

Secondary / Subject Areas

Teacher preparation programs are available for the following licenses:

- Biology 5-8
- Earth Science 5-8
- English 5-8
- History 5-8
- Mathematics 5-8
- Biology 8-12
- Chemistry 8-12
- English 8-12
- History 8-12
- Mathematics 8-12
- Visual Arts PreK-8
- Visual Arts 5-12
- Modern Language French 5-12
- Modern Language Spanish 5-12

Professional Preparation with Field Study II



The Field Study II experience requires seventy-two hours of public school classroom participation at the appropriate grade level; it is coordinated with two courses which focus on principles of teaching, special education, technology, and classroom management appropriate for the student's subject area and level.

Secondary/Subject Student Teaching

Student teaching provides pre-service teachers with an opportunity to develop and practice instructional competencies in the area and at the level of their intended teaching license for 300 hours or more in a public school classroom.

Notes:

- Field placements are arranged through the Education Department Field Placement Office. The coordinator of field placements may be reached at 508 626 4573.
- As an approved program endorsing candidates for licensure, we require multiple placements to ensure diverse opportunities, to meet DESE requirements, to support our Education Department philosophy, and to allow our students to grow personally and professionally.
- Supervising practitioners receive professional development credits equal to the minimum number of hours for the placements.
- Supervising practitioners for full-time student teachers also receive a course voucher valid for one year.
- Student teachers participate full-time under the guidance of a university supervisor and a supervising practitioner (SP), who holds the Initial or Professional license in the area sought and has a minimum of three years' teaching experience under that license.
- Secondary/Subject licensure candidates often work with two supervising practitioners; the professional development credit is apportioned. Only one course voucher is issued.
- All supervising practitioners for full-time student teachers are provided with a handbook outlining the program.
- Early Childhood and Elementary student teachers are placed in groups of three or four per school to provide mutual support for the students and to facilitate supervision.



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



Teacher Preparation Programs:
Paving the Way
to
Educator Licensure
Information for Partnering Schools

College of Education
O'Connor Hall
(508) 626-4569

Framingham, Massachusetts

<https://www.framingham.edu/academics/colleges/education/>

Framingham State University Teacher Preparation Programs

All students in FSU teacher preparation programs share a common foundation including course work and field experience, all which address the Subject Matter Knowledge Requirements for Teachers and the Massachusetts Professional Standards for Teachers as well as lead to initial licensure. Undergraduate students typically begin the sequence with the first two courses, *Psychology of Development* and *Education in American Society*, during sophomore year.

Psychology of Development

Psychology of Development provides an overview of observational research methods and major theories of growth and development from the prenatal period through adolescence.

Education in American Society with Field Study I

Education in American Society provides an overview of the history, philosophy, and socio-economics of American education. In the field, students observe and participate for a minimum of 36 hours in a public school classroom, typically through twelve weekly visits of three or more hours. Students gain an initial understanding of the many dimensions of service provided by educators and offer classroom assistance such as tutoring and leading small groups.

Sheltered English Immersion

Sheltered English Immersion investigates the structure of language and the factors that influence second language acquisition. Students consider the impact of culture and diversity on the teaching and learning of English Language Learners. Students learn the instructional strategy knowledge necessary to effectively work with and assess ELLs at a variety of English proficiency levels and content areas.

Post Baccalaureate Teacher Licensure candidates enroll in equivalent initial courses titled *Learning and Human Development* and *Education Foundations*, *Sheltered English Immersion*, and *Field Study I*.

Early Childhood (PreK-2)

Students who pursue the Early Childhood license undertake coursework in teaching methods, child development, and special education.

The Young Child: Emerging Literacy with Field Study II



The Field Study II experience in the Jeanne M. Canelli Child Development Lab involves 36 hours and provides an authentic pre-school placement with a focus on literacy, child development, social-emotional learning, and special needs.

Early Childhood Curriculum with Field Study III



Field Study III involves seventy-two or more hours of participation in a grade one or grade two public school classroom, where students observe, assist, and teach lessons in math, science, reading, and social studies.

Early Childhood Student Teaching

Early Childhood Student Teachers spend the first six weeks of the semester in a Kindergarten classroom and the remaining nine weeks in a first or second grade classroom, in a public school, for a combined total of 300 hours or more.



Elementary (1-6)

Students who pursue the Elementary license undertake coursework in child development, teaching methods, and special education.

The Child and Literacy with Field Study II

Elementary Field Study II focuses on literacy instruction and involves thirty-six or more hours of classroom participation in an elementary public school classroom. Assignments include reading aloud, giving book talks, conducting an author study, and leading poetry sharing activities.



Elementary Curriculum with Field Study III

Students spend six hours or more per week, for a total of seventy-two hours, in an elementary public school classroom, observing, assisting, and teaching lessons in all content areas.



Elementary Student Teaching



Elementary licensure candidates typically complete the full practicum, 300 hours or more, in a single elementary public school classroom.