

APPENDIX C
Pre-Practicum and Practicum Information

I. THE PRE-PRACTICUM

The Department of Elementary and Secondary Education (ESE) regulations call for all teachers applying for an initial teaching license in a given field (e.g., reading) to complete pre-practicum experiences. Below is a summary of how this requirement will be met for students enrolled in the reading licensure programs at the MGH Institute of Health Professions.

1. Minimum number of hours: 25
2. **Activities:** Examples include:
 - Observing reading specialists teaching whole classes or small groups at a wide range of grade levels.
 - Taking some responsibility for teaching reading
 - Observing meetings related to reading instruction or student educational plans
3. **Documentation:** Barring extenuating circumstances, the Pre-Practicum Hours Log Form (located in Appendix C) should be completed with required signatures *before* the formal practicum begins.

II. THE LITERACY PRACTICUM

CD 882: The School-based Literacy Practicum is a **150-hour internship** under the supervision and mentorship of a **Licensed Reading Specialist** in the public schools and 766 approved private schools. The practicum is individualized. All students have the opportunity to:

- 1) Meet the requirements and standards of the MA Department of Education.
- 2) Gain professional exposure to well-integrated clinical and school-wide literacy leadership roles.
- 3) Build on previously developed professional skills/experience.

The Reading Specialist role varies from school to school and building to building across the Commonwealth. Therefore, practicum sites and mentors are chosen carefully to include: a balance of clinical and classroom service delivery experiences, exposure to a variety of individual and group assessments, and a broad range of consultative experiences among professional teams of educators (e.g., principals, classroom teachers, psychologists, speech-language pathologists, special educators). Students must demonstrate many competencies as they complete their reading practicum. These competencies include the reading specialist subject matter knowledge at the end of this appendix and the Candidate Assessment of Performance (CAP) Rubric in Appendix D.

The MGH Institute has contractual practicum agreements with many Massachusetts public and private schools. Our students enjoy priority placements at these sites. Institute faculty members work closely with each site to develop a practicum experience that not only addresses the goals of our students and the Massachusetts licensure requirements, but also serves the most critical literacy needs of each public-school site. Excused absences from practicum will be given for acceptable reasons, such as emergencies, religious observance or illness. Social events or vacations are not acceptable reasons for absence. The academic calendar is published well in advance to allow for planning these events.

CAS students who are working full time typically complete the reading practicum in their own schools. However, a DOE licensed Reading Specialist must be present in the school and willing to supervise the teacher completing the practicum. See Appendix C for a copy of the contract agreement that both the student and supervisor must sign.

Grading for the reading practicum is Pass/Fail. Students are evaluated at midterm and during the final week of the

practicum. Together, the site practicum supervisor and a CAS faculty member evaluate practicum students. Self-evaluation is also part of the process. Evaluations are completed in written (See Appendix D) and verbal form. Copies of written evaluations are kept on file in the CSD Program Office. Documents kept on file in the CSD Program Office are contained in Appendix D.

Regulations for Licensure

The School-based Literacy Practicum follows the MA Department's 603 CMR 7.00 Regulations for Educator Licensure and Program Approval (most recently amended by the Board of Elementary and Secondary Education in 2020).

For the complete Regulations, see: <http://www.doe.mass.edu/lawsregs/603cmr7.html?section=all>). The following from the Regulations pertains specifically to the Practicum.

Key terms and Definitions (as defined in the 603 CMR 7.00 Regulations)

Field-Based Experience: Experiences such as observation of a variety of classrooms, pre-practicum, practicum/practicum equivalent, internship, apprenticeship, or administrative internship that are integral components of any program for the preparation of educators. Field-based experiences shall cover a range of time periods within the school year.

Inclusive General Education Classroom Experience: A practicum that takes place in a classroom that serves both students with and without disabilities. The students with disabilities must be receiving some of their Individualized Education Program services in the classroom setting. The teacher candidate must address the individual and group needs of all the students (with and without disabilities) who are assigned to the classroom and receive supervision from both a special educator and a general educator during the practicum.

Practicum/Practicum Equivalent: A field-based experience within an approved program in the role and at the level of the license sought, during which a candidate's performance is supervised jointly by the sponsoring organization and the supervising practitioner and evaluated in a Performance Assessment for Initial License. See 603 CMR 7.04 (4) for practicum hours. The duration of any equivalent to a practicum shall be no fewer hours than provided for the practicum in 603 CMR 7.04 (4). An equivalent to a practicum may include an apprenticeship, the initial five-month period of service as teacher or administrator of record under a Preliminary license, or others approved by the Department.

Pre-practicum: Early field-based experiences with diverse student learners, integrated into courses or seminars that address either the Professional Standards for Teachers as set forth in 603 CMR 7.08 or the Professional Standards for Administrative Leadership as set forth in 603 CMR 7.10. For candidates serving an apprenticeship or employed as educator of record, these experiences may occur simultaneously with the practicum or practicum equivalent.

Program Supervisor: The supervisor from the sponsoring organization, under whose immediate supervision the candidate for licensure practices during a practicum.

Sponsoring Organization: Institution of higher education or alternative preparation organization that provides, or seeks to provide, approved preparation programs.

Supervising Practitioner: The educator who has at least three full years of experience under an appropriate Initial or Professional license and has received an evaluation rating of proficient or higher, under whose immediate

supervision the candidate for licensure practices during a practicum. For the educator of record, a comparably qualified educator will function as the supervising practitioner during the practicum equivalent.

Requirements for Field-Based Experience for Initial License (as specified in 603 CMR 7.04)

“Field-based experiences are an integral component of any program for the preparation of educators. They must begin early in the preparation program (pre-practicum) and be integrated into the courses or seminars that address Professional Standards for Teachers or Professional Standards for Administrators.

A practicum or practicum equivalent must be supervised jointly by the supervisor from the preparation program in which the candidate is enrolled and the supervising practitioner. The supervising practitioner is responsible for the larger portion of the practicum or practicum equivalent and together with the program supervisor will evaluate the candidate based on the appropriate standards. Disagreement between the supervising practitioner and the program supervisor will be resolved by the decision of a third person chosen jointly by them.

All practicum/practicum equivalents shall be completed within a Massachusetts public school, approved private special education school, Massachusetts Department of Early Education Care approved preschool, educational collaborative, or a school that requires Massachusetts educator licensure.”

Practicum or Practicum Equivalent Requirements for **Reading Specialist License: 150 total hours.** All individuals in educator preparation programs shall assume **full responsibility** of the classroom for a **minimum of 100 hours.**

Practicum Team - Roles and Responsibilities

As described in the Handbook for the Candidate Assessment of Performance (CAP) Handbook (MA ESE, August 2019), there are several stakeholders involved in effective implementation of field-based experiences and the assessment of teacher candidates’ readiness to teach in their licensure area. The roles of the involved parties are essential to our students’ preparedness for teaching when they complete the program. The following summarizes the pertinent roles and responsibilities of the practicum team, including the Program Supervisor, Supervising Practitioner, and Candidate, adapted from the 2019 CAP guidelines set forth by the Department of Education.

Program Supervisor (MGH IHP supervisor)

- In collaboration with the Supervising Practitioner, provide Candidate with consistent guidance, support and high-quality feedback during field-based experiences that improves their practice.
- **Coordinate the evaluation process** in collaboration with the Supervising Practitioner and Candidate (e.g., manage timelines, facilitate meetings, calibrate with the Supervising Practitioner; collect forms, etc.).
- With Supervising Practitioner, **assess and document evidence** of candidate readiness for the role.
- Conduct **one formal observation** of the Candidate, providing focused written feedback about their performance.
- **Support the Supervising Practitioner** in conducting observations of the Candidate, review information from observations.
- Determine, in collaboration with the Supervising Practitioner, whether the candidate is ready to teach. Establish improvement plan in cases where this is necessary.
- **Facilitate completion of the CAP form** for Specialist Teacher Candidates with signatures for purposes of retaining at the Sponsoring Organization.

Supervising Practitioner (on-site supervisor)

- Along with Program Supervisor, **design practicum experiences** that encompass the licensure role.
- Schedule **regular meetings/discussions** with the Candidate throughout the Practicum to provide mentorship, guidance, and feedback. Problem-solve issues that may arise.
- In addition to providing periodic informal observations and feedback, conduct at least **three formal observations** of the Candidate that include written feedback about the Candidate's growth in PSTs and Reading Specialist Indicators. Actively collect evidence during observations, synthesize and analyze the evidence to provide focused feedback to the candidate about their performance and facilitate growth.
- Participate in 3 scheduled **Three-Way Meetings** with Candidate and Program Supervisor.
- Share **ongoing communication with Program Supervisor** and alert Program Supervisor to any concerns regarding Candidate's readiness to teach in the licensure role as soon as concerns arise. Assist Program Supervisor in the development of an improvement plan if necessary.
- Complete **formative and summative assessments** of the Candidate as outlined in this handbook and facilitated by the Program Supervisor.
- Determine, following review of Candidate's portfolio and in collaboration with the Program Supervisor, whether the candidate is ready to teach.
- Provide **feedback to the Sponsoring Organization** about the Practicum structure (areas of strength, aspects that need to improve).

Candidate (MGH IHP CAS student)

- Complete the required 25 hours of **pre-practicum observation** prior to beginning the Practicum
- Complete an **initial self-assessment** considering your experience up to this point. Establish **Practicum Goals** with the first 2 weeks of the practicum that represent thoughtful reflection about current teaching practice, knowledge acquired in coursework, and the DESE PSTs and Reading Specialist Indicators.
- **Actively participate** in all aspects of the assessment system, including attending Three-Way Meetings, being available for observations, exercising thoughtful reflection, collecting candidate artifacts, submitting requested paperwork in a timely manner, and compiling a summative portfolio.
- **Demonstrate competency** at all the readiness threshold levels.
- Maintain professionalism in all interactions while on site and with supervisors as well as through email and phone correspondence. Seek out support when questions or concerns arise.
- Compile a well-organized, **electronic professional portfolio** that contains all required documents and is checked for accuracy, completeness, and professional presentation prior to submission.
- (Optional, recommended) Keep a weekly journal to write reflections about practicum experience to enrich discussions with Supervising Practitioner onsite, with peers during practicum seminar meetings, and for own growth as a reflective practitioner.
- **Provide feedback to the Sponsoring Organization** about one's experience in the program.

Eligibility for Licensure

The Massachusetts Department of Elementary and Secondary Education (ESE) accredits the MGH Institute's Literacy & Language CAS program. When students complete all courses included in the CAS curriculum (20-credit option), they will have met the academic and clinical requirements to apply for Reading Specialist licensure in Massachusetts. For the Reading Specialist teaching license, applicants must pass the *Reading Subject Matter Test* of the Massachusetts Licensure (MTEL) and hold an Initial License in another area. Those who do not already hold an Initial Teaching License can pursue application for Reading Specialist licensure following one year of employment as a teacher in Massachusetts.

The following lists the subject matter requirements for Reading Specialist licensure. For additional information related to licensure, ESE can be reached at www.doe.mass.edu or (781) 338-6600. Questions may also be addressed to Trish Kelley-Nazzaro Literacy & Language CAS Program Director (617-726-8231)

603 CMR 7.00 Regulations for Educator Licensure and Preparation Program Approval

7.07 (2) Specialist Teacher: Reading. All levels, Initial

(a) Initial License:

1. Prerequisite: At least an Initial teaching license and at least one year of experience under that license.
2. Completion of an approved educator preparation program for the Initial license as set forth in 603 CMR 7.03 (2) (a).
3. Possession of a bachelor's degree
4. Possession of Massachusetts Sheltered English Immersion (SEI) Endorsement
5. Achieve a passing score on the Communication and Literacy Skills test
6. Achieve a passing score on the Reading Specialist subject matter test. The following is the Reading Specialist Subject Matter Knowledge (Updated September 2019) that must be demonstrated for Reading Specialist license.

Reading, All

Reading Specialist candidates must demonstrate knowledge of the [2017 Massachusetts English Language Arts and Literacy Framework](#), specifically:

1. Guiding Principles for English Language Arts and Literacy Programs, and
2. College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening, and Language.

In addition, Reading Specialist candidates must know and demonstrate the necessary depth and breadth of the following content knowledge needed to support all students in mastering grade level expectations:

- a. Evidenced-based¹ concepts of language and literacy (*i.e.*, supported by evidence presented in peer reviewed literature).
- b. Components of language: phonology, syntax, semantics, morphology, discourse, pragmatics.
- c. Components of reading (National Reading Panel, 2000): concepts of print, phonological awareness (including phonemic awareness), phonics, word recognition, fluency, vocabulary, oral language, and comprehension.
- d. The reciprocal relationships among:
 - i. Phonemic awareness, phonological awareness, rapid automatic naming speed, decoding, word recognition, and spelling.
 - ii. Decoding, fluency, and reading comprehension.
 - iii. Background knowledge, vocabulary, decoding, and reading comprehension.
 - iv. Reading comprehension and writing/composition.
 - v. Listening comprehension and reading comprehension.

- vi. Reading, writing, language, viewing, speaking, and listening in service of building knowledge.
- e. Brain science research related to reading, including how the brain learns to read and neurobiological impacts on reading development.
- f. Characteristics of diverse learner profiles, including the strengths and needs commonly demonstrated by multilingual students and students with reading disabilities including dyslexia.
- g. Aspects of texts to consider when evaluating and selecting curriculum and print/digital texts, including: dimensions of [text complexity](#), alignment with grade-level topics; curriculum topics, diversity in literacy genres and forms; cultural relevance of text to students; the representation of diverse cultures and perspectives in texts.
- h. Aspects of learners to consider when evaluating and selecting curriculum and print/digital texts, including: text quality, a student's current literacy strengths and needs, background knowledge, interests, stamina and motivation, and reading difficulties and disabilities.
- i. Elements of composition, including:
 - i. Craft and structure of texts in various genres and forms.
 - ii. Composition process.
- j. Evidence-based practices for explicit, systematic, and cumulative instruction in the following topics, aligned to grade specific standards in the [2017 Massachusetts English Language Arts and Literacy Framework](#) and the digital literacy standards of the [2016 Massachusetts Standards for Digital Literacy and Computer Science](#):
 - i. Concepts of print, including the alphabetic principle.
 - ii. Phonological and phonemic awareness, including the progression of phonological awareness skills and of phoneme skill development.
 - iii. Phonics for word recognition and spelling, including the systematic, cumulative progression of phonics concepts, syllabication, and spelling rules/generalizations.
 - iv. Oral reading fluency at the word, sentence, and passage levels, including reading sight words with automaticity
 - v. Comprehension, including vocabulary, word knowledge, text structures, summarizing, monitoring for understanding, and integration of content presented in diverse formats.
 - vi. Vocabulary, including approaches for selecting words to teach in-depth and word learning strategies such as the use of context and word parts (morphology).
 - vii. English grammar and usage, and conventions of English.
 - viii. Progressions of writing skills, including: letter formation, encoding/spelling, conventions, sentence structure, paragraph formation.
 - ix. Writing, including idea development, the organization and purpose of arguments, informative/explanatory texts, and narratives; using the writing process; and awareness of task, audience, and purpose.
 - x. Handwriting and developmentally appropriate keyboarding.
 - xi. Speaking and listening skills, including skills required for collaborative conversations and presentations.
 - xii. Digital/media literacies, with particular emphasis on online research and the evaluation of online information for accuracy and bias.
- k. Evidence-based practices for literacy across content areas, including disciplinary literacy.
- l. Purposes, attributes, strengths/limitations and administration of various types of assessments including valid, reliable and scientifically-based screening and diagnostic assessments; curriculum-based measurements (CBM); and assessments used for formative, progress

- monitoring, and summative purposes.
- m. Approaches to using assessment data to identify students at risk for reading difficulties and to inform instruction.
 - n. Structure and purpose of flexible multi-tiered systems that support academic and behavioral needs of all students in a school, including consideration of executive function, self-regulation, working memory, and metacognition.
 - o. Collaborative leadership and adult learning theories and strategies related to:
 - i. Effective mentorship and coaching.
 - ii. Planning and leading professional development.
 - iii. Developing a school-based plan for literacy instruction and assessment that integrates evidence-based strategies.
 - iv. The evaluation and selection of core and intervention instructional materials for literacy.

(b) Professional License.

1. For candidates who do not hold any Professional teacher license, complete requirements set forth in 603 CMR 7.04 (2) (c).
2. For candidates who hold at least one Professional teacher license, complete three years of employment under the Initial license in the field of the Professional license sought.