INSTRUCTIONAL TECHNOLOGY SPECIALIST HANDBOOK
[Levels: All]
EEDUC 7101 Practicum

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Introduction

Welcome to EEDUC 7101 Practicum for Instructional Technology Specialists. The purpose of this handbook is to share important information that will help to prepare you for the semester ahead.

During the practicum, we will work with the candidate to design a field experience that allows them to gain knowledge and practice in the multiple roles of Instructional Technology Specialists. We consider the practicum experience to be a highly significant culmination of your program.

As required by the Massachusetts Department of Elementary and Secondary Education, we have designed the EEDUC 7101 Practicum Seminar to be an intensive, 150-hour, site-based experience. We expect candidates to critically analyze, synthesize, and apply their previous course work and demonstrate research and theory into practice supporting digital literacy and computational thinking, technology integration, computer systems, coaching to improve teaching and learning, and inform and impact the district's technology practices and policies.

With these goals in mind, the practicum includes:

1. A school-based experience in the role of the instructional technology specialist that focuses on issues related to computer and society, digital tools and collaboration, computer systems, computational thinking, and coaching with the aim to become a leader in instructional technology within your school, your district, and the profession.
2. Inquiry-based learning focuses on supporting your development as a reflective practitioner who investigates and reflects on your practice in order to better serve students, support other teachers, and inform the profession. Through weekly seminar discussions and activities, you will pose important questions related to your practice, design a research plan, collect and analyze data, formulate conclusions, and draw implications to improve instruction and inform best practices.
3. Completion of Self-Assessment and the Key Assignment/Performance Assessment Portfolio. You will evaluate your knowledge and skills specific to the MA DESE Subject Matter Knowledge (SMK) for Instructional Technology, document your experiences and growth toward these competencies, reflect on your own learning, and plan for your future growth. The Key Assignment/Performance Assessment Portfolio documents provide evidence of your teaching and professional growth during the practicum experience.

If you have questions or concerns, please reach out. We know that this collaborative experience will offer exciting opportunities for professional growth and development.

Sincerely,

Sue Cusack
Assistant Professor
Director, Technology in Education Program

The Instructional Technology Specialist
Practicum and Seminar

Practicum Placements

All instructional technology practicum placements are approved by the field placement office in collaboration with the Program Director. The practicum must include opportunities to work closely with the school's Technology Specialist, if possible, or other well-qualified instructional leader[1], who will be the Supervising Practitioner. In addition, we expect that the placement will offer opportunities to experience the range of roles that an Instructional Technology Specialist performs in elementary, middle, and high schools and with diverse student, educator, administrator, and community populations.

In planning your practicum placement, we consider past teaching experiences, current employment status, geographical location, and new learning opportunities you would like to pursue.

Candidates are supervised during their placement by a Program Supervisor selected by the University and the Supervising Practitioner, the on-site educator or administrator in the school or district. Three times during the semester, candidates meet with the Program Supervisor and the Supervising Practitioner to discuss the candidate's performance, progress, and professional goals for the practicum.

General Expectations for the Practicum and Seminar

EEDUC 7101 Practicum

This course is designed as an intensive six-credit, 150-hour, school-based experience. Building upon the knowledge gained from previous coursework in the program, the aim is to develop your skills and knowledge as a reflective practitioner who integrates teaching, learning, and research into your professional life as you assume the range of roles of the Instructional Technology Specialist.

The practicum provides candidates with opportunities to work closely with an experienced mentor, to provide direct instruction to kindergarten through 4th-grade students, to collaborate with K-12 classroom teachers to integrate technology into their instruction, to provide professional learning experiences for teachers across the district, and to provide district leadership the technical assistance needed to research and advance technology in service of student learning.

Practicum Seminar in Inquiry

For all of our degree programs, we require, in accordance with GSOE policy, that candidates also complete an Inquiry Project that focuses on teacher research. In the Instructional Technology Specialist program, we have infused the practicum experience with a seminar in inquiry. Our rationale is that we want instructional technology specialists to become teacher-researchers who investigate and reflect on their practice to better serve their students, to support other teachers, to improve their schools, and to inform the profession. To this end, the seminar has four foci:

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[1] **Supervising Practitioner:** A PK-12 educator who oversees a candidate's field-based experience; cooperating teacher, mentor teacher. A Supervising Practitioner shall be supported and evaluated by the Sponsoring Organization, have at least three full years of experience under an appropriate Initial or Professional license, and have received a rating of proficient or higher on his/her most recent summative evaluation. (DESE, 2016, *Guidelines for Program Approval*, Glossary of Terms, p.3)

1. **The Instructional Technology Specialist's role:** Seminar discussions and activities center on the practicum experience where instructional technology specialists work with students, collaborate with teachers, parents, and other professionals, design and offer professional development for others, engage in one's own ongoing professional development, and supports district research that addresses technology planning priorities.

2. **Using data and assessment information to inform instruction:** As part of your experience you will work with your Supervising Practitioner to identify opportunities to support educators in their use and integration of technology in support of their teaching and learning. You will use school-based data to inform this work and to guide the creation of instructional and professional development plans and activities. In the seminar, you will share your progress and collaborate with your colleagues to consider next steps.

3. **Inquiry, or the teacher as researcher:** Each candidate will conduct teacher research in the form of an inquiry project. Seminar discussions and activities will support this work and will include formulating practice-related research questions, designing research plans, collecting and analyzing data, drawing conclusions, and forwarding implications for further instruction. Candidates will present their teacher research orally in the seminar and write a summary report that will become part of the completed Key Assignment/Performance Assessment Portfolio.

4. **Reflecting on one's own learning and progress towards meeting competencies for the license:** Candidates are required to reflect on their own learning in relation to the Subject Matter Knowledge for Instructional Technology Specialists. The Key Assignment/Performance Assessment Portfolio description for the course outlines this in more detail.

Roles and Responsibilities of the Candidate

Candidates are expected to assume the full range of roles of the Instructional Technology Specialist. Specifically, each candidate will:

- Familiarize themselves with the school climate, school and classroom philosophies, and school procedures.
- Acquaint themselves with the appropriate classroom teachers, specialists, and administrators.
- Serve as an instructional technology resource for classroom teachers, other specialists, and administrators.
- Present workshops to a group of teachers based on their technology needs.
- Attend child study, IEP, faculty meetings, and parental conferences as applicable.
- Conduct teacher research on a question of personal choice that is appropriate to the needs of the school community and the candidate's professional goals.
- Work with the Technology Director, other school administrators, and/or teachers leaders on school or district-wide projects, such as curriculum development, assessment practices, materials review, or pilot project.
- Meet regularly with the mentoring Supervising Practitioner to discuss candidate's performance and future learning opportunities.
- Meet in three conferences with the Program Supervisor and the Supervising Practitioner to discuss the candidate's performance, progress toward goals, and future learning opportunities.
- Attend the scheduled seminar.

These requirements are intended to create opportunities for developing the skills and knowledge outlined in the Subject Matter Knowledge for the Instructional Technology Specialist.

Responsibilities

Candidates are expected to keep a log of their attendance at the placement site in order to document the required 150 hours of clinical experience. They are to assume the professional responsibilities of an instructional technology specialist in their assigned school and district.

It is also the candidate's responsibility to:

- Notify the building administrator, the Supervising Practitioner, and the program supervisor in case of absence.
- Discuss with the Supervising Practitioner a plan for scheduling: teaching, observing, and assisting.
- Share in the performance of the Supervising Practitioner's duties, which include: design and implementation of technology instruction, work closely with classroom teachers to integrate technology, support the assessment, identification, and management of technology resources in the schools, help to advance professional learning, the development of coherent policies, and oversee the integration and equitable distribution of technology resources at the school and district level.
- Attend meetings and professional development activities that the Supervising Practitioner attends according to school and district policy.
- Attend parent-teacher conferences at the discretion of the Supervising Practitioner. You will not be required to conduct parent conferences.
- Submit lesson plans to your Supervising Practitioner and Program Supervisor 2-3 days before each observational visit and at the end of each week with a substantive reflection. (See Appendix A)
- Confer with the Supervising Practitioner and Program Supervisor on a regularly scheduled basis.
- Coordinate the scheduling of observations and 3-way conferences.
- Attend the scheduled practicum seminar and complete all seminar requirements.
- Design and use various evaluative procedures to assess the learning needs of the school community (teachers, students, community members) and plan appropriate instruction.
- Plan and conduct an inquiry-based research project (See Appendix E) that advances the adoption and integration of technology in support of learning and instruction in the school program.

Evaluation

- Observations will be conducted by the Program Supervisor and the Supervising Practitioner at four (4) points during the practicum. In some cases, additional observations may be necessary. Please note: At the discretion of the Program Supervisor, Supervising Practitioner, and the Seminar Leader, some candidates may need additional time in the classroom in order to successfully meet state standards for the license.
- Participate in three (3) three-way conferences with the Program Supervisor and Supervising Practitioner to discuss performance and progress toward the SMKs.
    - At the first of these conferences, expectations and goals for the candidate's performance will be discussed. Candidates, the Supervising Practitioner, and the Program Supervisor will discuss school and program goals and evaluation procedures.
- Confer with the Supervising Practitioner at least once per week to discuss all aspects of performance.
- Confer with the Program Supervisor regularly to discuss all aspects of performance, including progress demonstrated through the candidate's goals and inquiry project.

- Maintain responsibility for and sign the practicum evaluation form after each evaluation has occurred. The candidate's signature will indicate knowledge of the meeting but may not indicate agreement of the evaluation or recommendations outlined in the report.

Role and Responsibilities of the Supervising Practitioner

The Supervising Practitioner shares supervising responsibilities with the Program Supervisor and the candidate. The Supervising Practitioner will act as a mentor, fostering the professional development of a less experienced, though fully competent, colleague. In a collaborative manner, the candidate and the mentor will conduct the responsibilities of the teaching, consulting, and administration inherent in the role within the constraints of school and district policy. It is the responsibility of the Supervising Practitioner to supervise the candidate's work in the school on a regular basis. We expect that the Supervising Practitioner will:

- Introduce the candidate into the school culture, school and classroom philosophies, and school procedures.
- Introduce the candidate to the appropriate classroom teachers, specialists, and administrators.
- Invite discussion and reflection on teaching-learning events.
- Provide opportunities for the candidate to gradually experience the consultative and administrative roles of the instructional technology specialist, such as team meetings, faculty meetings, consultation with families/caregivers and community members, IEP meetings, special project meetings, curriculum reviews, and other opportunities to engage in responsibilities that help to advance the use of technology resources in support of district learning goals and priorities.
- Confer with the candidate about conducting workshops for staff and/or families/caretakers.
- Support the candidate's teacher research.
- Collaborate with the candidate on school-wide projects, such as curriculum development, assessment practices, piloting materials.
- Meet regularly, at least once per week, with the candidate to discuss roles and responsibilities.
- Be available to facilitate the solution of issues that might arise between the candidate and other school personnel or students.
- Periodically observe the candidate engaged in the role and provide constructive feedback.
- Conduct one unannounced observation of the candidate's teaching and participate in one announced observation with the Program Supervisor (30-45 minute lessons)
- Share oral and written feedback about all observation reports and evaluations with the candidate.
- Meet in three (3) conferences with the Program Supervisor and the candidate to discuss the candidate's performance and future learning opportunities.

Role and Responsibilities of the Supervising Practitioner

Responsibilities

The major responsibility of the university supervisor is to conduct three (3) of the four (4) on-site or virtual observations of the candidate and hold three (3) conferences with the Supervising Practitioner and the candidate. The first observation will include the Supervising Practitioner. In addition, the Program Supervisor will be available to the candidate and the Supervising Practitioner, as needed. The Program Supervisor will arrange regular appointments with the candidate to offer assistance and guidance throughout the practicum experience. Specifically, the Program Supervisor will:

- Be familiar with the state standards for licensure.

- Ensure that the Supervising Practitioner and candidate understand their roles and responsibilities as outlined in this handbook.
- Be familiar with the philosophies and procedures of the Supervising Practitioner's school.
- Obtain and review the schedule arranged by the candidate.
- Provide ongoing support, guidance, and recommendations to the candidate on a regular basis.
- Confer with Supervising Practitioner, candidate, and Seminar Leader to address any problems or difficulties that arise during the candidate's practicum experience.
- Document any problems regarding the candidate's performance, overall progress, and other related issues.
- Be available to provide direction to the candidate with regard to their teacher research—formulating questions, designing a plan, collecting and analyzing data, drafting conclusions, and posing next questions.
- Conduct three announced observations of the candidate teaching students and/or staff and performing other roles of the Instructional Technology Specialist. The first of these observations will be with the Supervising Practitioner.
- Organize a schedule for observations that allow ample time to observe the candidate and conduct the 3-way conference with the Supervising Practitioner and the candidate.
- Share oral and written feedback about all observation reports and evaluations with the candidate.
- Confer with Supervising Practitioner before or after each observed lesson to discuss the candidate's progress and performance and to ensure that the candidate is afforded opportunities to experience the full range of the role.
- Provide both the Supervising Practitioner and candidate with a phone number to be used in the event of an emergency.

Observations and Ongoing Feedback

Observations and assessment of the candidate will be coordinated between the Program Supervisor, Supervising Practitioner, and Seminar Leader to ensure constructive feedback. Specifically, the Program Supervisor and Supervising Practitioner will conduct a total of four observations, three announced observations by the Program Supervisor (ideally, with the Supervising Practitioner joining the first) and one unannounced by the Supervising Practitioner. In addition, the Program Supervisor and Supervising Practitioner will evaluate the candidate's performance based on the Subject Matter Knowledge for Instructional Technology Specialist. These will be documented in the observation form as well as the formative and summative assessments.

The Supervising Practitioner will provide constructive feedback from regular observations of the candidate's teaching, including one announced observation with the Program Supervisor and one unannounced observation conducted within the context of the practicum. Please note that at the discretion of the Seminar Leader, Program Supervisor, and Supervising Practitioner, some candidates may be identified as needing additional time in the practicum placement in order to successfully meet the state standards.

Three (3) 3-way conferences will occur during the practicum. Each conference must include the candidate, the Program Supervisor, and the Supervising Practitioner. These conferences provide an opportunity to discuss and assess the candidate's performances and opportunities for future learning as follows:

Conference One: **Approximately the third week of the practicum**
Discuss the candidate's teaching responsibilities, review the Instructional Technology Specialist Formative and Summative Assessment, review the candidate's prior experiences, discuss current needs, and develop a timeline that includes opportunities for consultative and administrative responsibilities in the role and for the teacher-research project. A key part of this conference is establishing goals for the practicum learning based on the SMKs for the license.

Conference Two: **Approximately the eighth week of the practicum**
Discuss the candidate's areas of strength and those for further development. Together, determine how to address identified needs and goals for professional growth. Further, discuss the responsibilities the candidate has engaged in and opportunities that will occur in the future. At this time, it will be helpful to share progress on the teacher-research project. The Program Supervisor and Supervising Practitioner will complete the Formative Assessment. If there are concerns regarding a candidate's progress, they will be discussed, documented, and communicated to the Field Office and Seminar Leader.

Conference Three: Approximately the twelfth to thirteenth week of the practicum
Summarize and evaluate the candidate's work in all aspects of the practicum and discuss the candidate's professional goals as well as findings gleaned from the teacher-research project. Candidates should be prepared to share their Key Assignment/Performance Assessment Portfolio materials and activities completed to meet their professional goals. The Program Supervisor and Supervising Practitioner will complete the summative assessment and all members of the team will complete and sign the CAP Form (signature page) to verify that the candidate is ready to serve in the role. The Program Supervisor and candidate will share all documentation of the candidate's performance in the practicum with the Seminar Leader.

Formative and Summative Assessment
The Instructional Technology Specialist SMKs are spiraled through Lesley ITS Program and grouped by Lesley into Core Competencies which will be assessed and evaluated during the Formative and Summative Assessments.

All Instructional Technology Specialist Candidates must be assessed at a minimum of "Proficient" relative to the Core Competencies:

- Computer and Society
- Digital Tools
- Computer Systems
- Computational Thinking
- Coaching, Collaboration, and Leadership

Grading of the candidate's performance for the seminar and documentation of success in the practicum will be collected in the Key Assignment/Performance Assessment Portfolio. Evidence will be submitted in LiveText and will include the following assessments:

- Written records of the four (4) on-site observations and three (3) 3-way conferences
- Written lesson plans documenting the tutee's instructional program (minimum of 15)
- Written summary report synthesizing assessment results, instructional outcomes, and future recommendations for the tutee in a case study report
- Oral presentation and written summary of teacher-research

- Field notebook of teacher-research demonstrating reflective practice
- Self-assessment matrix, Parts 1 and 2, and reflection documents
- Cumulative Log Sheet
- Formative and Summative Assessment documents completed by the Program Supervisor and Supervising Practitioner
- Signed CAP form

Please note: If a determination is made by the Program Supervisor and Supervising Practitioner that more time is needed for the candidate to demonstrate readiness for the role, a meeting will be planned with the Seminar Leader, Program Director, and Supervising Practitioner as well as the Department Chair and Academic Advisor.

Practicum Seminar: Possible Seminar Topics

In the scheduled seminar, candidates will have the opportunity to discuss issues that arise from working as an Instructional Technology Specialist within a school setting, and they will also be able to make connections between theory and practice. Discussions will focus on many related topics, including the following:

- One-to-one guidance, small group instruction, inclusive classroom support, school-based and district-wide professional development
- Identifying, discussing, and debating current "hot topics" and issues in the field of educational technology
- Identifying and supporting individual needs, interests, and learning strategies
- Legal issues (Chapter 766 and those issues related to technology-facilitated access to instruction for students in ELL and Title I programs)
- Professional growth and development opportunities for school personnel and for oneself
- Communication and collaboration with teachers and families/caregivers
- Materials and resources
- Interpreting and analyzing school test data in order to inform classroom instruction
- Teacher research process and procedures
- Refining and establishing professional learning goals

Graduate School of Education Mediation Policy

In the case of disagreement between the Supervising Practitioner and Program Supervisor over a student teacher's attainment of the standards during the practicum and eligibility for licensure, a mediator will be chosen.

The mediator will be someone with appropriate educational credentials and experience in teaching and working with student teachers. The Supervising Practitioner and Program Supervisor will agree on the choice of mediator.

After the mediator is chosen, the student will be informed of the choice and of the steps to be followed. The mediator will study available evaluative data pertaining to the student teacher's performance in the practicum in question. This study may include documentation of observations, lesson plans, learning contracts, and summative and formative evaluations.

The mediator will then interview the Supervising Practitioner and Program Supervisor, determine the points of disagreement, and attempt in a neutral, facilitative manner, to resolve the disagreement between the above parties. The question to be resolved is: "Has the student attained a minimal level of competence in the standards for licensure and therefore recommended for licensure?"

If agreement cannot be reached between the two parties, the mediator will determine whether the student meets the standards and should be recommended for licensure. This determination will be binding, as far as passing or failing the practicum in question is concerned.

If the student does not pass the practicum (student teaching), their case will be considered by the academic dean, in the usual manner for candidates in academic difficulty. (See Academic Program and Review Policy).

This process will be completed as quickly as possible, within twenty working days. The final result of the mediation will be communicated to the student within two days after the issue is resolved.

Voucher Policy for Supervising Practitioners

We are pleased to be able to offer vouchers to our supervising practitioners so that they can enroll in Lesley courses. A voucher worth three credits is issued for a full-time, full-semester practicum after the candidate has completed their placement; however, Lesley cannot guarantee that vouchers will be available for the semester immediately following the practicum placement. Please read the policy below for details regarding tuition waiver vouchers and direct any further questions about procedures to the Field Placement Office.

- Course vouchers are offered to the agency or the school system of the site supervisor. It is the responsibility of the site supervisor SP to find out how their agency/school system intends to use the voucher.
- Lesley University cannot assume responsibility for their assignment within those systems or to monitor their use. Additional transfer of the voucher is prohibited. Sale of the voucher is prohibited.
- Vouchers are valid for three semesters (including summer) after the semester in which the supervision occurred. No extensions of this time period are permissible. Vouchers cannot be used retroactively.
- One full or two half vouchers may be redeemed to waive tuition for payment of one course only. The amount waived may not exceed three semester hours of academic credit and will be determined by the number of credits given for the course chosen.
- Vouchers cannot be redeemed for the Ph.D. Programs, Independent Study Contract Courses, or the Master of Fine Arts Program (College of Art and Design and Graduate School of Arts and Social Sciences).
- Vouchers can be redeemed for non-credit courses, seminars, and institutes but cannot exceed the equivalent course value
- Voucher request forms must be requested prior to the start date of the semester of use, in order to allow time for approval by the Field Training Office and to the Student Accounts Office by the last day of the add/drop or the semester in which the voucher is being used.
- The individual using the voucher must pay fees, such as registration, materials, field experience, etc., in full at the time of registration. Non-payment of the balance at the time of registration or by the semester's due date will result in a student account hold and late payment fees. Unpaid balances are sent to an outside collection agency for collection purposes.

- If the course associated with the voucher is dropped or canceled, the user must fill out a new voucher request form to apply towards a new registration.
- Cash refunds are not given for a voucher used for a course. In the event that a course is canceled or filled, the user will be able to use the voucher towards another course of their choosing, given it is still valid.
- Voucher guidelines are subject to change. Please check with vouchers@lesley.edu with any questions.

Please note: Waiver policies are subject to change

Appendices

A. **Lesson Plan Format**
B. **Lesson Plan Outline for Small Group and Whole Class Work**
C. **Observation Evaluation Report Form**
D. **Documentation Log of Practicum Hours**
E. **Possible Field Experiences for the Practicum**
F. **Inquiry Project Working Plan**
G. **Inquiry Summary Report Form**
H. **Mass DESE Subject Matter Knowledge: Reading**
I. **Performance Assessment Portfolio**
J. **ITS SMK Self-Assessment Matrix**
K. **Formative/Summative Assessment**

Appendix A: Lesson Plan Template[2]

Date:

Instructional Technology Specialist Candidate:

Lesson Title: Grade:

Instructional Goals for Students/Participants:

Standard/s Addressed (MA Curriculum Frameworks):

SMKs Addressed:

Professional goals for Candidate:

Activity Description	
Time Estimate	
Materials	
Instructional Objectives	
Instructional Procedure	
Post-Lesson Reflections: What did your student(s) learn, and what you learned?	

After teaching this lesson and reflecting on your instructional impact, what are the next steps for instruction and/or assessment?

[2] The Lesson Plan format can be adapted to meet the needs of the Candidate's school, but it is important to add the basic information of this template to ensure alignment with the CAP observation protocols.

Appendix B: Lesson Plan Outline for Small Group and Whole Class Work[3]

I. Background

A. Brief description of the group to be taught:

B. The overall purpose of this lesson:

C. Relationship of this lesson to the curriculum or a particular classroom/school need:

II. The Lesson

A. Massachusetts Curriculum Frameworks Learning Standard(s):

B. Behavioral objectives/learning outcomes for students[4] (the candidates will be able to):

C. Materials (Teacher and Student):

D. Instructional practice(s):

E. Wrap up/conclusion:

F. Assessment:

G. Modifications for students (different abilities, learning styles, etc.):

H. Pitfalls and solutions: what could possibly go wrong, and how will I handle it?

Please attach any handouts to the lesson plan.

[3] The Lesson Plan format can be adapted to meet the needs of the Candidate's school, but it is important to add the basic information of this template to ensure alignment with the CPAS observation protocols.
[4] Student refers to individuals that the Candidate is supporting, teaching, and/or coaching like students in grades K – 12, staff, educators, administration, families/caregivers, and community members

Appendix C: Instructional Technology Specialist Observation Form

Name:	**Date:**

Observation #:

Observed By:

Focus Elements:

☐ 1. Computer and Society
☐ 2. Digital Tools and Collaboration
☐ 3. Computer Systems
☐ 4. Computational Thinking
☐ 5. Coaching and Leadership

Date of Observation: **Time:**

Content Topic/Lesson Objective: **Grade Level:**

☐ **Whole Group** ☐ **Small Group** ☐ **One-on-One** ☐ **Other**
☐ **Students** ☐ **Adults**

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

Element	**Evidence**
1. Computer and Society	
2. Digital Tools and Collaboration	
3. Computer Systems	
4. Computational Thinking	
5. Coaching and Leadership	

Focused Feedback	
Reinforcement Area/Action: *(strengths)*	
Refinement Area/Action: *(areas for improvement)*	

Appendix D: Documentation of Practicum Hours

Date	Brief Description: Each entry is for a single day but may have multiple activities. Please include evidence of the ways this activity addresses the MA DESE Instructional Technology Specialist SMKs.	O = Observing A = Assisting R = Full Responsibility of Role	Time
Sample entry: 9/8	• **Met with SP to plan schedule (20 minutes)** • **Participated in grade-level common planning time (15 minutes)** • **Observed 4th-grade computer science class (15 minutes)**	• **R** • **R** • **O**	**50 minutes**
		Total Hours:	

Appendix E: Possible Field Experiences

- Work with students (in grades K – 4) to develop their digital literacy competencies, technology skills, and computational thinking abilities.
- Consult with classroom teachers (in grades K-12) regarding the integration of technology into the curriculum.
- Coach, model, observe, and provide feedback for teachers in the integration of technology used for in-person and remote learning.
- Work with staff, classroom teachers, and their students to ensure understanding of issues like digital citizenship, privacy considerations, and how to deal with cyberbullying and peer pressure.
- Participate in school and district staff, teachers, and administrator meetings to identify and evaluate technology resources for improving student performance.
- Support Child Study and IEP teams in the identification and evaluation of assistive technology for students.
- Work with staff and educators to identify and enact strategies that ensure equitable access to digital resources outside the classroom.
- Participate in an in-service workshop presentation or other staff development models such as study groups, peer coaching occurrences, and/or the mentoring of a beginning teacher.

Appendix D: Inquiry Project: Working Plan

What is your question?

What are you trying to find out?

Who is involved?

When will it occur?

What is to happen?

What data needs to be collected?

What references and resources will you explore?

Do you need to know what the students already know, think, or feel? If so, how will you find that out?

How will you know that you've answered your question?

Appendix G: Inquiry Summary Form

Inquiry Summary Report: Reflection on Action

Candidate: Please upload Summary Report to your Livetext ePortfolio

What was your question, and why did you choose it?
Who was involved (Who were the people who were the focus of your question?)
How did your Self-Assessment help inform your question? To which element is your question tied?
What were your data collection methods and analysis?
What were your findings as they relate to student/teacher/community learning, or growth?
What were your preliminary results and conclusions?
What were the strengths of the process and what will you need to do to implement this in your classroom?
Who would benefit from your inquiry? With whom might you share it?"

Appendix H: Massachusetts DESE Subject Matter Knowledge (SMK)

7.07: Instructional Technology Specialist, (Levels: All) (August 2018)

(a) Prerequisite: At least an Initial teaching license and at least one year of experience under that license.

(b) Subject Matter Knowledge:

a. Understand safety and security concepts, security and recovery strategies, and how to support students to deal with cyberbullying and peer pressure.
b. Understand, analyze impact of, and apply technology laws and license agreements and permissions.
c. Recognize, analyze, and evaluate the impact of technology, including cybercrime and assistive technology, in people's lives, commerce, and society.
d. Understand what it means to be a good digital citizen.
e. Select and use appropriate digital tools and varied input techniques, such as keyboards and speech recognition software, to publish multimedia artifacts or to communicate, collaborate, or exchange information.
f. Use online research skills to gather relevant information from multiple digital sources, evaluate the credibility and accuracy of sources, and appropriately attribute sources.
g. Understand that computing devices can take different forms and have different components.
h. Select and use a variety of computing devices and digital tools to troubleshoot and solve simple problems.
i. Differentiate between tasks that are best done by computing systems and humans.
j. Understand the components of a network and network authentication.
k. Possess basic understanding of the relationship among computing systems, networks, and services.
l. Understand binary and Boolean logic and how these are implemented in computer hardware and software.
m. Understand how graphics and text are represented in a computer system.
n. Possess basic understanding of abstractions, computer programs (such as block-based programs), algorithms, and databases.
o. Understand how information can be collected, used, and presented with computing devices or digital tools.
p. Understand how to create a model and use data from a simulation.
q. Understand how to decompose tasks/problems into sub-problems to plan solutions.
r. Understand how to write and analyze algorithms and block-based computer programs using an iterative design process.
s. Collaborate with school and district leaders, content specialists and other stakeholders to identify the appropriate uses of technology resources to support the development, communication, and implementation of plans for improving student performance under M.G.L. c. 69, § 1I.
t. Coach, model, observe, and provide feedback for teachers in the integration of in-person

learning and technology to improve, facilitate, and extend learning and instruction within and beyond the classroom; continuously monitor student progress to inform tailoring of instruction; individualize learning for each student; and allow students to advance to new content based upon mastery.

u. Develop strategies for achieving equitable access to digital resources outside the classroom and connecting educators, students, and parents/guardians.
v. Coach teachers and instruct students in the safe, healthy, legal, and ethical uses of digital information and technologies in people's lives, commerce, and society.
w. Understand the impact of technology on instructional practice, student learning, and resource allocation at the school and district level.
x. Select, support, and evaluate the use of assistive and adaptive technology and accessible educational materials for students and adults.

Appendix I: Performance Assessment Portfolio

EEDUC 7101: Key Assignment/Performance Assessment Portfolio

The Key Assignment for this course is a comprehensive portfolio of evidence selected to document candidates' progress toward the Subject Matter Knowledge for Instructional Technology and provides evidence that they are ready to serve in the role of the Instructional Technology Specialist. The Key Assignment/Performance Assessment Portfolio has been designed to help each candidate set individual goals for their practicum experience and provide evidence for successful mastery of the Subject Matter Knowledge (SMKs) for Instructional Technology, All Levels, identified by DESE. With the support of the Seminar Leader, Supervising Practitioner, and Program Supervisor, candidates will collate evidence that demonstrates the skills and knowledge outlined in the SMKs.

Evidence collected in the Key Assignment/Performance Assessment Portfolio, which provides support for the passing grade and determination that you are prepared for the role of Instructional Technology Specialist, must include the following:

- Written records of the three (3) on-site observations by the Program Supervisor (the first with the Supervising Practitioner) and one (1) unannounced observation by the Supervising Practitioner
- Written documentation of three (3) 3-way conferences with the Program Supervisor and Supervising Practitioner (Signed 3-way conference/CAP form) - scan and upload after each meeting
- Inquiry Project
- Field notebook of teacher-research demonstrating reflective practice (Screen Shots)
- Self-assessment matrix and reflection essays #1 and #2
- Cumulative Log Sheet
- Formative and Summative Assessments completed by the Program Supervisor and Supervising Practitioner

These elements will be discussed in the seminar, and all materials will be available in myLesley. Candidates will submit all documents to LiveText at the end of the semester for evaluation.

Please note: Three (3) announced observations will be conducted by the Program Supervisor, and one (1) unannounced observation will be conducted by the Supervising Practitioner. These will be documented using the required observation form. Each observation of the candidate's teaching will be 30 - 45 minutes in length. It is expected that candidates will identify the instructional goal and SMK focus for each observation based upon the candidate's professional goals for learning during the practicum experience.

Candidates should be prepared to share their Key Assignment Portfolio materials and activities completed to meet their professional goals. All members of the team will complete and sign the 3-way conference/CAP Form to verify that the candidate is ready to teach/serve in the role. If a determination is made that more time is needed for the candidate to demonstrate readiness for the role, a meeting will be planned as outlined in the Practicum Handbook.

Critical to successful completion of the practicum are the Self-Assessment Matrix and Reflective Essays, which document the ways you engaged in activities to develop knowledge and skills outlined in the

Massachusetts Department of Elementary and Secondary Education (DESE) Subject Matter Knowledge (SMKs) for Instructional Technology Specialists. These appear at the end of this document. The sequence of completion is as follows: Self-Assessment Matrix Part 1, Reflection 1, Self-Assessment Matrix Part 2, Reflection 2.

The Self-Assessment Matrix: In completing Parts 1 and 2 of the Self-Assessment Matrix, candidates will record evidence documenting their experiences according to the SMKs. Candidates are expected to complete Part 1 of the Self-Assessment Matrix early in their practicum semester.

> **Part 1** includes experiences to date, accomplished prior to the practicum. Completing Part 1 of the Matrix will serve to guide you as you write the first reflection. It will help you to think deeply about the knowledge and skills you have gained in your program.
>
> **Part 2** of the matrix is completed near the end of the semester. It includes experiences that have taken place during the practicum in your placement, in the seminar classroom, or other current and relevant professional development setting.

Your Program Supervisor, Supervising Practitioner, and Seminar Leader will provide feedback to guide you as you reflect and complete the matrix. In addition to the information you provide on the matrix, your Program Supervisor and Supervising Practitioner will use the information gained from observations and conferences to help you shape your professional goals.

The first reflective essay will be completed soon after the completion of Part 1 of the matrix. In collaboration with your Supervising Practitioner, your Program Supervisor, and the Seminar Leader, you will set goals for the practicum based on your relative areas of strength and growth. The examples you provided in your matrix will serve to guide you in writing your first reflective essay and in setting your specific practicum goals. Think about experiences within your practicum setting that can optimally strengthen your knowledge and skills as you move forward as an Instructional Technology Specialist.

Candidates are encouraged to discuss the self-assessment and reflection with their Supervising Practitioner. Your Supervising Practitioner will support you and help you plan strong and beneficial practicum experiences in your setting.

The second reflective essay is completed near the end of the practicum semester and is designed to guide the culminating self-analysis of your experiences in general as well as your growth and development according to the Subject Matter Knowledge.

In the second reflection, you will write about how you have met the professional goals you set in Reflection 1, refer to your overall practicum experience as well as specific experiences that have been beneficial to you, and discuss areas for future growth as you prepare to enter the field as a reading specialist. What are the lessons learned as a result of your experiences? How will you use what you learned as you continue in your present role or move into a new role?

Completion of this assignment includes three components:

- The completed self-assessment matrix
- Reflective essay #1
- Reflective essay #2

Prompts for Reflections 1 and 2

Reflection 1

1. What information do I gain about my knowledge and skill as I look across the Subject Matter Knowledge categories?
2. Where are my overall strengths to date?
3. Which Subject Matter Knowledge categories do I have less experience with?
4. Are there themes that emerge regarding my greatest area of skill and the Subject Matter Knowledge that I hope to develop more fully?
5. Why are the Subject Matter Knowledge categories that I have identified especially important to me as a future reading specialist?
6. What plans can I make with the support and guidance of my Supervising Practitioner and Program Supervisor to gain experiences related to growth in the Subject Matter Knowledge I identified?

Reflection 2

1. Now that I have completed the practicum, what have I gained from the experience?
2. Specifically, what experiences have been most beneficial to me as I think about the Subject Matter Knowledge categories and my future work as an Instructional Technology Specialist?
3. What are the lessons learned as a result of my experiences?
4. How will I use what I have learned as I continue in my present role or move into a new role?
5. Have I met the goals I set out for myself?
6. What are your goals for future professional development?
7. Introduce any special areas of interest with regard to technology in education, and explain why they are significant to you in your present role or future work as a specialist?

Appendix J: Instructional Technology Specialist Focus Elements to SMK Guide[5]

1. Computer and Society (CAS)				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
	Demonstrates limited understanding of and the ability to apply safety and security practices. Relies heavily on textbooks and resources to develop content. Demonstrates limited ability to support learners' understanding of these impacts and counter cyberbullying and peer pressure.	Demonstrates some understanding of safety and security practices and the ability to analyze technology laws, license agreements, permissions, the impact of technology on society, and digital citizenship. Inconsistently demonstrates the pedagogies to support learners' understanding of these impacts and counter cyberbullying and peer pressure.	Demonstrates solid knowledge of safety and security practices, including the ability to analyze technology laws, license agreements, permissions, the impact of technology on society, and digital citizenship. Demonstrates the pedagogies to support learners' understanding of these impacts and counter cyberbullying and peer pressure.	Demonstrates expertise in safety and security practices including the ability to consistently analyze technology laws, license agreements, permissions, the impact of technology on society, and digital citizenship. Demonstrates the pedagogies required to engage learners in analyzing and understanding these impacts and in countering cyberbullying and peer pressure. Models these practices for others.

a. Understand safety and security concepts, security and recovery strategies, and how to support students to deal with cyberbullying and peer pressure.
b. Understand, analyze impact of, and apply technology laws and license agreements and permissions.
c. Recognize, analyze, and evaluate the impact of technology, including cybercrime and assistive technology, in people's lives, commerce, and society.
d. Understand what it means to be a good digital citizen.

2. Digital Tools and Collaboration (DTC)				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
	Demonstrates limited understanding in the selection and use of digital tools to communicate, collaborate, and the strategies to conduct advanced research. Relies heavily on	Demonstrates some understanding in the selection and use of digital tools to communicate and collaborate and the pedagogy it requires to engage learners in leveraging these tools.	Demonstrates solid knowledge in the selection and use of digital tools to communicate and collaborate and the pedagogy it requires to engage learners in leveraging these tools.	Demonstrates expertise in the selection and use of digital tools to communicate and collaborate and the pedagogy it requires to engage all learners in leveraging these tools.

[5] Adapted from MA DESE SMKs (08/2018) and MA DESE DLCS Structured Guidance & Support Performance Rubrics (07/2018)

	textbooks and resources to develop content. And inconsistently engages learners in these practices or skill development.	Demonstrates some understanding of advanced research skills and inconsistently demonstrates the pedagogy it requires to engage learners in the skills needed for synthesizing complex knowledge, advanced searches, digital source evaluation, and appropriate digital citation.	Demonstrates advanced research skills and the pedagogy it requires by engaging learners in the skills needed for synthesizing complex knowledge, advanced searches, digital source evaluation, and appropriate digital citation.	Demonstrates expertise in advanced research skills and the pedagogy it requires by engaging all learners in the skills needed for synthesizing complex knowledge, advanced searches, digital source evaluation, and appropriate digital citation. Models these practices for others.

e. Select and use appropriate digital tools and varied input techniques, such as keyboards and speech recognition software, to publish multimedia artifacts or to communicate, collaborate, or exchange information.
f. Use online research skills to gather relevant information from multiple digital sources, evaluate the credibility and accuracy of sources, and appropriately attribute sources.

3. Computer Systems (CS)				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
	Demonstrates limited knowledge of computing devices and their component parts, networks, and troubleshooting strategies. Relies heavily on textbooks or resources for the development of the factual content. Rarely engages learners in gaining skills in the use of these devices and networks, and the troubleshooting strategies to address simple problems.	Demonstrates some understanding of computing devices and their component parts, networks, and troubleshooting strategies and inconsistently demonstrates the pedagogy it requires to engage learners in gaining skills in the use of these devices and networks, and the troubleshooting strategies to address simple problems.	Demonstrates solid knowledge and understanding of computing devices and their component parts, networks, and troubleshooting strategies and the pedagogy it requires to engage learners in gaining skills in the use of these devices and networks, and the troubleshooting strategies to address simple problems.	Demonstrates expertise in computing devices and their component parts, networks, and troubleshooting strategies and the pedagogy it requires by engaging all learners in gaining skills and knowledge in the use of these devices and networks, and the troubleshooting strategies to address problems. Models these practices for others.

g. Understand that computing devices can take different forms and have different

components.

h. Select and use a variety of computing devices and digital tools to troubleshoot and solve simple problems.
i. Differentiate between tasks that are best done by computing systems and humans.
j. Understand the components of a network and network authentication.
k. Possess basic understanding of the relationship among computing systems, networks, and services.

4. Computational Thinking (CT)				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
	Demonstrates limited knowledge of Binary and Boolean logic, graphic and text representations, databases, computer programs (i.e., block-based programs). Relies heavily on textbooks or resources for the development of the factual content and, and how to apply this knowledge in presentations, models and simulations, writing algorithms using an iterative design process. Rarely engages learners in gaining skills in these content areas.	Demonstrates some understanding of Binary and Boolean logic, graphic and text representations, databases, computer programs (i.e., block-based programs), and, and how to apply this knowledge in presentations, models and simulations, writing algorithms using an iterative design process. Inconsistently demonstrates the pedagogy it requires to engage learners in gaining skills in Binary and Boolean logic, graphic and text representations, databases, computer programs (i.e., block-based programs), and, and how to apply this knowledge in presentations, models and simulations, writing algorithms using an iterative design process.	Demonstrates solid knowledge and understanding of Binary and Boolean logic, graphic and text representations, databases, computer programs (i.e., block-based programs), and, and how to apply this knowledge in presentations, models and simulations, writing algorithms using an iterative design process. Demonstrates the pedagogy it requires to engage learners in gaining skills in Binary and Boolean logic, graphic and text representations, databases, computer programs (i.e., block-based programs), and, and how to apply this knowledge in presentations, models and simulations, writing algorithms using an iterative design process.	Demonstrates expertise in Binary and Boolean logic, graphic and text representations, databases, computer programs (i.e., block-based programs), and, and how to apply this knowledge in presentations, models and simulations, writing algorithms using an iterative design process. Demonstrates the pedagogy it requires by engaging all learners in gaining skills and knowledge in Binary and Boolean logic, graphic and text representations, databases, computer programs (i.e., block-based programs), and, and how to apply this knowledge in presentations, models and simulations, writing algorithms using an iterative design process. Models these practices for others.

l. Understand binary and Boolean logic and how these are implemented in computer hardware and software.
m. Understand how graphics and text are represented in a computer system.
n. Possess basic understanding of abstractions, computer programs (such as block-based programs), algorithms, and databases.
o. Understand how information can be collected, used, and presented with computing devices or digital tools.
p. Understand how to create a model and use data from a simulation.
q. Understand how to decompose tasks/problems into sub-problems to plan solutions.
r. Understand how to write and analyze algorithms and block-based computer programs using an iterative design process.

5. Coaching and Leadership (CL)				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
	Demonstrate limited skill and understanding when collaborating with leadership in identifying technology tools, resources, and strategies that advance communication, data assessment, and student performance. Rarely coaches, models, and instructs in areas such as curriculum design, professional development, data analysis, digital citizenship, safety, and technology integration strategies. Rarely plans for and engages in strategies that foster equity and inclusivity of digital resources in school and in the community. Demonstrates limited understanding of the identification, use, and integration of assistive technologies and accessible content.	Demonstrates some understanding when collaborating with leadership in identifying technology tools, resources, and strategies that advance communication, data assessment, and student performance. Inconsistently coaches, models, and instructs in areas such as curriculum design, professional development, data analysis, digital citizenship, safety, and technology integration strategies. Inconsistently plans for and engages in strategies that foster equity and inclusivity of digital resources in school and in the community. Demonstrates inconsistent understanding in the identification, use, and integration of assistive	Demonstrate solid knowledge and understanding when collaborating with leadership in identifying technology tools, resources, and strategies that advance communication, data assessment, and student performance. Coaches, models, and instructs in areas such as curriculum design, professional development, data analysis, digital citizenship, safety, and technology integration strategies. Plans for and engages in strategies that foster equity and inclusivity of digital resources in school and in the community. Demonstrates sound knowledge and	Demonstrate expertise when collaborating with leadership in identifying technology tools, resources, and strategies that advance communication, data assessment, and student performance. Effectively coach, model, and instruct in areas such as curriculum design, professional development, data analysis, digital citizenship, safety, and technology integration strategies. Actively plans for and engages in strategies that foster equity and inclusivity of digital resources in school and in the community. Demonstrates expertise in the identification, use, and integration of assistive technologies

		technologies and accessible content.	understanding in the identification, use, and integration of assistive technologies and accessible content.	and accessible content. Models this practice for others.

s. Collaborate with school and district leaders, content specialists and other stakeholders to identify the appropriate uses of technology resources to support the development, communication, and implementation of plans for improving student performance under M.G.L. c. 69, § 1I.
t. Coach, mode, observe, and provide feedback for teachers in the integration of in-person learning and technology to improve, facilitate, and extend learning and instruction within and beyond the classroom; continuously monitor student progress to inform tailoring of instruction; individualize learning for each student; and allow students to advance to new content based upon mastery.
u. Develop strategies for achieving equitable access to digital resources outside the classroom and connecting educators, students, and parents/guardians.
v. Coach teachers and instruct students in the safe, healthy, legal, and ethical uses of digital information and technologies in people's lives, commerce, and society.
w. Understand the impact of technology on instructional practice, student learning, and resource allocation at the school and district level.
x. Select, support, and evaluate the use of assistive and adaptive technology and accessible educational materials for students and adults.

Appendix K: ITS Subject Matter Knowledge Self Assessment Matrix

Instructional Technology Specialist Subject Matter Knowledge Self-Assessment Matrix

Sponsoring Organization: Lesley University, Graduate School of Education
Licensure Program (Licensure and Grade Level): Instructional Technology Specialist (All)

Name of person completing this matrix:

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Directions: For each SMK below, rate your performance based on the criteria and provide evidence to support your rating.	Demonstrates limited knowledge of the subject matter knowledge and/or evidence-based, culturally responsive pedagogies for instructional technology.	Demonstrates factual knowledge of the subject matter knowledge and/or evidence-based, culturally responsive pedagogies for instructional technology.	**Demonstrates sound knowledge and understanding of the subject matter knowledge and/or evidence-based, culturally responsive pedagogies for instructional technology.**	Demonstrates expertise in subject matter knowledge and/or evidence-based, culturally responsive pedagogies for instructional technology and models this for others.

Part 1 – Date:		**Subject Matter Knowledge**	**Part 2 – Date:**	
Rating	**Evidence**		**Rating**	**Evidence**
Computer and Society (CAS)				
		a. Understand safety and security concepts, security and recovery strategies, and how to support students to deal with cyberbullying and peer pressure. b. Understand, analyze impact of, and apply technology laws and license agreements and permissions. c. Recognize, analyze, and evaluate the impact of technology, including cybercrime and assistive technology, in people's lives, commerce, and society. d. Understand what it means to be a good digital citizen.		
Digital Tools and Collaboration (DTC)				
		e. Select and use appropriate digital tools and varied input techniques, such as keyboards and speech recognition software, to		

		publish multimedia artifacts or to communicate, collaborate, or exchange information. f. Use online research skills to gather relevant information from multiple digital sources, evaluate the credibility and accuracy of sources, and appropriately attribute sources.		
Computer Systems (CS)				
		g. Understand that computing devices can take different forms and have different components. h. Select and use a variety of computing devices and digital tools to troubleshoot and solve simple problems. i. Differentiate between tasks that are best done by computing systems and humans. j. Understand the components of a network and network authentication. k. Possess basic understanding of the relationship among computing systems, networks, and services.		
Computational Thinking (CT)				
		l. Understand binary and Boolean logic and how these are implemented in computer hardware and software. m. Understand how graphics and text are represented in a computer system. n. Possess basic understanding of abstractions, computer programs (such as block-based programs), algorithms, and databases. o. Understand how information can be collected, used, and presented with computing devices or digital tools. p. Understand how to create a model and use data from a simulation. q. Understand how to decompose tasks/problems into sub-problems to plan solutions. r. Understand how to write and analyze algorithms and block-based computer programs using an iterative design process.		

Coaching and Leadership (CL)				
		s. Collaborate with school and district leaders, content specialists and other stakeholders to identify the appropriate uses of technology resources to support the development, communication, and implementation of plans for improving student performance under M.G.L. c. 69, § 1I. t. Coach, mode, observe, and provide feedback for teachers in the integration of in-person learning and technology to improve, facilitate, and extend learning and instruction within and beyond the classroom; continuously monitor student progress to inform tailoring of instruction; individualize learning for each student; and allow students to advance to new content based upon mastery. u. Develop strategies for achieving equitable access to digital resources outside the classroom and connecting educators, students, and parents/guardians. v. Coach teachers and instruct students in the safe, healthy, legal, and ethical uses of digital information and technologies in people's lives, commerce, and society. w. Understand the impact of technology on instructional practice, student learning, and resource allocation at the school and district level. x. Select, support, and evaluate the use of assistive and adaptive technology and accessible educational materials for students and adults.		

Appendix L: ITS Formative/Summative Assessment Form

Candidate readiness for the Specialist licensure role is assessed using subject matter knowledge criteria and further demonstrated through evidence that supports planning and preparation for instruction, implementation of teaching and coaching, and the use of different assessment methods to ensure the ability to make a positive impact for PK-12 students and staff in the school community. **Please specify the candidate's impact PK-12 students and staff, when applicable, to Specialist Focus Elements.**

Note: For specific SMK alignment to focus elements, please refer to ITS Focus Elements to SMK Guide

Name:		**Date:**	
Completed by:	**Program Supervisor:**	**Supervising Practitioner:**	

1. Computer and Society (CAS)				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
	Demonstrates limited understanding of and the ability to apply safety and security practices. Relies heavily on textbooks and resources to develop content. Demonstrates limited ability to support learners' understanding of these impacts and counter cyberbullying and peer pressure.	Demonstrates some understanding of safety and security practices and the ability to analyze technology laws, license agreements, permissions, the impact of technology on society, and digital citizenship. Inconsistently demonstrates the pedagogies to support learners' understanding of these impacts and counter cyberbullying and peer pressure.	Demonstrates solid knowledge of safety and security practices including the ability to analyze technology laws, license agreements, permissions, the impact of technology on society, and digital citizenship. Demonstrates the pedagogies to support learners' understanding of these impacts and counter cyberbullying and peer pressure.	Demonstrates expertise in safety and security practices including the ability to consistently analyze technology laws, license agreements, permissions, the impact of technology on society, and digital citizenship. Demonstrates the pedagogies required to engage learners in analyzing and understanding these impacts and in countering cyberbullying and peer pressure. Models these practices for others.
Rating:				
Evidence:				

2. Digital Tools and Collaboration (DTC)				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
	Demonstrates limited understanding in the selection and use of digital tools to communicate,	Demonstrates some understanding in the selection and use of digital tools to communicate and	Demonstrates solid knowledge in the selection and use of digital tools to communicate and	Demonstrates expertise in the selection and use of digital tools to communicate and collaborate and the

	collaborate, and the strategies to conduct advanced research. Relies heavily on textbooks and resources to develop content. And inconsistently engages learners in these practices or skill development.	collaborate and the pedagogy it requires to engage learners in leveraging these tools. Demonstrates some understanding of advanced research skills and inconsistently demonstrates the pedagogy it requires to engage learners in the skills needed for synthesizing complex knowledge, advanced searches, digital source evaluation, and appropriate digital citation.	collaborate and the pedagogy it requires to engage learners in leveraging these tools. Demonstrates advanced research skills and the pedagogy it requires by engaging learners in the skills needed for synthesizing complex knowledge, advanced searches, evaluate digital sources, and appropriate digital citation.	pedagogy it requires to engage all learners in leveraging these tools. Demonstrates expertise in advanced research skills and the pedagogy it requires by engaging all learners in the skills needed for synthesizing complex knowledge, advanced searches, evaluate digital sources, and appropriate digital citation. Models these practices for others.
Rating:				
Evidence:				

3. Computer Systems (CS)				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
	Demonstrates limited knowledge of computing devices and their component parts, networks, and troubleshooting strategies. Relies heavily on textbooks or resources for the development of the factual content. Rarely engages learners in gaining skills in the use of these devices and networks, and the troubleshooting strategies to address	Demonstrates some understanding of computing devices and their component parts, networks, and troubleshooting strategies and inconsistently demonstrates the pedagogy it requires to engage learners in gaining skills in the use of these devices and networks, and the troubleshooting strategies to address simple problems.	Demonstrates solid knowledge and understanding of computing devices and their component parts, networks, and troubleshooting strategies and the pedagogy it requires to engage learners in gaining skills in the use of these devices and networks, and the troubleshooting strategies to address simple problems.	Demonstrates expertise in computing devices and their component parts, networks, and troubleshooting strategies and the pedagogy it requires by engaging all learners in gaining skills and knowledge in the use of these devices and networks, and the troubleshooting strategies to address problems. Models these practices for others.

	simple problems.			
Rating:				
Evidence:				

4. Computational Thinking (CT)				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
	Demonstrates limited knowledge of Binary and Boolean logic, graphic and text representations, databases, computer programs (i.e., block-based programs). Relies heavily on textbooks or resources for the development of the factual content and, and how to apply this knowledge in presentations, models, and simulations, writing algorithms using an iterative design process. Rarely engages learners in gaining skills in these content areas.	Demonstrates some understanding of Binary and Boolean logic, graphic and text representations, databases, computer programs (i.e., block-based programs), and how to apply this knowledge in presentations, models, and simulations, writing algorithms using an iterative design process. Inconsistently demonstrates the pedagogy it requires to engage learners in gaining skills in Binary and Boolean logic, graphic and text representations, databases, computer programs (i.e., block-based programs), and, and how to apply this knowledge in presentations, models and simulations, writing algorithms using an iterative design process.	Demonstrates solid knowledge and understanding of Binary and Boolean logic, graphic and text representations, databases, computer programs (i.e., block-based programs), and how to apply this knowledge in presentations, models, and simulations, writing algorithms using an iterative design process. Demonstrates the pedagogy it requires to engage learners in gaining skills in Binary and Boolean logic, graphic and text representations, databases, computer programs (i.e., block-based programs), and, and how to apply this knowledge in presentations, models and simulations, writing algorithms using an iterative design process.	Demonstrates expertise in Binary and Boolean logic, graphic and text representations, databases, computer programs (i.e., block-based programs), and how to apply this knowledge in presentations, models, and simulations, writing algorithms using an iterative design process. Demonstrates the pedagogy it requires by engaging all learners in gaining skills and knowledge in Binary and Boolean logic, graphic and text representations, databases, computer programs (i.e., block-based programs), and, and how to apply this knowledge in presentations, models and simulations, writing algorithms using an iterative design process. Models these practices for others.
Rating:				
Evidence:				

5. Coaching and Leadership (CL)				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
	Demonstrate limited skill and understanding when collaborating with leadership in identifying technology tools, resources, and strategies that advance communication, data assessment, and student performance. Rarely coaches, models, and instructs in areas such as curriculum design, professional development, data analysis, digital citizenship, safety, and technology integration strategies. Rarely plans for and engages in strategies that foster equity and inclusivity of digital resources in school and in the community. Demonstrates limited understanding of the identification, use, and integration of assistive technologies and accessible content.	Demonstrates some understanding when collaborating with leadership in identifying technology tools, resources, and strategies that advance communication, data assessment, and student performance. Inconsistently coaches, models, and instructs in areas such as curriculum design, professional development, data analysis, digital citizenship, safety, and technology integration strategies. Inconsistently plans for and engages in strategies that foster equity and inclusivity of digital resources in school and in the community. Demonstrates inconsistent understanding in the identification, use, and integration of assistive technologies and accessible content.	Demonstrate solid knowledge and understanding when collaborating with leadership in identifying technology tools, resources, and strategies that advance communication, data assessment, and student performance. Coaches, models, and instructs in areas such as curriculum design, professional development, data analysis, digital citizenship, safety, and technology integration strategies. Plans for and engages in strategies that foster equity and inclusivity of digital resources in school and in the community. Demonstrates sound knowledge and understanding in the identification, use, and integration of assistive technologies and accessible content.	Demonstrate expertise when collaborating with leadership in identifying technology tools, resources, and strategies that advance communication, data assessment, and student performance. Effectively coach, model, and instruct in areas such as curriculum design, professional development, data analysis, digital citizenship, safety, and technology integration strategies. Actively plans for and engages in strategies that foster equity and inclusivity of digital resources in school and in the community. Demonstrates expertise in the identification, use, and integration of assistive technologies and accessible content. Models this practice for others.
Rating:				

Evidence:

Focused Feedback	
Reinforcement Area/Action: *(strengths)*	
Refinement Area/Action: *(areas for improvement)*	

Appendix M: Candidate Assessment of Performance (CAP) Form for Specialist Teacher Candidates

The following appendix includes two sections to be completed for specialist teacher candidates*:

- Section 1: General information should be completed by the teacher candidate and the Program Supervisor
- Section 2: Summary and Signatures will need to be completed by the Supervising Practitioner, the Program Supervisor, and the teacher candidate.

All sections of the form must be retained on file at the Sponsoring Organization.

* For specialist teacher candidates, in regulations (603 CMR 7.07), which include Reading Specialists, Academically Advanced, and Speech, Language, and Hearing Disorders; programs are responsible for designing and implementing their own performance assessment that measures a candidate's ability to demonstrate Subject Matter Knowledge (SMKs) and/or Professional Standards for Teachers (PSTs) as applicable to the license.

Candidate Assessment of Performance (CAP) Form for Specialist Teacher Candidates

Section 1: General Information (to be completed by the Candidate)

Candidate Information					
First Name:		Last Name:			
Street Address:					
City/Town:		State:		Zip:	
MEPID #:					
Massachusetts license number(if applicable):					
Program Information					
Sponsoring Organization:					
Program Area & Grade Level:					
Have any components of the approved program been waived? 603 CMR 7.03(1)(b)	☐ Yes	☐ No			
Practicum Information	☐ Practicum	☐ Practicum Equivalent			
Practicum/Equivalent Course Number:		Credit hours:			
Practicum/Equivalent Seminar Course Title:					
Practicum/Equivalent Site:		Grade Level(s) of Students:			
Total Number of Practicum Hours:		Number of hours assumed full responsibility in the role:			
Supervising Practitioner Information *(to be completed by the Program Supervisor)*					
Name:					
School District:		Position:			
License Field(s):		MEPID or License #			
# of years experience under license:		☐ Initial	☐ Professional		
To the best of my knowledge (per the Supervising Practitioner's Principal/Evaluator), the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his most recent evaluation.	☐ Yes	☐ No			

Candidate Assessment of Performance Form for Specialist Teacher Candidates	
Section 2: Total Hours and Signatures	
Three-Way Meetings	
1st Three Way Meeting | Date: _____	
Candidate	
Supervising Practitioner	
Program Supervisor	
2nd Three Way Meeting | Date: _____	
Candidate	
Supervising Practitioner	
Program Supervisor	
3rd Three Way Meeting | Date: _____	
Candidate	
Supervising Practitioner	
Program Supervisor	

Total Number of Practicum Hours:		Number of hours assumed full responsibility in the role:		
Based on the candidate's performance as measured on the CAP Rubric, we have determined this candidate to be:	Ready to Teach	☐	Not Yet Ready	☐

Supervising Practitioner	Date:
Program Supervisor	Date:
Mediator (if necessary see: 603 CMR 7.04(4))	Date: