

Pathway Program for Moderate Disabilities Licensure and Professional Practice

MOD 43 (C) Cohort

Fall/Winter – SY 2015-2016

1. Program Director

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Please note: Program communications are conducted by email.

2. Program Background and Goals

The BPS Office of Human Capital established the Pathway Program in 2006 to build the district's capacity for licensed, qualified teachers in the high need area of Special Education. The program is designed to enable participants to obtain Moderate Disabilities licensure and to provide professional development in Special Education practice. Over 1,000 participants have completed the program since its inception.

As part of the district's goals for inclusive practices and the dual licensure of teachers, the program seeks to enroll individuals who teach or will be teaching in inclusive practices schools and classrooms.

3. MA DESE Requirements for Moderate Disabilities Licensure

Field: Teacher of Students with Moderate Disabilities (See page 5.
)
Levels: PreK-8 or 5-12
Type: Initial or Professional

4. MTEL Requirements for Licensure

Moderate Disabilities licensure requires passing scores on the Communication and Literacy Skills, Foundations of Reading, and General Curriculum or one of the core content area MTELS.

Pathway applicants must have passed the Communications and Literacy Skills MTEL at a minimum. In addition, the preference is for applicants to have passed the content

area MTEL of their teaching assignment and level. Those applicants pursuing the PreK-8 level of the license need to take the General Curriculum as their content area.

Applicants for the 5-12 level of the Moderate Disabilities license need to take an MTEL in one of these core content areas - English, mathematics, science (biology, chemistry, earth science, general science and physics), history or political science/political philosophy at the grade 5-8 or 8-12 level

Secondary level applicants without prior coursework in reading pedagogy are strongly urged to undertake substantial home study and to participate in the optional preparation workshops in preparation for the Foundations of Reading MTEL.

MTEs are largely offered as computer-based tests although several are offered as paper-based tests on a Saturday schedule. The CLST, Foundations of Reading and General Curriculum MTEs are computer-based and are scheduled year-round by appointment. Participants need to determine if a needed MTEL is paper-based or computer-based and plan accordingly.

4. Pathway Program Seminars In Fulfillment of MA DESE Licensure Requirements—7-Seminar Program and 10-Seminar Program

The Pathway Program offers 70-hours of professional development seminars that fulfill the following, additional requirements for adding the Moderate Disabilities license to existing initial and professional licenses in other fields:

1. Federal and state laws and regulations pertaining to special education
2. Educational terminology for students with mild to moderate disabilities
3. Ways to prepare and maintain students with disabilities for general classrooms
4. Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities
5. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs)
6. Knowledge of services provided by other agencies
7. Appropriate use of augmentative communication and other assistive technologies

6. Internship

An internship is required for participants adding the Moderate Disabilities license to an existing initial or professional license in another field. The internship consists of 150 hours of supervised practice in the role of “Teacher of Students with Moderate Disabilities in an appropriate classroom”. In most cases, the internship can be completed in the participant’s current teaching position. The Office of Human Capital coordinates internships with school principals and headmasters. Participants in MOD 43 will undertake the internship in the spring of 2016.

7. Portfolio

Participants complete an assignment for each seminar and compile a portfolio consisting of these products and other materials that document and reinforce the skills and knowledge gained in the program. The portfolio is a capstone requirement for the completion of the program.

8. Option for Graduate Credits for Pathway Seminars, Advanced Coursework, and Masters' Degree at Gordon College or for In-service Credit Units

Program completers become eligible for credits upon the issuance of their Moderate Disabilities license by MA DESE. Pathway Program completers have the option of earning either 7 graduate credits or 4 in-service credits for completion of the 7-seminar program.

The program has articulation agreements with Gordon College and with UMASS/Boston for graduate credits and for advanced study. Graduate credits are awarded to program completers for an additional fee that ranges between \$400 - \$1210 depending on the number of seminars completed and the college. In-service credits are awarded by the school department at no cost.

9. Eligibility for Admission

While all BPS staff members are eligible to apply for admission, priority for admission will be accorded applicants who teach or will be teaching in inclusive practices classrooms or schools and who will need to hold the Moderate Disabilities license. Admission decisions are based both on the qualifications of the applicants and on the staffing needs and priorities of the district and schools.

Each application is given full, respectful and individual consideration.

10. Program Fee

The fee for the 7-seminar program is \$850. Alternative payment arrangements are available by request, which needs to be made at the time of admission.

11. Draft Program Schedule and Location

The program will be conducted on the Madison Park Campus. The seminars are conducted on a blended model combining in-person sessions and online presentations and study. The Friday schedule of 4:15-7:15 pm and the Saturday schedule of 8 am – 3:30 pm for each seminar will be reduced by the time given by the seminar to online presentations and study.

Schedule

Seminar Dates
Seminar #1 December 4 and 5
Seminar #2 December 18 and 19
Seminar #3 January 8 and 9
Seminar #4 January 22 and 23
Seminar #5 February 5 and 6
Seminar #6 February 26 and 27
Seminar #7 Offered fully online over 3-4 week period prior to February 27
Optional Foundations of Reading MTEL Preparation Workshop Dates to be determined

Application Process

A complete application must be submitted to be considered and needs to include as follows:

1. Application form – Deadline for submission -- on or before November 20
2. Resume detailing educational background and relevant professional work experience – Deadline for submission -- on or before November 23
3. A 2-3 page, carefully-crafted personal statement of your reasons for seeking admission to the Pathway Program and your perspectives on and /or experience with students who have special needs. -- Deadline for submission - on or before November 23

To be considered for admission, applications, including the resume and personal statement, need to be submitted by email to bpspathways@gmail.com within the deadlines.

Requirements of Massachusetts Department of Elementary and Secondary Education

**Educators earning an additional Massachusetts license in a new field at a new level.
(NB: Applicants must hold initial or professional licenses in other fields.)**

**Academic License: Teacher, Moderate Disabilities,
PreK-8 or 5-12,
Initial or Professional Type**

Education

Possession of a bachelor's degree

Internship

An internship of 150 hours in the role of the license sought in an appropriate classroom

Massachusetts Tests for Educator Licensure

1. One of the following:
Achieve a passing score on the Reading Specialist subject matter test
or
Achieve a passing score on the Foundations of Reading subject matter test
2. One of the following:
Achieve a passing score on the General Curriculum subject matter test
or
Achieve a passing score in one of the following academic subjects: English, mathematics, science (biology, chemistry, earth science, general science and physics), history or political science/political philosophy at the grade 5-8 or 8-12 level

Coverage Areas

- | | |
|--------------|---|
| Coverage of: | Educational terminology for students with mild to moderate disabilities |
| Coverage of: | Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities |
| Coverage of: | Federal and state laws and regulations pertaining to special education |
| Coverage of: | Preparation, implementation, and evaluation of Individualized Education Programs (IEPs) |
| Coverage of: | Ways to prepare and maintain students with disabilities for general education classrooms; for example, use of behavioral management principles |
| Coverage of: | Knowledge of services provided by other agencies |
| Coverage of: | Assistive technology |