

### Education Session Notes

#### Disciplinary Sector Leaders

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#### **Guiding Questions and Charge**

- What is the preparation needed to be an elementary or middle school teacher in Massachusetts? Participants are encouraged to think about how our teacher preparation programs should be configured, not necessarily how they look now.
- How should teacher licensure requirements, the Professional Standards of Teaching, the Massachusetts Elementary Education Compact, and existing regional transfer agreements inform the development of the new MassTransfer Pathway in elementary and middle school education?

- What should be the balance between education and general education course work in the first two years? How many hours of elementary or middle school direct classroom experience should be included in the first two years?
- **Charge:** Identify 3 or 4 foundational courses taught across the Massachusetts system of public higher education that should be included in the MassTransfer Pathway for Elementary and Middle School Education. In the spring, faculty will identify the essential components of each of these foundational course areas and the existing course(s) on community college, state university and UMass campuses that include these components to a sufficient level to be transferable across the system.

### **Environmental Factors**

- Although many community colleges have successful transfer agreements with the state university and/or UMass campus in their region, there is a need for a single agreement that will serve students from across the commonwealth.
- The foundational courses should provide the preparation necessary for community college students to successfully complete MTELS in areas such as Communication and Literacy Skills, Foundations of Reading and/or Mathematics. Trying to complete all of the required MTELS in the last two years puts too much pressure on students.
- Although some institutions require students to double major in education and another field, teacher licensure requirements for elementary and middle school do not require a double major.
- Accreditation standards required that each of the Professional Standards for Teaching be introduced, practiced and demonstrated throughout the teacher preparation curriculum.
- Elementary education curricula vary across community college campuses by number of education courses offered (1 to 6) and the degree to which direct classroom experiences are embedded (from 0 to 45 hours). Several community colleges are in the process of re-designing their curriculum and most expressed a willingness to rethink their programs in light of a new MassTransfer pathways agreement in the field. Most community colleges expressed concern about the limited number of faculty teaching in their elementary education program and noted that there will likely be a need to hire additional adjunct faculty.
- Community college faculty requested clarification regarding pre-practicum hours. What types of experiences can be considered to fulfill this requirement? How should they be incorporated into the curriculum? How many hours are needed and how should they be spread across the first two years? Several faculty from baccalaureate degree programs offered to share their materials related to developing and documenting pre-practicum and practicum field experiences.

### **Recommendations**

- It is important for education students to have direct classroom experience in multiple settings (examples: larger, smaller, urban, suburban, rural) during their first and second years. Paraprofessionals should be required to complete some of the pre-practicum and practicum hours outside of their usual work setting.
- Based on commonalities in the curriculum at the State Universities and UMass Lowell, it was agreed that the MassTransfer pathway should include 4 education courses with built-in direct classroom field experiences and satisfy the MassTransfer block. The analysis of the essential course components should include the development of a matrix that crosswalks the Professional

Standards for Teaching (PST) and MTEL requirements. Faculty will be asked to submit syllabi for possible foundational courses that include explicit notations documenting areas of alignment with the PST.

- After breaking into groups, the following recommendations were made for foundational course areas:

Group 1

1. Introduction/Foundations Education course including – high stakes testing, restorative justice, single-sex institutions, classroom management, drug testing, anti-bias education, violence, universal design, racism in schools, etc.
2. Diversity and Disability
3. Foundations of Knowledge and Learning – Philosophy, learning and teaching, connecting knowledge to life
4. Practicum – multiple sites and multiple population groups

Group 2

Include 40 hours of fieldwork spread over two years (can vary). Upon completion of their first two years – students should be able to pass MTEL Communications/ Literacy and Foundations of Reading tests.

1. Introduction to Education
2. Multicultural
3. Foundations of Reading - Literacy Development
4. Teaching and Learning

Group 3: Each suggested course should have a matching field experience

1. Language Literacy/Reading/Writing/Foundations of Reading (Geared to passing MTEL)
2. Introduction to Diverse Learners
3. MTEL Prep
4. Math e

Group 4: Community college students must be pass MTEL Communications and Literacy and Foundations of Reading tests before enrolling in a baccalaureate degree education program.

1. Two courses with no particularly designated topic, AS LONG AS the courses provide field experience in teaching (not only observing) a minimum of 10 hours in a school during the course of which they should be teaching at least 3 classes (whole class teaching - not small groups) (3 hours) and the rest of the 10 hours could be observing and assisting.
2. Foundations of Reading Course - leading to taking the MTEL in Reading - again must have field experience.
3. Understanding Family and Community - community experiences

Group 5

1. Exploring Education – 10-15 hours of fieldwork including at least public school observations, but other educational settings are strongly encouraged. Fieldwork is exploratory- should be to model sites and could include service learning. Different levels/grades and settings (urban, other) is encouraged
2. Literacy\* With the Foundations of Reading MTEL
3. Introduction to Special Education\*
4. Culturally Responsive Teaching\*

\*We do not have agreement on these three