intern Name:

Date/Topic:

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.” *Note: standards should be reflected in objectives)

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

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

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

➢ Content Objectives
➢ Language Objectives
➢ Tiered Vocabulary & Language to Teach (List: Language Function(s) key terms/phrases/other language that you expect students to BOTH understand and use & tier content AND instructional vocabulary; embed all language into Instructional Sequence.)

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

Debrief & Reflection (In a paragraph, table, or list, explain 3 DETAILED plusses/l wish about your lesson, questions for MT/FL/others to help you reflect upon aspects of this lesson, and your next steps for teaching this topic/addressing students’ needs. Explain why and how you made specific plans, how you adjusted your practice, and what you plan to do with this data/knowledge going forward.)

.Brandeis Elementary Elaborated Lesson Plan Template (updated 8/12/20)
### Table Format for Lesson

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Student Tasks that Demonstrate Progress</th>
<th>Criteria for Success</th>
<th>Anticipated Learning Needs/Misconceptions</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Sequence**  (describe in detail and/or script what both YOU and YOUR STUDENTS will say/do including items above):
ELABORATED LESSON PLAN TEMPLATE: SECONDARY

<table>
<thead>
<tr>
<th>LEARNING TARGETS (ALSO CALLED OBJECTIVES OR GOALS)</th>
<th>STANDARDS (CCSS, SCHOOL, OR DISTRICT)</th>
<th>LANGUAGE DEMANDS TO ADDRESS + TIERED VOCAB</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESSMENT</td>
<td>MEETING DIVERSE NEEDS</td>
<td>CONNECTION TO PREVIOUS/SUBSEQUENT LESSONS</td>
</tr>
</tbody>
</table>

**TIME**

<table>
<thead>
<tr>
<th><strong>STUDENTS DO/SAY</strong></th>
<th><strong>TEACHER does/says</strong></th>
<th><strong>TEACHER’S META-COGNITION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HOO</strong></td>
<td><strong>K</strong></td>
<td><strong>K</strong></td>
</tr>
<tr>
<td><strong>L</strong></td>
<td><strong>A</strong></td>
<td><strong>A</strong></td>
</tr>
</tbody>
</table>

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.” (Be specific: Are they using a graphic organizer? What kind of notes?)
- Not just “Students discuss” (Be specific: What does this look like? Whole group? Small group?)

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?

- 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?
### Streamlined Lesson Plan Template: Secondary

<table>
<thead>
<tr>
<th>Learning Targets (also called objectives or goals)</th>
<th>Standards (CCSS, School, or District)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Meeting Diverse Needs</td>
</tr>
<tr>
<td>Language Demands to Address + Tiered Vocabulary</td>
<td>Connection to Previous/Subsequent Lessons</td>
</tr>
<tr>
<td>TIME</td>
<td>INSTRUCTIONAL SEQUENCE WHAT STUDENTS DO</td>
</tr>
<tr>
<td>HOOK</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>SCAFFOLDED ACTIVITIES</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>CLOSURE</td>
<td></td>
</tr>
</tbody>
</table>
Overview:

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

Preparing for MTELs:

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

Elementary Educator Candidates must take:

<table>
<thead>
<tr>
<th>Test Number/Name</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications &amp; Literacy (01)</td>
<td>Reading subtest: 42 multiple-choice questions</td>
</tr>
<tr>
<td>(two sections may be taken together or separately)</td>
<td>Writing subtest: 35 multiple-choice questions, 7 short-answer sentence correction items, and 2 open-response assignments</td>
</tr>
<tr>
<td>General Curriculum (03)</td>
<td>Mathematics subtest: 45 multiple-choice questions and 1 open-response assignment</td>
</tr>
<tr>
<td>(two sections may be taken together or separately)</td>
<td>Multi-subject subtest: 55 multiple-choice questions and 1 open-response assignment</td>
</tr>
<tr>
<td>Foundations of Reading (90)</td>
<td>100 multiple-choice questions and 2 open-response assignments</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Test Number/Name</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications &amp; Literacy (01)</td>
<td>Reading subtest: 42 multiple-choice questions</td>
</tr>
<tr>
<td>(two sections may be taken together or separately)</td>
<td>Writing subtest: 35 multiple-choice questions, 7 short-answer sentence correction items, and 2 open-response assignments</td>
</tr>
<tr>
<td>Subject &amp; Level Specific</td>
<td>The content area and/or level of teaching certification sought will determine which MTELs are to be taken.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Test Number/Name</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as a Second Language (54)</td>
<td>100 multiple-choice questions and 2 open-response assignments</td>
</tr>
<tr>
<td>For Moderate Disabilities take: Foundations of Reading (90)</td>
<td>100 multiple-choice questions and 2 open-response assignments</td>
</tr>
</tbody>
</table>
APPLYING FOR INITIAL LICENSE: UNDERGRADUATE
from Massachusetts Department of Elementary & Secondary Education (DESE)

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

Complete these steps early in your junior year:
Logging into ELAR (Educator Licensure and Renewal) & getting a MEPID (Massachusetts Education Personal Identifier)

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

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

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

Your license will be issued only after:

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

DESE no longer issues hard copy licenses. You or a potential employer can verify your license at http://www.doe.mass.edu/educators/lookup/

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

Good Standing Letter - Undergraduate

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 from the Teacher Education Program (teacher-education@brandeis.edu). This letter can accompany job applications, and it will let potential employers know that you will be eligible for your initial license as of the May graduation date.

† If you choose to apply for licensure at a later date, you will need to request a copy of your transcript from the Registrar and send it directly to DESE. If you will be applying for licensure in another state using reciprocity, please familiarize yourself thoroughly with that state’s requirements.
‡ An “endorsement” is added to your transcript by the Registrar per request of the Teacher Education Program. It says: This student has completed a State approved and NASDTEC recognized program for licensure in (license field, type, & level) and is endorsed for initial licensure in this field.
**APPLYING FOR LICENSURE: MAT**

from Massachusetts Department of Elementary & Secondary Education (DESE)

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

**Complete these 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.
5. Email your MEPID number to the Teacher Education Program (teacher-education@brandeis.edu)

**License Application Fees as of June 2019:** $100 for the first license application; $25 for each additional license.

**Provisional License**

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

Provisional License for Secondary Education requires:

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

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

ELEMENTARY MATs cannot apply for provisional licenses until “completion of seminars or courses that provided at least 10 hours of instruction specific to and completely covering ways to prepare and maintain students with disabilities for general classrooms.” After the hours are complete you can submit an official letter signed by Prof. Danielle Igra and your special education instructor verifying completion. For details see: [https://gateway.edu.state.ma.us/elar/licensurehelp/LicenseRequirementDetailPageControl.ser](https://gateway.edu.state.ma.us/elar/licensurehelp/LicenseRequirementDetailPageControl.ser)

**Initial License**

Complete these steps for your initial license in early summer:

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

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*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.*
Your license will be issued only after:

a. You graduate from the MAT (celebration in July but official diplomas awarded from the university in August)
b. You have taken and passed required 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 and university diplomas awarded – usually August);

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

Good Standing Letter - MAT

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

Program Completion Letter

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

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

What is ELAR?
Educator Licensure And Renewal (ELAR) is our comprehensive online application system: https://gateway.edu.state.ma.us/elar provides customized access to your personal profile, a correspondence review section, and up-to-the-minute checks on submitted application statuses. The website and ELAR are accessible 24 hours-per-day.

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

How do I Access / Log-in to ELAR?
There are two ways that ELAR can be accessed;

1. through the ELAR log-in screen
   www.mass.gov/ese/licensure

2. through the MassEdu Gateway (Security Portal)
   www.mass.gov/edu/gateway
Create a Profile:

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

1. **You are asked to create a user Profile.** This information is stored for ESE identification and administrative purposes only. Personal information is not shared or sold in any way. The process of creating a Profile consists of 4 pages, each asking for pertinent information that will be used in the ELAR application suite. Your User Name will be assigned automatically and cannot be changed. Your password should be changed to something that you and only you can remember. You will be asked to supply a Password Hint Question and Answer. This is a security feature that helps prevent unauthorized log in.

2. **You are asked for additional information.** A school/district administrator or the ESE may have created a Profile for you while entering license information or adding you to a staff directory. You can complete the Profile setup by supplying a Password Hint Question and Answer. This is a further security feature that helps prevent unauthorized log in. Upon completion of this, you will receive your User Name and Password online.

3. **Your Profile is a partial match.** You have supplied information that matches ESE records, but we are unable to complete the setup due to conflicting data (usually supplied to us by the Directory Administrator of the school system that you work in). Please contact your Directory Administrator to resolve the problem expediently. If they are unable to assist you, contact a ESE Customer Service Representative at (781) 338-6600.

4. **Your Profile is an exact match.** You already have a Profile and you are reminded of your User Name. You are then given a chance to change your password after answering your Password Hint Question and Answer.

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

**Retrieve User Name/Reset Password** (ELAR Members only).

**Massachusetts Educators:**

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

**School and district staff, and staff from other organizations:**

The Department also issues User Names for school and district staff, and staff from other organizations, who need access to secure web-based applications available through the Department's ESE Security Portal. People who have created or updated their user profile through the Educator Licensure And Renewal (ELAR) application are able to provide more information that allows the Department to securely identify them.

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

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

**Retrieve User Name/Reset Password** https://gateway.edu.state.ma.us/docs/loginhelp.asp?mode=find
How to Apply for a License in ELAR: A Step-by-Step Guide

May 2018
Access ELAR System

A. Go to [www.doe.mass.edu/licensure/](http://www.doe.mass.edu/licensure/)

B. Click on ELAR Login Image
Log-in to ELAR Portal

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

Note:

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

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

Apply for Licensure - Introduction Page

A. Review instructions for how to navigate within the ELAR system.
B. Click **Next** button
Step 1: Apply for Licensure

A. Verify profile information.
B. Click Next button

Note:

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

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

To update your social security number, please upload a copy of your social security card into your ELAR account.
Step 2: Enter Licenses for Approval

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

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

C. Select the Level in the drop-down list

D. Select the Type in the drop-down list

E. Click on the add… button

Note: When you click on the Add button another window will open up outlining the license requirements
Most licenses have multiple paths and requirement sets that lead to licensure. The path that is most appropriate for you will depend upon your educational background, experience, license(s) already held, if you passed all required Massachusetts Tests for Educator Licensure (MTEL), and whether you hold the Sheltered English Immersion Endorsement, etc.

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

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

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

A. After reviewing the possible paths and licensure requirements, click on the Next button at the bottom of the page. You will be brought back to the previous screen.
Step 2a: Enter Licenses for Approval

A. At this point in the application, you can edit the license you are applying for or remove the license that you selected to apply for.

B. Click the **Next** button when you are ready to move forward with your application.

C. Upon clicking the **Next** button; a new screen will pop-up - the Recommended Licenses screen.

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

E. Click on the **Next** button
Step 3: Sign Affidavit

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

By SIGNING you are confirming that all the information in your affidavit is true and contains no misrepresentations or falsehoods.
Step 3: Sign Affidavit

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

Step 4: Confirm Application

A. You will now be prompted to sign your application.
B. Click on the Sign button
C. A window will pop-up verifying that you have signed your application.
D. Click on the OK button
Step 5: Make Payment

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

Step 5: Make Payment – Credit Card Online

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

D. Enter credit card information
E. Click on Continue button
Step 5: Make Payment – Mail in Credit Card Information

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

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

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

Massachusetts Department of Elementary and Secondary Education
Office of Educator Licensure
75 Pleasant Street
Malden, MA 02148
Step 5: Make Payment – Mail in Cashier’s Check or Money Order Payment

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

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

Massachusetts Department of Elementary and Secondary Education
Office of Educator Licensure
75 Pleasant Street
Malden, MA 02148
How to Apply for the SEI Endorsement in ELAR: A Step-by-Step Guide

May 2018
C. Go to www.doe.mass.edu/licensure/

D. Click on ELAR Logo Image
Log-in to ELAR Portal

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

Note:

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

Message Updated: Wednesday, April 15, 2015 09:19:51 AM
B. On your ELAR Welcome page, click on **Apply for a new license, apply for an Endorsement, or advance to the next level license** link.

C. Review instructions for how to navigate within the ELAR system.

D. Click **Next** button.
Step 1: Verify Profile

C. Verify profile information.
D. Click Next button

Note:

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

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

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

Step 2: Enter Endorsement for Approval
F. Select ‘Endorsements’ in the first Field drop-down list

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

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

I. Click on the Add button

Note: When you click on the Add button another window will open up outlining the license requirements
Step 2a: Choose Path

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

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

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

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

B. Click on the Next button

Step 2a: Enter Licenses for Approval (cont.)
F. At this point in the application you can edit the endorsement you are applying for or remove the endorsement that you selected to apply for.

G. Click the **Next** button when you are ready to move forward with your application.

---

**Step 3: Sign Affidavit**

B. Carefully read and affirm that the following statements are true (a check mark indicates the statement is true).

- Click on the box next to any statement to check/uncheck it.
- Please explain any unchecked boxes in the area provided at the bottom of the screen or mail in a separate written explanation pertaining to your “Affidavit” attached to your application.
- If you wish to exit without saving, click **CLOSE**.
- When finished, click **SIGN** button to save your changes.

By **SIGNING** you are confirming that all the information in your affidavit is true and contains no misrepresentations or falsehoods.
Step 3a: Sign Affidavit

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

Step 4: Confirm Application

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

Applying for Graduate Credit

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

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

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

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

Brandeis Jobs Events & Workshops

Early Fall & January  Carney Sandoe, Associates Visits to Brandeis (TBA)

December  “An Overview of the Job Search” – Panel of partner and local school administrators

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

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

Mid-Winter**  “Mock Interviews” – Brandeis Teacher Education Staff & Partner Schools Administrators  **Formal requests to Mentor Teachers and Field Instructors for letters of Sp

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

Spring  MERC Job Fair (recommended not required)

General Advice & Resources for Job Search

✓ Get registered on SchoolSpring. This is a jobs search clearinghouse and a place to have your information stored for prospective employers to view.

✓ Ask your principal and other teachers in your building watch you teach. Whether it be a formal request for an observation or a “pop in” visit, this is one of the best ways to get YOU on the “hiring radar” in your school/district.

✓ Look within and beyond the Greater Boston Area. It is a tighter job market the closer you are to Boston.

✓ Network, network, network! Be sure your practicum principal, the principal at your supplemental practicum, and many teachers in your building and beyond know who you are and see you teach!

✓ Use these resources for your search:
  o  Nemnet Minority Recruitment
  o  Carney, Sandoe & Associates (private school jobs)

When in Doubt...

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

*Do remember that:*

- Charter and private schools hire beginning in January each year because they know their budgets and enrollment earlier than public schools can.

- Most public school positions are NOT posted or confirmed until mid-spring. This is due to a variety of reasons: passing of local budgets, in-district requests for transfers of teachers from one school to another, and for the plain reason that principals are busy people!

- Many public schools will not interview or hire until August – it can be worth waiting if you’re committed to teaching in a public school.

- Jobs will be open through the summer and into the fall. Be on the lookout at all times for the one that is “right for you”.

- The further south you go in the US, the earlier the job search (this goes for West as well).

- Depending on a variety of factors, consider taking either a long term sub position and/or an aide position. Questions to consider for both of these positions are:
  - How likely would it be for a transfer beyond the span of the long term sub request?
  - How much co-teaching is possible within an aide position? Remind these prospective employers that you will have your MA Initial license and have experienced lead teaching.
  - What kind of professional development is available for individuals in the position you are seeking (some districts offer trainings for subs/aides, some do not)?
  - Would you have a mentor and/or close support person to shepherd you through this first year in the field?

- Said many times in this document, but please be in touch with Brandeis as you complete the “Job Search Marathon”!

*Advice for Interns who have Secured a Job*

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

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

For Elementary MATs in Summer I

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.

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 Kelly Whiffen. 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 Tuan 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.
VIDEO-RECORDING RELEASE PROCEDURE FOR STUDENT-TEACHING INTERNS

INTERNS, PLEASE FOLLOW THE STEPS BELOW WELL IN ADVANCE OF YOUR FIRST VIDEO RECORDING — IDEALLY, IN SEPTEMBER

1. Meet with your principal and/or assistant principal to discuss the video release form. Do not rely on your Mentor Teacher to give you this information:

Mentor teachers may not be apprised of the most recent district measures and mandates regarding video. Please clear this with an administrator, not just your mentor teacher. This process will also give you an opportunity to meet get to know your 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.
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 ______________________________

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

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

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

Student’s Name ______________________________  Intern’s Name ______________________________

Parent/Guardian’s Name ______________________________  Email or Phone # ______________________________

Parent/Guardian Signature _________________________________________ Date ______________
SUPPLEMENTAL PRACTICUM: ALTERNATIVE CLASSROOM CONTEXT

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

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

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

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

Interns should register for ED279a Supplemental Practicum Internship: Alternative Classroom Context (4 credits). Credit for the supplemental practicum is granted in the summer semester because the bulk of the practicum occurs after spring semester classes have ended. This internship does not require additional class sessions at Brandeis, but it does include a set of experiences and activities that must be documented.

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

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

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

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

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

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

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

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

**Field Instructor during Supplemental Practicum:**

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

**COMPLETED FORM DUE (UPLOADED) TO ASSISTANT DIRECTOR FOR FIELD EXPERIENCE WITHIN ONE WEEK OF COMPLETING THE SUPPLEMENTAL PRACTICUM**

<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>Intern’s Observations of Mentor</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. Upload the CAP Observation Forms to your Google folder.</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 supplemental practicum. (May use the abridged lesson plan template.)  
➢ Make revisions on the lesson plans based on Mentor feedback.  
➢ Upload these lesson plans to your Google folder.  
➢ If feasible, teach some aspect/s of these lessons to a full class or small group.                                                                                                                                       |                                |                 |
| Adjustment to / of Practice          | ➢ With guidance and approval from the Mentor, analyze data from a formative or summative assessment.  
➢ Suggest and discuss an action plan for adjusting practice in response to the data. There is no written component to this.                                                                                                       |                                |                 |
| Meeting Diverse Needs                | ➢ With guidance and approval from the Mentor, work with an individual or small group to meet specific learning needs (e.g., ELL, Moderate disabilities . . .).  
➢ With guidance and approval from Mentor, adapt handouts or lesson materials to meet specific student needs (e.g., add multiple modalities to a lesson, add academic language supports, add ELL support . . .) Upload this adapted handout or lesson material to your Google folder. |                                |                 |
| Safe Learning Environment            | ➢ With guidance and approval from the Mentor, design or practice using routines, procedures, protocols, or behavior management strategies for small or whole group instruction. There is no written component to this.                                                                                                      |                                |                 |
| High Expectations                    | ➢ Record and transcribe a teacher interaction in whole or small group discussion. Identify moments in which teachers’ responses help students deepen their own thinking. Discuss the transcription with the Mentor. Upload this annotated transcription to your Google folder.                                                  |                                |                 |
| Reflective Practice                  | ➢ In a page or two, compare and contrast the experience in the supplemental practicum with that of the full practicum. Upload to Google  
➢ Topics might include: classroom or schoolwide culture, developmental differences in age groups, data related to your research question, structure and content, perpetual dilemmas of teaching, or other topics of your choosing. | Field Instructor’s Initials    |                 |
| Field Instructor’s Observation of Intern | ➢ The Field Instructor will conduct one observation during the supplemental practicum. The Field Instructor and Intern will use the CAP protocol for the observation but are not required to video-record. Upload the CAP observation form to your Google folder.                          | Field Instructor’s Initials    |                 |
SUPPLEMENTAL PRACTICUM: LONG TERM SUBSTITUTE

Long Term Substitute (LTS) as Supplemental Practicum:

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

Interns completing such an LTS position should register for **ED279** Supplemental Practicum Internship: 
Alternative Classroom Context (4 credits). Credit is granted in the summer semester because, in general, the bulk of the supplemental practicum occurs after spring semester classes have ended. The LTS option does not require additional class sessions at Brandeis, but it does include a set of experiences and activities that must be documented.

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

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

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

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

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

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

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

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

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

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

Supervisor/Mentor role during the LTS Supplemental Practicum

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

**Completed Form Due (uploaded) to the Assistant Director for Field Experience within one week of completing the Supplemental Practicum**

<table>
<thead>
<tr>
<th>Focus</th>
<th>Intern’s Assignments</th>
<th>Date Completed &amp; approx. hours</th>
<th>Supervisor’s or Mentor’s Initials</th>
</tr>
</thead>
</table>
| Intern’s Observations/Reflections on entering the Professional Environment | ➢ Attend (at least) one professional meeting (e.g., department / team meeting or PLC).  
➢ After the meeting, write a one page reflection *(upload to Google)* about some of the following: Your role as a junior faculty member of the group; group dynamics and decision making processes; how curricular decisions and policy questions are address; how the experiences in the group connect to what you’ve learned about school structures and community. |                               |                                  |
| Well-Structured Lessons                                               | ➢ With guidance and approval from the Supervisor/Mentor, write three complete lesson plans that will be implemented during the Long Term Substitute position. (May used the abridged template.)  
➢ Make revisions on the lesson plans based on Mentor feedback.  
➢ Upload these lesson plans to your Google folder.                                                                                           |                               |                                  |
| Adjustment to / of Practice                                           | ➢ With guidance and approval from the Supervisor/Mentor, analyze data from a formative or summative assessment.  
➢ Suggest, discuss, and implement an action plan for adjusting practice in response to the data. There is no written component to this.                                                               |                               |                                  |
| Meeting Diverse Needs                                                 | ➢ With guidance and approval from the Supervisor/Mentor, work with an individual or small group to meet specific learning needs (e.g., English Learners, Moderate disabilities . . .).  
➢ With guidance and approval from Supervisor/ Mentor, adapt handouts or lesson materials to meet specific student needs (e.g., add multiple modalities to a lesson, add academic language supports, add EL support . . .) Upload this adapted handout or lesson material to your Google folder. |                               |                                  |
| Safe Learning Environment                                              | ➢ With guidance and approval from the Supervisor/ Mentor, design or practice using routines, procedures, protocols, or behavior management strategies for small or whole group instruction. There is no written component to this.                                                      |                               |                                  |
| High Expectations                                                     | ➢ Record and transcribe an interaction in whole or small group discussion. Identify moments in which your responses help students deepen their own thinking. Discuss the transcription with the Mentor. Upload this annotated transcription to your Google folder.  
➢ Alternatively, make a plan with your supervisor to combine high expectations with high support and hold students accountable – particularly addressing the challenges of being a substitute teacher toward the end of the school year. Upload a one-page reflection/plan. |                               |                                  |
| Reflective Practice                                                   | ➢ In a page or two, compare and contrast the experience in the supplemental practicum with that of the full practicum. Upload to Google  
➢ Topics might include: classroom or schoolwide culture, developmental differences in age groups, data related to your research question, structure and content, perpetual dilemmas of teaching, or other topics of your choosing. |                               | Field Instructor’s Initials      |
| Field Instructor’s Observation of Intern                              | ➢ The Field Instructor will conduct one observation during the supplemental practicum. The Field Instructor and Intern will use the CAP protocol for the observation but are not required to video-record. Upload the CAP observation form to your Google folder. |                               | Field Instructor’s Initials      |
SUPPLEMENTAL PRACTICUM: ADDITIONAL CERTIFICATION

ESL OR SPECIAL EDUCATION

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

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

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

Interns completing the supplemental practicum for additional certification must enroll in **ED279b Supplemental Practicum Internship: ESL or Special Education (6 credits)**. This path includes both the practicum fieldwork AND attending university class sessions. Credit is granted in the summer semester because, in general, the bulk of the supplemental practicum occurs after spring semester classes have ended. Pursuing the alternative certification pathway requires an additional fee ($1000 in 2018-19) because it requires additional resources from the program and additional credits from the university.
SUPPLEMENTAL PRACTICUM: ESL
ENGLISH AS A SECOND LANGUAGE TEACHER (PK-6 OR 5-12)

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

Mentor Role, Intern Collaboration, and joint Responsibilities

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

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

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

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

Intern Additional Responsibilities

➢ Attend the placement for 5 weeks (25 days), for 5 full days/week including after-school meetings.
➢ Log a minimum of 150 hours across all the categories of requirements/responsibilities.
➢ Enroll in 279b Supplemental Practicum: ESL or Special Education
➢ Complete the attached:
   o Supplemental practicum checklist of requirements including a complete record of dates/hours
   o Log of Practicum Hours and Signatures for DESE submission.
   o Daily/weekly journal including items from the supplemental checklist of requirements.
➢ Complete and submit CAP Announced Observation Protocol & paperwork for one Field Instructor visit.
➢ Submit all items above via Google to Assistant Director for Field Experience.
➢ Submit journal to the ED279b course instructor.
➢ Attempt ESL MTEL (before MAT graduation). Interns are required to pass the MTEL to earn MA ESL Certification.
➢ Follow guidance from the Assistant Director for Field Experience regarding application for ESL license.

Interns should keep a journal of notes to share with Mentor, Field Instructor, and with the 279b course instructor at the end of the internship. All checklist items to “Demonstrate Competence” should be clearly marked in this journal along with “daily notes” kept by the Intern.
Field Instructor Role in the Supplemental Practicum:

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

TO BE SIGNED PRIOR TO THE SUPPLEMENTAL PRACTICUM:

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

Name of School: ____________________________________________

Mentor Teacher (print name) __________________________________________________________

Mentor Teacher Signature __________________________________________ Date ________________

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

Intern (print name) ____________________________

Intern Signature __________________________________________ Date ________________
### Supplemental Practicum Checklist of Responsibilities (ESL)

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

<table>
<thead>
<tr>
<th>ESL Skills/Competencies</th>
<th>Experience/Observed (at a minimum)</th>
<th>Demonstrate Competence (plan/store notes in journal)</th>
<th>Record of Hours &amp; Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning Meetings &amp; Logistics (ESL/SEI Service Delivery Model &amp; Frequency of Services)</strong></td>
<td>➢ 5 ESL (co-)Planning Meetings - This includes identifying and understanding all aspects of planning/preparation for teaching ELs including: DESE guidance in crafting service delivery plans matched with students’ ELD levels, review of formative/summative language assessments, relationship between SEI/ESL instruction, and logistics of co-teaching &amp; planning.</td>
<td>Co-Lead 3 Meetings regarding 3 focal students at beginner, intermediate, advanced ELD levels integrating all elements needed to determine number and frequency of push in/pull out ESL/SEI and focal instruction topics for both ESL and SEI classes needs/services to be supplied by ESL and/or SEI teachers. *Note: This can be combined with the 3rd item below OR in preparation for next year’s ESL instructional planning/placement into next grade discussions.</td>
<td></td>
</tr>
<tr>
<td><strong>Administrative Knowledge/Skills</strong></td>
<td>➢ 5 Meetings – This includes intake, screening, registration, placement, advocacy, family engagement, IEP or pre-referral, translation/interpretation, representation at conferences and/or family-school meetings, grade level, school &amp; ESL faculty meetings, etc.</td>
<td>With Mentor support, create a checklist of tasks/preparatory work for ESL teachers for each of these types of meetings. Store checklists in your journal.</td>
<td></td>
</tr>
<tr>
<td><strong>Know Your Learners: Academic Progress &amp; Inquiry Stance about Cultures &amp; Languages of your ELs</strong></td>
<td>➢ 3 discussions reviewing ELs’ progress/needs at different ELD levels - These discussions will include descriptions of the students integrating their current progress as indicated by ESL/content assessments, individual characteristics, situational factors, preferred types of input/processing, aspects of L1-L2 comparison, culturally significant practices/beliefs/values, and all other aspects of knowing your ELs. This knowledge should be the supporting details for a general plan including focus language goals for instruction (both SEI and ESL) for these ELs.</td>
<td>*Conduct progress/needs meetings for 3 focal students at different ELD levels: Integrate all items in this category into your discussions. Pair these items with a general plan with focus language goals for these 3 ELs. Note questions you will need to research regarding ELs’ L1s, cultural beliefs/values, other indicators of ELD, etc. and cite resources you may use to gather more information about these items.</td>
<td></td>
</tr>
<tr>
<td>ESL Skills/Competencies</td>
<td>Experience/Observe (at a minimum)</td>
<td>Demonstrate Competence (plan/store notes in journal)</td>
<td>Record of Hours &amp; Dates</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>High Quality Lesson Plans, Instruction &amp; Assessment (small/whole group and/or individuals)</td>
<td>Daily e.g., of each SEI and ESL plans, instruction for push in/pull out SEI and ESL. Each of these should include content and language objectives, targeted instruction for all domains of language (listening, speaking, reading, and writing), and use of both ESL and content curriculum and/or instructional practices of the particular grade/subject.</td>
<td>3 e.g., of each SEI and ESL plans, instruction for whole/small group or individual push in/pull out SEI and ESL (i.e., 6 lessons total). These can be for your 3 focal ELs or other groups as determined by the Mentor. Please use EITHER the Brandeis Lesson Plan Template with an addition of the language/sociocultural demand analyses OR a template provided by your Mentor.</td>
<td>3 meetings among ESL and content teachers, administrators, and/or other faculty. Content of these meetings are review of legal guidance in developing programming, schedules, etc. for the work of the ESL teacher.</td>
</tr>
<tr>
<td>Analysis of: Language (3 Features) &amp; Sociocultural Context Demands as well as Social/Academic Language of Instruction</td>
<td>Weekly overview of language (3 features, social, academic) &amp; sociocultural demands for content and/or ESL units, according to student groups’ needs, or other types of planning for weekly ESL instruction.</td>
<td>1 Week Overview of these components as preparation for language demands, sociocultural components, and academic and social language needs. Can be organized by: student, group, unit, other categories as determined by Mentor or according to needs of your 3 focal ELs.</td>
<td>3 meetings among ESL and content teachers, administrators, and/or other faculty. Content of these meetings are review of legal guidance in developing programming, schedules, etc. for the work of the ESL teacher.</td>
</tr>
<tr>
<td>Knowledge, Integration, and Application of DESE, WIDA, ACCESS, and other ESL Legal Documents</td>
<td>3 meetings among ESL and content teachers, administrators, and/or other faculty. Content of these meetings are review of legal guidance in developing programming, schedules, etc. for the work of the ESL teacher.</td>
<td>With Mentor, review critical components of legal documents &amp; note items to consider in your journal. These notes should indicate how legal frameworks affect the daily, weekly, monthly, semester/quarter, and/or annual planning, instruction, assessment and/or administrative work of the ESL teacher.</td>
<td>3 meetings among ESL and content teachers, administrators, and/or other faculty. Content of these meetings are review of legal guidance in developing programming, schedules, etc. for the work of the ESL teacher.</td>
</tr>
</tbody>
</table>

Other? Please add as needed.
**LOG OF PRACTICUM HOURS + SIGNATURES**

**English as a Second Language**

### Part I To be completed by the applicant

| Applicant’s Name (print): | ____________________________ |
| Social Security Number: | __________________ OR MA Educator License Number | g________ |
| Sponsoring Organization: | Brandeis University |
| Practicum Site: | __________________________________________ |
| License Field: | English as a Second Language | Grade Level: | g________ |
| Supervising Teacher: | __________________________________________ |

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

| Name: | Dr. Danielle Igra | Position/Title: | Director of Teacher Education |
| Signature: | ____________________________ |
| Name of Program Supervisor: | __________________________________________ | Position/Title: | Field Instructor |

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

| Applicant’s License Field: | English as a Second Language | Grade Level: | g________ |
| Supervising Teacher: | __________________________________________ |

### Part III To be completed by the Supervising Practitioner

| Name (print): | ____________________________ | Position/Title: | ____________________________ |
| School System: | __________________________________________ |
| License Type: Initial (# yrs. experience) | __________ OR Professional: | g________ |
| Massachusetts License #: | __________________________________________ |
| Signature of Supervising Practitioner: | __________________________________________ |
| Signature of Brandeis Director of Teacher Education: | __________________________________________ |
SUPPLEMENTAL PRACTICUM: SPECIAL EDUCATION
TEACHING STUDENTS WHO HAVE MODERATE DISABILITIES

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

Intern Responsibilities

➢ Attend the placement for 5 weeks (25 days), for 5 full days/week including after-school meetings.
➢ Log a minimum of 150 hours across all the categories of requirements/responsibilities.
➢ Enroll in 279b Supplemental Practicum: ESL or Special Education
➢ Complete the attached:
   o Supplemental practicum checklist of requirements including a complete record of dates/hours
   o Log of Practicum Hours and Signatures for DESE submission.
➢ Complete and submit CAP Announced Observation Protocol & paperwork for one Field Instructor visit.
➢ Collect, store, and submit the observation documents electronically on Google Drive.
➢ Submit all items above via Google to Assistant Director for Field Experience.
➢ Submit journal to the ED279b course instructor.
➢ Interns are required to pass the Foundations of Reading MTEL to earn MA Certification.
➢ Follow guidance from the ED 279b course instructor and the Assistant Director for Field Experience regarding application licensure.

The intern should complete the signature page, below.

Mentor Teacher:

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

The Mentor should complete the signature page below.

Field Instructor Role in the Supplemental Practicum:

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

Intern and Mentor, complete the signature page below
Signatures for Supplemental Practicum: Special Education, Teaching Students who have Moderate Disabilities

TO BE SIGNED PRIOR TO THE SUPPLEMENTAL PRACTICUM:

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

Name of School: ____________________________
Mentor Teacher (print name) ____________________________
Mentor Teacher Signature ____________________________ Date ______________
Mentor’s License Field ______________________ License Type (e.g., initial/provisional/professional) __________
Intern (print name) ____________________________
Intern Signature ____________________________ Date ______________
## SUPPLEMENTAL PRACTICUM CHECKLIST OF RESPONSIBILITIES (ESL)
**COMPLETED FORM DUE (UPLOADED) TO THE ASSISTANT DIRECTOR FOR FIELD EXPERIENCE AND 279b COURSE INSTRUCTOR WITHIN ONE WEEK OF COMPLETING THE SUPPLEMENTAL PRACTICUM**

<table>
<thead>
<tr>
<th>Experience / Observe</th>
<th>Demonstrate Competence</th>
<th>Record of Hours &amp; Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IEP / 504 Reviews &amp; Meetings</strong></td>
<td>➢ Prepare for and attend minimum of two IEP or 504 meetings. ➢ This includes reading documents and learning routines for reviewing student progress.</td>
<td>➢ Dissect at least two IEPs using the graphic organizer distributed in class. ➢ With assistance, interpret assessment data and other evidence for the meetings. ➢ Help Mentor sort student work and other recorded data to document progress toward meeting IEP goals. ➢ Help identify “needs” or “next steps” for one student.</td>
</tr>
<tr>
<td><strong>Accommodations &amp; Modifications</strong></td>
<td>➢ Observe Mentor modifying content/processes/performance criteria as outlined by a student’s IEP. ➢ Observe the way the Mentor makes accommodations as outlined by a student’s IEP.</td>
<td>➢ With guidance and approval from the Mentor and classroom teachers, show evidence of at least ten accommodations provided to students with disabilities. ➢ Show evidence of at least three modifications you made for students with disabilities (content, methodology, and/or performance criteria). ➢ Collect examples of assistive technology used by students with disabilities in your school and reflect on their effectiveness.</td>
</tr>
<tr>
<td><strong>Specially Designed Instruction</strong></td>
<td>➢ Observe the process by which Mentor uses IEP goals and relevant data to plan SDI.</td>
<td>➢ Show evidence of at least two examples of SDI embedded into a general education lesson plan. ➢ Show evidence of at least two examples of SDI planned for small group or individual sessions for students with disabilities.</td>
</tr>
<tr>
<td><strong>Management &amp; Record Keeping</strong></td>
<td>➢ Observe behavior management and record keeping processes used during IEP service delivery with the goal of measuring progress toward IEP goal mastery.</td>
<td>➢ With guidance and approval from the Mentor and classroom teachers, design or practice using behavior management strategies appropriate for a small group. ➢ Collect examples of data collection tools from special educators in your school. ➢ Create a data collection tool to track progress for a student or small group of students.</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>➢ Observe and note components of collaborative instructional models employed in this setting.</td>
<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>
<tr>
<td><strong>Other</strong></td>
<td>➢ Observe two pre-referral meetings and identify structures, read documents, and interpret data or other evidence presented. ➢ Observe the culture of the school related to students with disabilities.</td>
<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. ➢ Debrief meetings with Mentor to determine how and why the situation might proceed in a particular way. ➢ Shadow a student with an IEP for a full day and use the observation form provided in class.</td>
</tr>
</tbody>
</table>
LOG OF PRACTICUM HOURS + SIGNATURES
TEACHING STUDENTS WHO HAVE MODERATE DISABILITIES

Part I To be completed by the applicant

Applicant’s Name (print): ____________________________________________

Social Security Number: ____________________________ OR MA Educator License Number _____________

Sponsoring Organization: Brandeis University

Practicum Site: ______________________________________________________

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

Supervising Teacher: ________________________________________________

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

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

Signature: ___________________________________________________________

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

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

Applicant’s License Field Moderate Disabilities Grade Level ____________________

Supervising Teacher: ________________________________________________

Part III To be completed by the Supervising Practitioner

Name (print): __________________________________ Position/Title: __________________

School System: ______________________________________________________

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

Massachusetts License #: _____________________________________________

Signature of Supervising Practitioner: ______________________________________

Signature of Brandeis Director of Teacher Education: ________________________________
<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</td>
<td></td>
</tr>
<tr>
<td>education classroom environments for students with moderate disabilities</td>
<td></td>
</tr>
<tr>
<td>Ways to prepare and maintain students with disabilities for general</td>
<td></td>
</tr>
<tr>
<td>education classrooms</td>
<td></td>
</tr>
<tr>
<td>TOTAL HOURS (at least 150 hours)</td>
<td></td>
</tr>
</tbody>
</table>

SIGNATURE of Supervising Practitioner (Mentor): _______________________________________

SIGNATURE of Brandeis Director of Teacher Education Program: _________________________
# Glossary of Terms, Titles, and Abbreviations

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbreviated or Streamlined Lesson Plan</td>
<td>A lesson plan template used by more experienced teachers after they have demonstrated both conceptual and procedural understanding of teaching a lesson or series of lessons. Abbreviated Lesson Plans may replace Elaborated Lesson Plans as the Practicum evolves.</td>
</tr>
<tr>
<td>Advisory Intervention</td>
<td>A meeting or series of meetings between the Intern and all invested partners to bring attention and support to a professional or personal challenge. This advisory intervention is called when the usual channels for problem solving are not sufficient.</td>
</tr>
<tr>
<td>ASAC</td>
<td>Abraham Shapiro Academic Complex; the Teacher Education Program’s main building where many guest speakers and classes are held. Faculty and staff offices are also located here.</td>
</tr>
<tr>
<td>A&amp;S</td>
<td>Arts and Sciences – University division which houses the Undergraduate Teacher Education Minor</td>
</tr>
</tbody>
</table>
| Assistant Director for Field Experience | Anne Marie (Annie) Grover, MA  
  ❖ Spearheads Field Experience, CAP, licensure, and outreach                                                                                                                                            |
| BA-MAT                                  | Undergraduates who have been exploring teaching in courses for the minor can apply to this dual degree program if they have completed their undergraduate coursework by the end of their junior year.  
  They join the MAT cohort the summer after their junior year, earn their BA by December of their senior year, and graduate the following July with an MAT. |
| Brandeis Monday                         | Occurs in the event when classes are canceled due to a Monday holiday. A Brandeis Monday will adopt a Monday class schedule.                                                                                  |
| CAP                                     | Candidate Assessment of Performance assesses a teacher candidate’s readiness in relation to the Professional Standards of Teaching. It is a requirement for licensure in the state of Massachusetts.                         |
| Coordinator                             | Administrative Assistant  
  Education Program Coordinator, Eileen Kell — supports all strands of Education: Education Studies and Teacher Leadership as well as Teacher Education  
  MAT Coordinator, Manuel Tuan — focused on MAT but also supports other strands of Education Program.                                                                                      |
<p>| DESE                                    | Department of Elementary and Secondary Education                                                                                                                                                           |</p>
<table>
<thead>
<tr>
<th>TERM</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Director of Teacher Education</strong> (or ‘Director’)</td>
<td>Danielle Igra, PhD</td>
</tr>
<tr>
<td></td>
<td>❖ Oversees All Aspects of the Teacher Education Program</td>
</tr>
<tr>
<td></td>
<td>❖ Leads the Secondary strand of Teacher Education</td>
</tr>
<tr>
<td><strong>Education Program</strong></td>
<td>Interdisciplinary Program, akin to a department.</td>
</tr>
<tr>
<td></td>
<td>Encompasses all three strands of Education at Brandeis</td>
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<tr>
<td></td>
<td>❖ Teacher Education (undergraduate &amp; graduate)</td>
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<td></td>
<td>❖ Education Studies (undergraduate major)</td>
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<td></td>
<td>❖ Teacher Leadership (graduate)</td>
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<tr>
<td><strong>Elaborated Lesson Plan</strong></td>
<td>A lesson plan template which allows novice teachers to practice skills and</td>
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<td>demonstrate understanding of both conceptual and procedural aspects of</td>
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<td></td>
<td>teaching a lesson.              Elaborated Lesson Plans are required</td>
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<td></td>
<td>until the Mentor Teacher says they are no longer necessary, and for every</td>
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<td></td>
<td>Announced Observation with a Field Instructor. Elaborated Lesson Plans</td>
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<tr>
<td></td>
<td>must be submitted 48 hours prior to the observation.</td>
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<tr>
<td><strong>ELAR</strong></td>
<td>Educational Licensure and Renewal</td>
</tr>
<tr>
<td><strong>Elementary Faculty Leader</strong></td>
<td>Rachel Kramer Theodorou, M.Ed.</td>
</tr>
<tr>
<td></td>
<td>❖ Leads the Elementary strand of Teacher Education</td>
</tr>
<tr>
<td><strong>EL or ELL</strong></td>
<td>English Learner (preferred term) or English Language Learner</td>
</tr>
<tr>
<td><strong>Field Instructor</strong></td>
<td>Program Supervisor</td>
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<td></td>
<td>This title was adopted to indicate that the role is a vital part of the</td>
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<tr>
<td></td>
<td>instructional team and not only a position of evaluation or supervision.</td>
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<tr>
<td><strong>Field Placement</strong></td>
<td>The elementary or secondary school in which Interns work with Mentors and</td>
</tr>
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<td></td>
<td>become accustomed to the school’s community.</td>
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<tr>
<td><strong>Full Responsibility</strong></td>
<td>A period of time during the Practicum in which the Intern takes on all</td>
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<td></td>
<td>planning, instruction, and assessment. Also known as “take-over”, “solo” ,</td>
</tr>
<tr>
<td></td>
<td>“lead”, or “independent” teaching.</td>
</tr>
<tr>
<td><strong>GSAS</strong></td>
<td>Graduate School of Arts and Sciences – Graduate School which houses the</td>
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<tr>
<td></td>
<td>Master of Arts in Teaching (MAT)</td>
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<tr>
<td><strong>Intern</strong> (or ‘student-teaching Intern’, also called:</td>
<td>Candidate for licensure.</td>
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<td></td>
<td>This term was adopted to indicate the year-long gradual assumption of</td>
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<td></td>
<td>responsibility more akin to an Internship or apprenticeship than</td>
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<td></td>
<td>candidacy for licensure alone.</td>
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<tr>
<td><strong>TERM</strong></td>
<td><strong>DESCRIPTION</strong></td>
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</tbody>
</table>
| **Henry S. Levitan Director of the**                | Leah Gordon, PhD  
❖ akin to a Department Chair  
Oversees all three strands of the Education Program:  
❖ Teacher Education  
❖ Undergraduate Education Studies Major  
❖ Teacher Leadership                                                                                                                                 |
| **Education Program**                              |                                                                                                                                                                                                               |
| *(or Levitan Chair)*                                |                                                                                                                                                                                                               |
| **LATTE**                                           | Learning and Teaching Technology Environment; online educational server in which Brandeis professors and instructors can communicate and share materials with the members of their classes.                                        |
| **MAT**                                             | Master of Arts in Teaching, post-baccalaureate program  
13 month, June – July, intensive cohort-based program including a Teacher Research Project.                                                                                                           |
| **Mentor Teacher**                                 | Supervising Practitioner  
(or ‘Mentor’)  
This title was adopted to highlight the guidance and role modeling of the practitioner.                                                                                                                    |
| **MEPID**                                           | Massachusetts Education Personnel ID                                                                                                                                                                           |
| **Moderate Disabilities Licensure**                 | An added optional license which prepares Interns to teach students with moderate learning disabilities.                                                                                                        |
| **MTEL**                                            | Massachusetts Tests for Educator Licensure; The tests are designed to ensure that Massachusetts educators can communicate adequately with students, parents/guardians, and other educators and that they are knowledgeable in the subject matter of the license sought. |
| **Practicum**                                       | January- May/June; Interns are in their field placement 5 full days per week for full contractual hours. Massachusetts licensure requires that the Full Practicum include at least 300 hours in the classroom and 100 hours in which Interns assume full responsibility. |
| **Pre- Practicum**                                 | September- December; MAT Interns are in their field placement 18-21 hours per week, and undergraduates are in their field placement 12-14 hours per week. Interns are granted the opportunity to get to know their students deeply and develop a sense of continuity and context while observing and teacher-assisting.  
Undergraduates can take courses that include a pre-practicum or field experience of a few hours per week (e.g., ED 100; ED175; ED 107) |
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<tr>
<th><strong>TERM</strong></th>
<th><strong>DESCRIPTION</strong></th>
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</table>
| **Program Leadership** | Teacher Education Program Leadership, including:  
❖ Levitan Chair  
❖ Director of Teacher Education  
❖ Elementary Faculty Leader |
| Ramp | A gradual increase of teaching responsibilities for the Intern over the course of the school year. |
| SEI Endorsement | Sheltered English Immersion is an approach to teaching academic content in English to English Learners. |
| **Supplemental Practicum**  
(formerly ‘Mini’ Placement) | In spring of the Internship year, MATs spend several weeks exploring a different context or student population at a different school for example, switching: urban/suburban; middle/high school; upper/lower elementary school; general education/ special education; native speakers/ English Language Learners.  
During this time, many Interns choose to complete an additional certification in Teaching Students who have Moderate Disabilities or Students who are English Learners. |
| **Teacher Education Program**  
(or ‘the Program’) | ‘The Program’ refers to just the Teacher Education strand of the Education Program.  
The Teacher Education Program is responsible for all Ed Prep for Teacher Candidates; undergraduate and graduate. |
| Triad  
(or Team) | The Intern, Mentor Teacher, and Field Instructor team. |
| UDG | Undergraduate minor in Teacher Education, baccalaureate program |
### Contact Information and Useful Websites

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Teacher Education</td>
<td>Danielle Igra, PhD</td>
<td><a href="mailto:digra@brandeis.edu">digra@brandeis.edu</a></td>
<td>Directs the Teacher Education program as a whole. Advises and mentors MAT and undergraduate students (particularly in secondary teacher education).</td>
</tr>
<tr>
<td>Faculty Leader, Elementary Teacher Education</td>
<td>Rachel Kramer Theodorou, M.Ed.</td>
<td><a href="mailto:rbkramer@brandeis.edu">rbkramer@brandeis.edu</a></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>Assistant Director for Field Experience</td>
<td>Annie Grover, MA</td>
<td><a href="mailto:agrover@brandeis.edu">agrover@brandeis.edu</a></td>
<td>Guides the Field Experience component of Teacher Education, including pre/practicum placements and the Candidate Assessment of Performance (CAP). Assists in the Massachusetts licensure process and job placement.</td>
</tr>
<tr>
<td>MAT Program Coordinator</td>
<td>Mr. Manuel Tuan</td>
<td><a href="mailto:tuan@brandeis.edu">tuan@brandeis.edu</a></td>
<td>Manages academic records. Liaises with GSAS and the registrar. Manages financial questions. Manages MAT scheduling, logistics, and administration.</td>
</tr>
<tr>
<td>Senior Coordinator</td>
<td>Ms. Eileen Kell</td>
<td><a href="mailto:ekell@brandeis.edu">ekell@brandeis.edu</a></td>
<td>Assists in the Massachusetts licensure process. Supports job placement. Manages scheduling and logistics. Advises undergraduates. Assists the directors and faculty leader.</td>
</tr>
<tr>
<td>Levitan Education Program Director</td>
<td>Leah Gordon, PhD</td>
<td></td>
<td>Oversees the Undergraduate Education Studies Program and serves as Education Program Chair. Advises undergraduates.</td>
</tr>
<tr>
<td>Useful Websites</td>
<td>Description</td>
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<tr>
<td><strong>Teacher Education Program Website</strong></td>
<td><a href="https://www.brandeis.edu/programs/education/ugrad/teachered/index.html">https://www.brandeis.edu/programs/education/ugrad/teachered/index.html</a></td>
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<tr>
<td></td>
<td>Overview of the Teacher Education Program (undergraduate and graduate)</td>
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<td><strong>MAT Website</strong></td>
<td><a href="http://www.brandeis.edu/programs/education/mat/">http://www.brandeis.edu/programs/education/mat/</a></td>
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<td></td>
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<tr>
<td></td>
<td>Overview of and Details about the MAT Program</td>
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| **Handbook for Teacher Education Program**          | https://www.brandeis.edu/education/teacher-education/pdfs/teacher-education-
|                                                    | program-handbook.pdf                                                        |
|                                                    | This complete handbook in digital form.                                    |
| **Google Calendar Elementary 2019-20**             | https://calendar.google.com/calendar/embed?src=brandeis.edu_n13hcapmvvn58d2
|                                                    | 4ivf1gug5o8%40group.calendar.google.com&mctz=America%2FNew_York             |
|                                                    | Calendar of Events for Elementary class of 2019-20                         |
| **Google Calendar Secondary 2019-20**              | https://calendar.google.com/calendar/embed?src=brandeis.edu_79j70m5vvo2h7cst
|                                                    | 7ete80b0%40group.calendar.google.com&mctz=America%2FNew_York               |
|                                                    | Calendar of Events for Secondary class of 2019-20                         |
| **GSAS Resources for Students**                    | https://www.brandeis.edu/gsas/current/index.html                             |
|                                                    | Information about registration and resources for Students                  |
| **MAT Facebook Page**                              | http://www.facebook.com/BrandeisEducationProgram                           |
|                                                    | Find and Share news, events, and links to articles and resources.            |
| **Massachusetts Department of Elementary & Secondary
  Education (DESE)**                               | http://www.doe.mass.edu/                                                    |
|                                                    | The Massachusetts DESE regulates teacher preparation, certification, and
  licensure.                                                                   |
| **Candidate Assessment of Performance (CAP)**      | http://www.doe.mass.edu/edprep/cap/                                         |
|                                                    | CAP is the documentation process required by DESE for licensure. It is used
  to assess whether a candidate (student teacher) is ready to teach independently. You will be guided through every stage of this process over the course of the year. |