**Pre-Practicum Handbook for Teacher Candidates**

**Academic Year 2022-2023**

**Graduate School of Education**

**Division of Field Placement**

**Location: 1815 Massachusetts Avenue, Cambridge, MA 02138  
Mailing Address: 29 Everett Street, Cambridge, MA 02138**

**Phone: 617.349.8197**

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**Introduction to the Pre-Practicum**

The purpose of the pre-practicum is to provide teacher candidates with multiple opportunities to apply learning from coursework into practice through increasingly authentic teaching experiences in preparation to successfully demonstrate readiness during the practicum. Given the necessity to scaffold early field-based experiences in order to meet the developmental needs of individual candidates and build towards full readiness for the licensure role, the pre-practicum may be considered to include two stages:

* Stage 1 supports a candidate’s initial introduction to the PSTs and SMKs through activities such as guided observations, mixed-reality simulations, and mock teaching embedded into coursework requirements, such that a candidate has sufficient opportunity to be introduced to and observe the practice of specific skills.
* Stage 2 typically consists of direct engagement with PK-12 students with a continued, gradual increase in responsibility such that a candidate has sufficient opportunities to practice skills in authentic settings and become prepared to demonstrate readiness during practicum.

The pre-practicum is a critical time for candidates to apply learning from coursework into authentic practice in PK-12 settings with ample support, supervision, and feedback. Meaningful and robust field-based experience in pre-practicum positions candidates to successfully demonstrate their abilities in the practicum and enter their first year of employment fully ready to positively impact student learning from day one.

Pre-Practicum Orientation and Workshops

The pre-practicum will be supported by the teacher candidates coursework and an online workshop that will meet during dedicated times through the semester. A introductory orientation will be held at the beginning of the semester and is mandatory for all teacher candidates to attend. the workshop schedule will be shared with teacher candidates prior to the semester starting.

**CONTACT INFORMATION**

**Christina Jache**

Director

Elementary, Early Childhood, Visual Art, and ESL programs

[cjache@lesley.edu](mailto:cjache@lesley.edu)  
617.349.8753

**Erin Fitzgerald**  
Assistant Director

Special Education, Middle and High School, Digital Literacy and Computer Science, Instructional Technology, and Reading Specialist programs

[efitzge3@lesley.edu](mailto:Efitzge3@lesley.edu)  
617.349.8400

**Overview: Stage 1**

The pre-practicum experience starts at the very beginning of the teacher candidate’s program of study within their courses and through completion of many field based assignments. Field based assignments are specific to each program and will be covered in depth within each course. Teacher candidates should strive to conduct these field-based assignments in a variety of diverse settings which meet both state and program licensure requirements.

Stage 1 courses are intended to be completed before entering into the high-stakes field experience known as Stage 2 of the pre-practicum. The noted concurrent pre-practicum course is intended to be taken in the same semester as the Stage 2 field experience to support learning in the field.

Stage 1 courses can be found below by program area and reflect the typical sequence of courses within each program. The specific sequencing of courses may vary in accordance with individual program requirements, semester start date, semester course load, course availability, and/or the needs of the teacher candidate. Teacher candidates should meet early on with their Academc Advisor to develop a plan for course sequencing that aligns with program requirements. Stage 2 pre-requisites and Field Placement Office deadlines are detailed in this handbook.

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| **EARLY CHILDHOOD (PreK-2)** | | |
| Stage 1 Courses | Course Title | Field Based Assignment Description |
| EEDUC 5131 | Developments in Cultural Contexts | Observe a child at play, write a reflection using class reading |
| EEDUC 5139 | Learning Mathematics in Early Childhood | Key Assignment: 1-1 interview using math materials to assess mathematical thinking; Plan and teach a small group math lesson (to classmates in university class) |
| EEDUC 5137 | Language and Literacy in the Early Years | Observing and assessing language and literacy development of a young child |
| EEDUC 5138 | Literacy, Literature, and the Arts in the Early Childhood Classroom | Outlining a thematic unit - identifying materials and literacy activities |
| EEDUC 5115 | Families, Societies, and Schools | Interview a parent, teacher, and administrator about parent involvement.  Key Assignment: Developing a sequence of 3 lessons |
| EARED 6116 | Early Childhood Arts, History, and Social Science | Classroom Observation in the field, interview with the teacher, followed by lesson plan development and practice in university class |
| **Concurrent Stage 2 Course: EEDUC 6109** | Observation, Documentation, and Assessment | Child Study Key Assignment: 4-5 observations leading to synthesis and reflection on observation experiences |

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| **Inclusive Special Education** | | |
| Stage 1 Courses | Course Title | Field Based Assignment Description |
| ESPED 5020 | The Special Education Profession: Orientation and Overview | Phase 1 Dispositions Self-reflection |
| ESPED 5100 | Inclusion, Social Justice, and Disability | Observation of Inclusive classroom; Quality of Life ADA Assignment  Reading autobiography |
| ESPED 6130 | Speech, Language, and AAC | Language sample and analysis; Shared Reading Lesson Design |
| ESPED 5114 | Universal Curriculum Design and Assistive Technology | Observation or Interview; Lesson Plan Simulation |
| ESPED 6124 | Formal Assessment in Special Education | Conduct a Formal Assessment; Observation or Interview |
| ESPED 6107 | Assessment for Instructional Design and Decision Making | Interview Teacher; Design Informal Assessment and implement- 3 data points |
| **Concurrent Stage 2 Course: ESPED 6143** | Positive Behavior Support: Shifts in Paradigms and Practices |  |

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| **Middle and High School** | | |
| Stage 1 Courses | Course Title | Field Based Assignment Description |
| EEDUC 6100 | Adolescent Development | Adolescent Interview |
| EEDUC 6203 | Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom\* | Lesson Plan 1 presentation and demonstration; Screencast focused on helping students acquire and integrate new learning |
| EEDUC 6215 | Effective Management of Secondary Inclusive Classrooms | Demonstration of routines and procedures specific to Lieber and Wong and/or Wong |
| EEDUC 6166 | Classroom Assessment for Middle and High School Teachers | Analyzing student work |
| EEDUC XXXX | Various content courses specific to the license being sought |  |
| **Concurrent Stage 2 Course: EEDUC 6210** | EEDUC 6210  Adjusting Teaching Practices to Meet Student Needs | Teaching a lesson plan demonstrating differentiation of instruction |

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| **TESOL/ESL PreK-6 and 5-12** | | |
| Stage 1 Courses | Course Title | Field Based Assignment Description |
| EECLD 6001 | Culturally Responsive Teaching | Local Community Analysis |
| EECLD 6002 | Essential Linguistics | Comparative Language Study Project-Student Language Analysis |
| **Concurrent Stage 2 Course: EECLD 6004** | First and Second Language Acquisition and Oral Language Development |  |

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| **Visual Arts** | | |
| Stage 1 Courses | Course Title | Field Based Assignment Description |
| EARED 6111 | Principles and Practices of Art Education for grades PK-8 Initial | In depth study of the Arts curriculum frameworks and the PST’s for the license. |
| EARED 6112 | Principles and Practices of Arts Education for grades 5-12 Initial | In depth study of the Arts curriculum frameworks and the PST’s for the license. |
| EARED 5018 | Arts and Human Development | Documented observations of children and reflection of their relationship to developmental theories being studied |
| EARED 6003 | Equity, Access, and Inclusion through Arts Inquiry | Creation of non -racist and non-bias lesson plans and assessment tools. |
| **Concurrent Stage 2 Course:** EARED 6114 | Rites and Ritual : Assessment in Art Education |  |

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| **Digital Literacy and Computer Science. 5- 12** | | |
| Stage 1 Courses | Course Title | Field Based Assignment Description |
| EEDUC 6100 | Adolescent Development | Adolescent Interview |
| EEDUC 6203 | Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom | Lesson Plan 1 presentation and demonstration; Screencast focused on helping students acquire and integrate new learning |
| EEDUC 6215 | Effective Management of Secondary Inclusive Classrooms | Demonstration of routines and procedures specific to Lieber and Wong and/or Wong |
| **Concurrent Stage 2 Course:** ECOMP 6205 | Leaning into the Future with Maker Pedagogy |  |

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| **Elementary Education 1- 6** | | |
| Stage 1 Courses | Course Title | Field Based Assignment Description |
| EARED 6003 | Equity, Access and Inclusion through Arts Based Inquiry | On school site discussion, visual observation and written interview with a chosen classroom teacher. |
| EEDUC 5400 | Literacy and Literature: Methods and Materials (1-6) | Teacher candidates observe and reflect upon a language arts lesson from an elementary classroom; design and teach a lesson in one of the 5 key areas of literacy instruction |
| EEDUC 5102 | Teaching Elementary School Mathematics | Plan and implement grade-level specific MA Mathematics Learning Standards and document mathematical thinking related to content and cognitive tasks. |
| EMATH 6108 | Constructing Mathematical Understanding for Number Theory | Students engage in thinking deeply about how to use Pascal’s Triangle to help support students’ understanding of one of the Common Core State Standards. This process involves designing a lesson, exchanging feedback with peers, implementing the lesson with students, and then sharing the impact and next steps. |
| ESPED 5037 | Strategies for Inclusive Schooling | Students will observe and evaluate several aspects of inclusive classroom; design interdisciplinary unit with UDL model; model teach one lesson for class colleagues |
| EECLD 6115 | Sheltered English Instruction (PreK-6) | Bilingual Learner Interview; Strategy Implementation |
| EEDUC 5135 | STEAM in the Elementary School: Thinking with Evidence | Teacher candidates work with small groups of elementary age students to conduct fieldwork sessions based on MA State Science Learning Standards. |
| EEDUC 5136 | Integrating Social Studies into the Elementary Classroom | Observe two social studies lessons and analyze the lesson plans and delivery to determine evidence of social studies as a tool for curriculum integration; interview with social studies teacher regarding the role social studies holds in the program of studies |
| **Concurrent Stage 2 Course: EEDUC 6635** | Theory and Practice: A Contemporary Context for Teaching | Comprehensive 7-9 page research based report focusing on issues in public education as they present at the observation site |

**Overview: Stage 2**

Stage 2 of the pre-practicum is a 100 hour field based experience in a K-12 classroom appropriate to the teacher candidate’s program and license area. The 100 hours is to be conducted over the course of the entire 14 semester, an average of 7-8 hours a week. Teacher candidates should work under the supervision of an experienced supervising practitioner at their school site and will also be supported by a Lesley University program supervisor. In conjunction with the classroom hours, the teacher candidate will enroll in a no cost, zero-credit workshop to support their experience. Stage 1 coursework should be completed before entering into stage 2. Stage 2 requires applying and being approved via the Field Placement Office.

During Stage 2, Teacher Candidates are expected to observe and participate as much as possible in the classroom and school community. Candidates should begin to learn about planning and delivering instruction and developing curriculum, based on the Massachusetts Curriculum Frameworks. In addition, Candidates should begin to learn about implementing systems and strategies for classroom management, establishing routines, and collaborating with other staff. The expectation is that by the end of the experience, the Candidate should be prepared and ready to participate in a full-time practicum.

The following are some examples of experiences that one might expect to have in the pre-practicum experience:

* Observing students: developmental issues-cognitive levels, learning styles, personality, socialization, etc.
* Observing a variety of teaching techniques and learning about resources
* Observing and practicing assessment practices
* Observing practices which promote multiculturalism
* Observing various grouping practices
* Observing approaches to conflict resolution
* Observing and identifying different teaching styles
* Observing strategies for inclusion of students with special needs
* Observing specialists and other classrooms
* Helping students with assigned work
* Demonstrating concepts using a variety of materials and instructional aids
* Supervising transition times in the classroom
* Conducting a lesson that incorporates use of technology
* Correcting student work and keeping written records of grades, commentaries, and other forms of evaluating student progress; review with supervising practitioner frequently
* Assisting individual students with class assignments, homework and long-term projects
* Helping individuals with study skills
* Assisting small groups with assignments and day-to-day class work
* Planning and delivering lessons, based on Massachusetts Curriculum Frameworks
* Organizing (if possible) various classroom groupings – study groups, project groups, cooperative groups
* Assisting in all aspects of classroom management

Pre-Practicum Planning Checklist for Teacher Candidates

1. Meet with your Academic Advisor to discuss your readiness for your intended pre-practicum semester. Students must meet the following to be eligible for practicum:
   * + Complete all identified pre-requisite courses for pre-practicum
     + Hold a GPA of 3.0 or higher
     + No Incomplete or Failing grades
2. Complete the online [Pre-Practicum Application](https://qafederation.ngwebsolutions.com/idp/startSSO.ping?PartnerSpId=IdpLesleyLDAP&TargetResource=https://dynamicforms.ngwebsolutions.com/ShowForm.aspx?RequestedDynamicFormTemplate=0233dffd-e5be-483d-a96f-c0834bad4c90) including resume, prior to the deadlines below:

**Pre-Practicum Application Deadlines**

Fall Semester Pre-Practicum**: April 1st**

Spring Semester Pre- Practicum**: Nov 1st**

1. Once identified, complete the [Supervising Practitioner Paperwork](https://qafederation.ngwebsolutions.com/idp/startSSO.ping?PartnerSpId=IdpLesleyLDAP&TargetResource=https://dynamicforms.ngwebsolutions.com/ShowForm.aspx?RequestedDynamicFormTemplate=4e37c5f4-20cb-4b8a-9a38-baebb01bd125) for final approval.

**Additional Important Information:**

* Completing the [Pre-Practicum Application](https://qafederation.ngwebsolutions.com/idp/startSSO.ping?PartnerSpId=IdpLesleyLDAP&TargetResource=https://dynamicforms.ngwebsolutions.com/ShowForm.aspx?RequestedDynamicFormTemplate=0233dffd-e5be-483d-a96f-c0834bad4c90) is the first indication to the Field Placement Office you intend on completing a pre-practicum. Teacher Candidates in need of a placement within a school are encouraged to complete their applications EARLY.
* Pre-Practicum placements must be approved by the Field Placement Office before permission is granted to formerly register for Pre-Practicum.
* A Pre-Practicum Orientation is required for ALL teacher candidates. Dates and times will be sent out from the Field Placement office prior to the start of each semester.
* The schedule for pre-practicum attendance is the responsibility of the Teacher Candidate to confirm with his/her Supervising Practitioner. 1-2 days per week is the general requirement for attendance throughout the semester.
* For Teacher Candidates beginning their studies prior to Fall 2019, prior experience *MAY* be used. Please reach out to your Field Placement Administrator for more information and approval. For Teacher Candidates enrolling Fall 2019 or after, all must complete a formal pre-practicum experience for their initial licensure program.

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**Pre-Practicum Settings and Supervisors Requirements**

Lesley University does make allowances for students to do their field placement experiences at their place of employment if that place of employment is deemed appropriate by DESE licensure and program specific standards. All jobs/field placement sites must be approved by the Field Placement Office and must meet all requirements listed below. The Field Placement Office reserves the right to approve or deny jobs/field placement sites on a case-by-case basis.

Students wishing to use a paying teaching job as a field placement site must have it approved by the Field Placement Office and be **actively working in the role by November 1st for those applying to do a spring practicum or April 1st for those applying to do a fall practicum.** Please note, that if not working in the role by the previously mentioned dates, students may request that the Field Placement Office help them search for an unpaid field placement site, or the student should plan to postpone their pre-practicum by an entire semester until they are able to secure a paying job.

1. Have I been actively working in the job I would like to use as my field placement site **since November 1st (for spring applicants) or April 1st (for fall applicants)**?
2. Does my school use the Massachusetts Curriculum Frameworks and a \*fully inclusive classroom model? (\*exception substantially separate special education classroom)
3. In my position, am I working in a classroom that directly corresponds to the licensure area that I am seeking?
4. In my role, can I complete all 100 pre-practicum hours in the 14-week semester?
5. Can my 100 pre-practicum hours be conducted on a consistent weekly schedule?
6. In my role, do I provide direct academic classroom instruction to students the majority of the time? (as opposed to roles like coaching, administration or teacher preparation/professional development roles)
7. In my role, do I provide “whole class” instruction, considered 10 or more children? (exception for Severe Disabilities and some substantially separate classrooms)
8. Will I work with the same class(es) or student case load for the entire time of the practicum?
9. Have I approved my practicum with my districts HR department, Superintendent and Principal?
10. Does my supervisor meet the requirements to be eligible to take on the role of Supervising Practitioner?

* Holds a license and works in the same content area to the license I am seeking.
* Holds that matching license at the Professional Level or the Initial Level with at least 3 years of experience teaching on that initial license, and has received a summative evaluation rating of proficient or higher on their last evaluation.
* Is on site and available to meet with and provide the student teacher frequent feedback. Has been approved by district standards as eligible to act as a Supervising Practitioner to a graduate level practicum student.

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Dispositional Guidelines and Expectations

Graduate School of Education

Consistent with Lesley University’s mission, it is our aim to ensure that educators are entering the field as well-prepared and effective teachers, able to support student learning and development through “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.” These dispositions affect student learning, motivation and development as well as the educator’s own professional growth (National Council for the Accreditation of Teacher Education). Dispositions are recognized as key elements in successful teaching university accrediting bodies such as Council for the Accreditation of Education Preparation (CAEP) and The Interstate Teacher Assessment and Support Consortium (InTASC), and formal school evaluation systems.

Within the Education programs at Lesley University, we firmly believe that these dispositions are connected not only to behaviors observed within the field experience but the attitudes and interactions in the university classroom and in course-related online environments.

All Lesley University Education students are expected to be knowledgeable of the University’s expectations concerning teacher dispositions. Appropriate and professional behavior is expected from students at all times when communicating with students and their families/caregivers, peers, teachers, University and School personnel, and others.

**Dispositional Expectations for Lesley Classrooms, Online Environments, and Field Based Settings**

Lesley University expects that you will exhibit behaviors that reflect the dispositions outlined in this document:

1. Professional Conduct & Tone
   1. Uses an appropriate tone in written, oral, and online communication. Demonstrates thoughtful, effective verbal and nonverbal communication and responsive listening.
   2. Exhibits professional behavior, including regular attendance, punctuality, appropriate dress and demeanor, and timely completion of required work.
   3. Demonstrates responsibility in the use of technology in both university classroom and K-12 classroom settings and in communications with students, families, and colleagues.
   4. Maintains appropriate boundaries when interacting with students, families, colleagues, and others.
2. Caring and Respect
   1. Demonstrates sensitivity to community and cultural norms, and engages in and supports culturally- responsive professional practices for self and colleagues.
   2. Treats all students, colleagues, and members of the University community fairly, equitably and respectfully, valuing individual differences and experiences.
   3. Demonstrates sensitive, caring, and respectful behavior toward all students and their families.
   4. Respects students' and families’ privacy and confidentiality of information.
3. Engagement
   1. Demonstrates enthusiasm for teaching and the discipline(s) taught. 11
   2. Demonstrates interest and engagement with new ideas and developments in the field.
   3. Takes initiative in both university classrooms and K-12 classroom settings.
4. Flexibility
   1. Demonstrates flexibility and is open to adjustment and revision based on needs and changing circumstances.
   2. Demonstrates ability to receive and integrate constructive feedback into work and teaching practices.
5. Collaboration
   1. Demonstrates willingness and ability to collaborate with other professionals and families to improve the overall learning environment for students.
   2. Demonstrates concern for the attitudes, beliefs, feelings and welfare of others.
   3. Participates as a collegial and supportive member of the university learning community.
6. Professional Practices
   1. Demonstrates high expectations for all students and willingness to adapt instruction to meet varying needs and abilities.
   2. Demonstrates behavior that supports the safety of all students.
   3. Works proactively to create a positive learning experience in University classrooms, online learning environments, and field settings.
   4. Engages in self-reflection regarding one’s pedagogical practices and gauges impact on student learning and well-being.
   5. Projects self-confidence and leadership in assuming the role of the teacher.
7. Legal/Ethical Conduct
   1. Engages in ethical conduct as defined by professional educational organizations.
   2. Maintains privacy and confidentiality of student and family information according to FERPA regulations.

All students are expected to act in accordance with the above Dispositional Guidelines and Expectations and abide by the Lesley University Community Standards of Conduct: <https://lesley.edu/students/policies/behavior-policies>

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**Student Intermediary Improvement Plan and Policy Guidelines**

* If either the Supervising Practitioner (SP) or Program Supervisor (PS) have concerns that the Teacher Candidate (TC) is not making adequate progress towards meeting the Professional Standards for Teachers (PST’s), or appropriate Dispositional Expectations, contact the Field Placement Office immediately to discuss the concerns.
* The SP and PS should have a conversation as soon as possible and the concerns should be carefully documented using the Intermediary Improvement Plan, provided by Lesley’s Field Placement administrator. The specific PST’s and Proficient Descriptors should be referenced as they pertain to the specific concerns, as should Dispositional Expectations.
* A three-way meeting between the TC, SP and PS should be arranged immediately to discuss the problem(s) as outlined on the Intermediary Improvement Plan and to give suggestions and recommendations for improvement. A timeline should be established and short-term goals should be set for re-visiting the concerns. A copy of the improvement plan is sent to the Field Placement Office and the TC.
* A follow-up three-way meeting will take place on an agreed upon date as determined by the PS, SP and TC. At that time, the TC will bring evidence to support progress towards addressing the concerns outlined on the Intermediary Improvement Plan.
* At this follow-up meeting, the progress of the TC and recommendations for the remainder of the semester will be discussed. The recommendations are individually determined based on the situation and should be documented in the *Summary of Follow-up Meeting* form, provided by Lesley’s field placement administrator.
* If problems and concerns persist, the PS should contact the Field Placement Office and a meeting should be set up with the TC. The TC’s faculty advisor and assistant director of academic advising will be notified and invited to the meeting with the TC, PS and Field Placement Administrator. Options for future plans and next steps will be determined.
* Options for future plans and next steps might include repeating the pre-practicum or full practicum in another setting or changing the program to a non-licensure program.
* In some cases, teacher candidates are not permitted to repeat student teaching and have not met the requirements for a non-licensure field placement. These students are generally given the opportunity to complete the master’s degree by registering for six additional credits of coursework.
* In cases where the teacher candidate has violated the Community Standards of Conduct, the appropriate protocol and policies of the University and the school will be followed.

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Lesley University Graduate School of Education

Intermediary Improvement Plan

Teacher Candidate Name:

Date:

Program Supervisor Name:

Supervising Practitioner Name:

You are receiving this plan because you have been identified by your program supervisor and/or supervising practitioner as needing improvement on one or more of the MA DESE PST and/or dispositional expectations required for successful progress in your practicum and potential eligibility for initial teaching licensure. This report will help to identify areas you need to address as well as short-term goals and timelines for performance improvement.

**Professional Standards for Teachers | CAP Essential Elements | Proficient Descriptor**

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| **Standards** | **Elements** | **Proficient Descriptor** |
| Curriculum, Planning and Assessment | Well‐Structured Lessons | Develops well‐structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. |
| Adjustment to Practice | Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students. |
| Teaching All Students | Meeting Diverse Needs | Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English language |
| Safe Learning Environment | Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. |
| High Expectations | Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability. |
| Professional Culture | | Reflective Practice | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning. |

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Dispositional Guidelines and Expectations

Graduate School of Education and Education Division of the School of Liberal Arts and Professional Studies

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| Dispositional Standard | Dispositional Descriptor |
| Professional Conduct & Tone | 1. Uses an appropriate tone in written, oral, and online communication. Demonstrates thoughtful, effective verbal and nonverbal communication and responsive listening.  2. Exhibits professional behavior, including regular attendance, punctuality, appropriate dress and demeanor, and timely completion of required work.  3. Demonstrates responsibility in the use of technology in both university classroom and K-12 classroom settings and in communications with students, families, and colleagues.  4. Maintains appropriate boundaries when interacting with students, families, colleagues, and others. |
| Caring and Respect | 1. Demonstrates sensitivity to community and cultural norms, and engages in and supports culturally responsive professional practices for self and colleagues.  2. Treats all students, colleagues, and members of the University community fairly, equitably and respectfully, valuing individual differences and experiences.  3. Demonstrates sensitive, caring, and respectful behavior toward all students and their families.  4. Respects students' and families’ privacy and confidentiality of information |
| Engagement | 1. Demonstrates enthusiasm for teaching and the discipline(s) taught.  2. Demonstrates interest and engagement with new ideas and developments in the field.  3. Takes initiative in both university classrooms and K-12 classroom settings. |
| Flexibility | 1. Demonstrates flexibility and is open to adjustment and revision based on needs and changing circumstances.  2. Demonstrates ability to receive and integrate constructive feedback into work and teaching practices. |
| Collaboration | 1. Demonstrates willingness and ability to collaborate with other professionals and families to improve the overall learning environment for students.  2. Demonstrates concern for the attitudes, beliefs, feelings and welfare of others.  3. Participates as a collegial and supportive member of the university learning community. |
| Professional Practices | 1. Demonstrates high expectations for all students and willingness to adapt instruction to meet varying needs and abilities.  2. Demonstrates behavior that supports the safety of all students.  3. Works proactively to create a positive learning experience in University classrooms, online learning environments, and field settings.  4. Engages in self-reflection regarding one’s pedagogical practices and gauges impact on student learning and well-being.  5. Projects self-confidence and leadership in assuming the role of the teacher. |
| Legal/Ethical Conduct | 1. Engages in ethical conduct as defined by professional educational organizations.  2. Maintains privacy and confidentiality of student and family information according to FERPA regulations. |

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List the specific standard and/or descriptor for each PST or dispositional area of concern:

To address these concerns, you will need to identify short-term goals, provide supportive evidence of meeting goals and create a timeline for meeting goals:

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I have met with my program supervisor and supervising practitioner to discuss the areas of concern detailed in this plan and understand the steps I must take in order to address these areas for improvement. A follow-up meeting will be held on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, at which time I will bring evidence to support progress towards addressing the standards identified in this report. I understand that insufficient supportive evidence and/or failure to meet these goals could affect progress and/or completion of my practicum and subsequent eligibility for initial teaching licensure.

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Teacher Candidate Signature

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Program Supervisor Signature Supervising Practitioner Signature

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Field Placement Administrator Signature

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Summary of Follow-up Meeting

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Progress since first report:

Recommendations:

Date of future follow-up meeting(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Appendix A

**Pre-Practicum Semester Timeline**

Prior to beginning the Pre-Practicum, the Teacher Candidate should have an established weekly schedule developed with support from their Supervising Practitioner. **The Pre-Practicum is 100 total hours over the entire 14 week semester. Students should conduct an average of 7-8 hours a week. One full day or two half day structure is suggested.** Teacher Candidates should remain in one classroom and working with one Supervising Practitioner for the entire experience. TC’s will also be supported with a Pre-Practicum workshop throughout the semester.

**Roles in Pre-Practicum:**

TC = Teacher Candidate; SP = Supervising Practitioner (in‐service teacher); PS = Program Supervisor (Lesley faculty)

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| **Weeks** | **Suggested Learning Experiences** | **TC Responsibilities** | **SP and PS Responsibilities** |
| **1-2** | * Learn important school policies and procedures, classroom rules, daily schedule * Get to know school personnel (principal, secretaries, nurse, other grade level teaches, aids, and specialist teachers) * Review teacher manuals, lessons and units of study * Observe inclusive practices, assessment practices and behavior/classroom management techniques * Get to know and interact with students one-on-one or in small groups | **Complete the following:**  ●Attend Pre Practicum  Orientation   * Share all Pre-Practicum documents with SP and PS.   ●Complete the ***Pre-Practicum Self-Assessment*** and notify/share with PS and SP. | * Review handbook, required forms, intermediary improvement plan, etc. * PS connects with TC and SP with an introductory message * Discuss tentative dates for future observations and/or meetings * Review TC’s self-assessment and provide feedback |
| **3-5** | * Assist and support SP with classroom management * Review/correct student work * Participate in lesson and curriculum unit planning with SP regularly * Begin to take on more responsibility when working with students in small groups or workshops * Spend one or two class periods observing other teachers at your grade level | **Small group lessons:**   * With the support of the SP; the TC can begin doing small group lessons using materials provided by SP. | * Support the TC in beginning small groups   **●**Guide the TC in Self Reflection after small group work |

|  |  |  |  |
| --- | --- | --- | --- |
| **Weeks** | **Suggested Learning Experiences** | **TC Responsibilities** | **SP and PS Responsibilities** |
| **6-9** | * Begin to practice use of informal and formal assessment strategies for students in the classroom * Begin to collect data on student learning and achievement with guidance of SP * Create data and records using student progress and academic levels * Practice developing whole class lessons, supported by SP’s lesson plans and current class materials. | **Continue Small Group lesson work:** designing some elements of the lesson, supported by the SP.  **Lesson #1:**  ●Can be done for a small group or whole group (this is at the discretion of the SP). Write a formal lesson plan and submit it to SP and PS 24-48 hours prior to the lesson. | **Observation (Gateway Assessment) #1 : by SP and PS.**   * This can be a whole group or a small group lesson. Provide verbal feedback to student directly after lesson and within 24-48 hours and complete the ***Gateway Assessment Rubric via Qualtrics. Share the feedback with TC.***   **Mid-Point Check In**   * SP and PS should collaborate and assess how the placement is going and what additional experiences the TC may need.   Feedback and the check in can be performed at the same time; as to eliminate the need for additional meetings |
| **10-14** | ●Spend a few class periods observing specialist teachers such as ESL, Special Education, Math or Reading Specialists.   * If possible, attend department meeting, IEP meeting, and/or school-wide professional development opportunities * Discuss strategies and practices for differentiating instruction to reach all learners | **Plan and Teach whole class lesson**   * includes formal lesson plan developed by TC shared with supervisors 48 hours before lesson, and self-reflection due 24 hours after lesson   **Prepare for Final Assessment Meeting:**  ●Gather and share all evidence (lesson plans, materials, etc) with SP and PS. | **Lesson Observation #2: PS and SP (if possible)**   * Provide verbal feedback to student directly after lesson and within 24-48 hrs***, Complete the Gateway Assessment survey via Qualtrics. Share the feedback with TC.*** * **Complete and the Final Assessment and hold Final meeting** for the TC; providing evidence for each element and also feedback on the dispositional |

Appendix B

**Pre-Practicum Teacher Candidate Self-Assessment**

**Professional Teaching Standards and Essential Elements Guide**

The Department of Secondary and Elementary Education have established the Professional Teaching Standards (PST’s) as a way of assessing educators within the state of Massachusetts. These standards are broken down into more detailed Elements that are essential to the best practices of educators. Teacher Candidates will begin being assessed on these Elements during their pre-practicum and again in more detail during their practicum. *This assessment is developed with content directly aligned the Professional Standards for Teachers and focuses on the following standards and indicators:* <http://www.doe.mass.edu/edprep/resources/pre-practicum.html>

**Definitions:**

**Standards:** *Broad based categories of knowledge, skills, and performance of effective practice*

**Elements:***More specific descriptions of actions and behaviors, embedded within a particular Standard*

|  |  |
| --- | --- |
| **Standard** | **Elements** |
| **1: Curriculum, Planning and Assessment:**  Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives. | **Subject Matter Knowledge:**  Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. |
| **Well Structured Lessons:**  Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and groupings. |
| **Adjustment to Practice:**  Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students. |
| **2. Teaching All Students:**  Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe learning environment, and demonstrate cultural proficiency | **Meeting Diverse Needs:**  Uses appropriate practices, including tired instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English language learners. |
| **Safe Learning Environment:**  Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented |
| **High Expectations:**  Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability. |
| **3. Professional Culture:**  Promotes the learning and growth of all students through ethical, culturally, proficient, skilled, and collaborative practice. | **Reflective Practice:**  Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning. |

**Pre-Practicum Teacher Candidate Self-Assessment**

Instructions: Teacher Candidates are asked to complete this Self-Assessment to assess basic skills, behaviors, and attitudes related to the Professional Standards for Teachers listed below. Teacher Candidates should use the rating scale to evaluate themselves and highlight areas of strengths and areas of growth in relation to meeting each Standard. Teacher Candidates should submit the completed evaluation to their Supervising Practitioner and Program Supervisor for feedback and establishment of a baseline for their pre-practicum experience.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester/Year:** | | | **Student Name:** | | | | | | |
| **School:** | | | | | **School City:** | | | | |
| **Supervising Practitioner:** | | | | | **Program Supervisor:** | | | | |
| **Grade Levels:** | | | | | **Licensure Area:** | | | | |
| **Total Hours** | **Description of Classroom:** | | | | | | | | |
| *Standard 1: Curriculum Planning and Instruction:*  **Element: 1.A.1. Subject Matter Knowledge** | | | | **Fluent**  **4** | | **Approaching**  **3** | | **Not Yet**  **2** | |
| I have sound knowledge and understanding of the subject matter and the pedagogy it requires (adapted from CAP Rubric.) | | | |  | |  | |  | |
| My lesson materials demonstrate some knowledge and understanding of subject matter and pedagogy. Lessons utilizes some well-aligned content specific strategies. | | | |  | |  | |  | |
| I can apply the theories of cognitive, social, emotional, language, and physical development from childhood through adolescence. | | | |  | |  | |  | |
| **Comments and Action Steps:** | | | | | | | | | |
| *Standard 1: Curriculum Planning and Assessment*  **Element: 1.A.3 Well Structured Units and Lessons** | | | | **Fluent**  **4** | | **Approaching**  **3** | | **Not Yet**  **2** |  |
| I have the ability to apply knowledge from classroom observations to instructional and lesson planning strategies | | | |  | |  | |  |  |
| I can develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and groupings. (Adapted from CAP Rubric) | | | |  | |  | |  |  |
| I can demonstrates thoughtful and effective strategies for engaging students | | | |  | |  | |  |  |
| I can prepare and provide appropriate materials for all learning levels and differing learning styles | | | |  | |  | |  |  |
| **Comments and Action Steps:** | | | | | | | | | |
| *Standard 1: Curriculum Planning and Assessment/Active Instruction*  **Element 1.B.2. Adjustment to Practice** | | | | **Fluent**  **4** | | **Approaching**  **3** | | **Not Yet**  **2** | |
| I use a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction. | | | |  | |  | |  |  |
| I analyze data from assessments, draw conclusions, and share them appropriately | | | |  | |  | |  |  |
| I can change my approach and strategy to accommodate students and the classroom learning needs | | | |  | |  | |  | |
| **Comments and Action Steps:** | | | | | | | | | |
| *Standard 2: Teaching All Students/Active Instruction*  **Element: 2.A.3. Meeting Diverse Needs** | | | | **Fluent**  **4** | | **Approaching**  **3** | | **Not Yet**  **2** | |
| I use instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges. | | | |  | |  | |  | |
| I know the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy. | | | |  | |  | |  | |
| I understand the characteristics and instructional implications of moderately and severely disabling conditions. | | | |  | |  | |  | |
| I can support English learners through English learner education instruction. | | | |  | |  | |  | |
| **Comments and Action Steps:** | | | | | | | | | |
| *Standard 2: Teaching All Students:*  **Element: 2.B.1. Safe Learning Environment** | | | | **Fluent**  **4** | | **Approaching**  **3** | | **Not Yet**  **2** | |
| I welcome and encourage every family to become active participants in the classroom and school community. | | | |  | |  | |  | |
| I create and maintain a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning. | | | |  | |  | |  | |
| I actively create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected. | | | |  | |  | |  | |
| I employ a variety of classroom management strategies to establish and maintain effective routines and procedures that promote positive student behavior. | | | |  | |  | |  | |
| I employ a variety of strategies to assist students to develop social emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. | | | |  | |  | |  | |
| **Comments and Action Steps:** | | | | | | | | | |
| *Standard 2: Teaching All Students*  **Element: 2.E.1. High Expectations** | | | | **Fluent**  **4** | | **Approaching**  **3** | | **Not Yet**  **2** | |
| I use instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. | | | |  | |  | |  | |
| I can articulates the importance of classroom activities in a way meaningful for all students | | | |  | |  | |  | |
| I plan and implement lessons that set clear and high expectations and make knowledge accessible for all students. | | | |  | |  | |  | |
| **Comments and Action Steps:** | | | | | | | | | |
| *Standard 3: Professional Culture*  **Element: 4.A.1. Reflective Practice** | | | | **Fluent**  **4** | | **Approaching**  **3** | | **Not Yet**  **2** | |
| I use instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. | | | |  | |  | |  | |
| I actively pursue professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles. | | | |  | |  | |  | |
| I collaborate with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school. | | | |  | |  | |  | |
| I engage in regular, two-way, and culturally proficient communication with families about student learning and performance. | | | |  | |  | |  | |
| **Comments and Action Steps:** | | | | | | | | | |
| *Standard 3: Professional Culture*  **Professional Dispositions** | | | | **Fluent**  **4** | | **Approaching**  **3** | | **Not Yet**  **2** | |
| I can collaborate effectively with colleagues on a wide range of tasks. | | | |  | |  | |  | |
| I am professional manner at all times and within all communications to students and colleagues | | | |  | |  | |  | |
| I am able to appreciate the cultural norms and differences in the classroom and the school community | | | |  | |  | |  |  |
| I have the ability to take and follow direction | | | |  | |  | |  |  |
| I am involved in school-wide decision-making and takes an active role in school improvement planning. | | | |  | |  | |  | |
| I am comfortable taking initiative and assuming responsibility and being in the role of a teacher | | | |  | |  | |  | |
| I am consistently reliable, ethical, and hold myself accountable for my responsibilities. | | | |  | |  | |  | |
| **Comments and Action Steps:** | | | | | | | | | |
| **Please list 2 -3 goals that you would like to achieve during the pre-practicum experience:** | | | | | | | | | |
| **Teacher Candidate Signature** | |  | | | | | **Date:** | | |

Appendix C

**Pre-Practicum Gateway Observation Assessment Guide**

**Participants in Pre-Practicum: Teacher Candidate (TC) Supervising Practitioner (SP) and Program Supervisor (PS)**

The gateway observations are designed to serve an assessment of a teacher candidate’s theoretical, practical and clinical preparedness for their student teaching practicum. TC’s must meet the minimum threshold expectations in order to move from the Pre-Practicum to Practicum.

The TC’s two observations during the pre-practicum experience will be scored according to the following criteria. In order to achieve a passing score in the pre-practicum experience, the TC will need to demonstrate “approaching for all criteria for the 1st observation. The expectation is that the TC will achieve ‘Meeting’ in the 2nd  observation and ‘Approaching’ for Subject Matter Knowledge Fluency.

*The assessment is developed with content directly aligned the Professional Standards for Teachers and focuses on the following standards and indicators:* <http://www.doe.mass.edu/edprep/resources/pre-practicum.html>

**STANDARD I: Curriculum Planning and Assessment**

***Indicator I-A. Curriculum & Planning***: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

* ***I-A-1.*** Subject Matter Knowledge: Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.
* ***I-A-3.*** Well-Structured Units and Lessons: Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.

**STANDARD II: Teaching All Students**

***Indicator II-A.******Instruction:*** Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

* ***II-A-2.*** Student Engagement Consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson.
* ***II-A-3.*** Meeting Diverse Needs Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students’ learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.

**Licensure Field/Grade-Level:** Tasks can be adapted for use within any licensure program and PreK-12 grade level.

In addition to the Professional Standards; TC’s will receive targeted feedback on their depositional readiness to move forward into their practicum during their ***Pre-Practicum Final Assessment.***

**Pre-Practicum Gateway Observation Assessment**

***Instructions:*** Supervising Practitioners (SP) and Program Supervisors (PS) are asked to complete this evaluation after each observation of the Teacher Candidate (TC). This assessment is meant to assess basic skills, behaviors, and attitudes related to the Professional Standards for Teachers listed below.

1. Teacher Candidate works with their host teacher to identify a lesson plan to develop and deliver a lesson in the designated content area.
2. Teacher candidate develops and submits a formal lesson plan to the SP and PS ***24-48 PRIOR*** to the scheduled observation.

3.Supervising Practitioner and Program Supervisors can complete the form via <https://lesley.co1.qualtrics.com/jfe/form/SV_6Jc4JvKPeJ40oNU>

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester/Year:** | | **Student Name:** | |
| **School:** | | | **School City:** |
| **Supervising Practitioner:** | | | **Program Supervisor:** |
| **Grade Level:** | | | **Licensure Area:** |
| **Date of Observation:** |  | | **Small Group Lesson ☐ Whole Group Lesson ☐** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Not Meeting** | **Approaching** | **Meeting** |
| I-A-1. Subject Matter Knowledge (SMK) | Lesson materials demonstrate superficial knowledge and understanding of subject matter and pedagogy. Lesson does not utilize well-aligned content specific strategies. | Lesson materials demonstrate some knowledge and understanding of subject matter and pedagogy. Lesson utilizes some well-aligned content specific strategies. | Lesson materials demonstrate sound knowledge and understanding of subject matter and utilizes well-aligned content-specific strategies. |
| Rating: |  |  |  |
| Feedback | | | |
| **Indicator** | **Not Meeting** | **Approaching** | **Meeting** |
| I-A-4. Well-Structured Lessons | Developed lesson without measurable, challenging objectives that included inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or groping for the intended outcome of the students in the class. | Develops lesson with objectives which are not measurable and/or challenging, only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources and grouping. | Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. |
| Rating |  |  |  |
| Feedback: | | | |
|  | | | |
| **Indicator** | **Not Meeting** | **Approaching** | **Meeting** |
| II-A-3. Meeting Diverse Needs | Accommodations for differences are not observed or inappropriate practices utilized. | May use some appropriate practices to accommodate learning differences, but doesn’t address the adequate range of differences. | Uses appropriate practices and scaffolds to accommodate differences in learning styles, needs, interests and levels of readiness, including those of students with disabilities and English learners. |
| Rating |  |  |  |
| Feedback: | | | |
| **Indicator** | **Not Meeting** | **Approaching** | **Meeting** |
| Effective Instruction: *Launching the lesson* | Begins lesson with inappropriate engagement strategies for students. Does not clearly communicate learning objectives. | Presents an introduction which adequately activates student interest or prior knowledge. Learning objectives are communicated. | Facilitates a dynamic introduction and creates a sustained focus that activates student interest and/or prior knowledge. Clearly communicates learning objectives. |
| Rating |  |  |  |
| Feedback | | | |
| **Indicator** | **Not Meeting** | **Approaching** | **Meeting** |
| Effective Instruction:  *Active Learning Phase* | Pacing, transitions and directions do not support learning. Unenthusiastic demeanor. Students are not engaged in learning.Lesson closure and next steps are unclear or not included. | Pacing is not fully conducive to learning and tasks and transitions may not be clear.  Demonstrates some enthusiasm. Students are mostly engaged in learning.  Attempts to check for understanding and provide closure to lesson. | Uses appropriate pacing with strong transitions, and adequately breaks down tasks. Demonstrates high level of enthusiasm and maintains student engagement though active learning.Checks for understanding and presents closure that signals the end of instruction and provides clear directions for assignment, if applicable. |
| Rating |  |  |  |
| Feedback | | | |

Additional Feedback for Teacher Candidate:

Signatures:

Teacher Candidate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervising Practitioner:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix D

**Pre-Practicum Teacher Candidate Final Assessment**

**Professional Teaching Standards and Essential Elements Guide**

The Department of Secondary and Elementary Education have established the Professional Teaching Standards (PST’s) as a way of assessing educators within the state of Massachusetts. These standards are broken down into more detailed Elements that are essential to the best practices of educators. Teacher Candidates will begin being assessed on these Elements during their pre-practicum and again in more detail during their practicum.

**Definitions:**

**Standards:** *Broad based categories of knowledge, skills, and performance of effective practice*

**Elements:***More specific descriptions of actions and behaviors, embedded within a particular Standard*

|  |  |
| --- | --- |
| **Standard** | **Elements** |
| **1: Curriculum, Planning and Assessment:**  Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives. | **1.A.1. Subject Matter Knowledge:**  Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. |
| **1.A.3 Well Structured Lessons:**  Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and groupings. |
| **1.B.2. Adjustment to Practice:**  Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students. |
| **2. Teaching All Students:**  Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe learning environment, and demonstrate cultural proficiency | **2.A.3. Meeting Diverse Needs:**  Uses appropriate practices, including tired instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English language learners. |
| **2.B.1. Safe Learning Environment:**  Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented |
| **2.E.1. High Expectations:**  Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability. |
| **3. Professional Culture:**  Promotes the learning and growth of all students through ethical, culturally, proficient, skilled, and collaborative practice. | **4.A.1 Reflective Practice:**  Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning. |

**Pre-Practicum Teacher Candidate Final Assessment**

Supervising Practitioners and Program Supervisors are asked to complete this evaluation to assess basic skills, behaviors, and attitudes related to the Professional Standards for Teachers. Please use the rating scale to evaluate the candidate’s progress at the end of the pre-practicum, highlighting where you assess the candidate to be in meeting each Standard. Please calibrate your ratings with the other supervisor and provide the Teacher Candidate just one completed evaluation. *The assessment is developed with content directly aligned the Professional Standards for Teachers and focuses on the following standards and indicators:* <http://www.doe.mass.edu/edprep/resources/pre-practicum.html>

Minimum thresholds have been established in order to assess the readiness for practicum within each particular element. In order to receive a Pass for Pre-Practicum, Teacher Candidates are expected to achieve an average rating of “Approaching”, which is calculated by taking the total ratings score for all indicators and dividing by the total number of indicators (33).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester/Year:** | | | **Student Name:** | | | | | | | | | | | | |  |
| **School:** | | | | | | **School City:** | | | | | | | | | |  |
| **Supervising Practitioner:** | | | | | | **Program Supervisor:** | | | | | | | | | |  |
| **Grade Levels:** | | | | | | **Licensure Area:** | | | | | | | | | |  |
| **Total Hours** |  | | | | | | | | | | | | | | |  |
| *Standard 1: Curriculum Planning and Instruction:*  **Element: 1.A.1. Subject Matter Knowledge** | | | | | **Meeting**  **4** | | | | **Approaching**  **3** | | | **Needs Attention**  **2** | | | | **Not Observed**  **1** |
| Lesson materials demonstrate superficial knowledge and understanding of subject matter and pedagogy. Lesson does not utilize well-aligned content specific strategies. | | | | |  | | | |  | | |  | | | |  |
| Lesson materials demonstrate some knowledge and understanding of subject matter and pedagogy. Lesson utilizes some well-aligned content specific strategies. | | | | |  | | | |  | | |  | | | |  |
| Lesson materials demonstrate sound knowledge and understanding of subject matter and utilizes well-aligned content-specific strategies. | | | | |  | | | |  | | |  | | | |  |
| **Rating** | | | | |  | | | |  | | |  | | | |  |
| **Comments:** | | | | | | | | | | | | | | | | |
| *Standard 1: Curriculum Planning and Assessment*  **Element: 1.A.3 Well Structured Lessons** | | | | | **Meeting**  **4** | | | | **Approaching**  **3** | | | **Needs Attention**  **2** | |  | | **Not Observed**  **1** |
| Demonstrates the ability to apply knowledge from classroom observations to instructional and lesson planning strategies | | | | |  | | | |  | | |  | |  | |  |
| Plans lessons with clear and obtainable goals and objectives for individuals, small groups, and large groups | | | | |  | | | |  | | |  | |  | |  |
| Demonstrates thoughtful and effective strategies for engaging students | | | | |  | | | |  | | |  | |  | |  |
| Prepares and provides appropriate materials for all learning levels and differing learning styles | | | | |  | | | |  | | |  | |  | |  |
| **Ratings** | | | | |  | |  | | |  | | | | | |  |
| **Comments:** | | | | | | | | | | | | | | | | |
| *Standard 1: Curriculum Planning and Assessment/Active Instruction*  **Element: 1.B.2. Adjustment to Practice** | | | | | **Meeting**  **4** | | | | **Approaching**  **3** | | | **Needs Attention**  **2** | | | | **Not Observed**  **1** |
| Ability to clearly convey directions for all students in the classroom according to their needs and abilities | | | | |  | | | |  | | |  | |  | |  |
| Appropriately assesses students’ abilities and performances within the classroom and school community | | | | |  | | | |  | | |  | |  | |  |
| Manages logistics of the lesson effectively to engage all students | | | | |  | | | |  | | |  | |  | |  |
| Changes approach/strategy to accommodate students and the classroom learning needs | | | | |  | | | |  | | |  | | | |  |
| **Ratings** | | | | |  | | | |  |  | | | | |  | |
| **Comments:** | | | | | | | | | | | | | | | | |
| *Standard 2: Teaching All Students/Active Instruction*  **Element: 2.A.3. Meeting Diverse Needs** | | | | | **Meeting**  **4** | | | | **Approaching**  **3** | | | **Needs Attention**  **2** | | | | **Not Observed**  **1** |
| Demonstrates the ability to understand students’ academic strengths and weaknesses | | | | |  | | | |  | | |  | | | |  |
| Develops awareness and adjusts to the levels of readiness for all students in the classroom | | | | |  | | | |  | | |  | | | |  |
| Actively engages students, ensuring all are involved in their learning | | | | |  | | | |  | | |  | | | |  |
| Aware and sensitive to students’ needs and responds appropriately | | | | |  | | | |  | | |  | | | |  |
| **Ratings** | | | | |  | | | |  | | |  | | | |  |
| **Comments:** | | | | | | | | | | | | | | | | |
| *Standard 2: Teaching All Students:*  **Element: 2.B.1. Safe Learning Environment** | | | | | **Meeting**  **4** | | | | **Approaching**  **3** | | | **Needs Attention**  **2** | | | | **Not Observed**  **1** |
| Effectively manages, maintains, and recognizes the importance of routine within the classroom and school | | | | |  | | | |  | | |  | | | |  |
| Provides and supports a learning centered space for all students, ensuring learning is a priority | | | | |  | | | |  | | |  | | | |  |
| Demonstrates awareness of safe behaviors in the classroom and within the school community | | | | |  | | | |  | | |  | | | |  |
| Effectively uses appropriate methods to communicate with students and redirects students when needed | | | | |  | | | |  | | |  | | | |  |
| **Ratings** | | | |  | | | | |  | | |  | | |  | |
| **Comments:** | | | | | | | | | | | | | | | | |
| *Standard 2: Teaching All Students*  **Element: 2.E.1. High Expectations** | | | | | **Meeting**  **4** | | | | **Approaching**  **3** | | | **Needs Attention**  **2** | | | | **Not Observed**  **1** |
| Understanding of the abilities and academic needs of all students in the classroom | | | | |  | | | |  | | |  | | | |  |
| Articulates the importance of classroom activities in a way meaningful for all students | | | | |  | | | |  | | |  | | | |  |
| Ability to question and challenge students appropriately to take academic risks | | | | |  | | | |  | | |  | | | |  |
| Ability to ensure students are academically accountable for their work and able to achieve their full engagement | | | | |  | | | |  | | |  | | | |  |
| **Ratings** | | | | |  | | | |  | |  | | | | |  |
| **Comments:** | | | | | | | | | | | | | | | | |
| *Standard 3: Professional Culture*  **Element: 4.A.1 Reflective Practice** | | | | | **Meeting**  **4** | | | | **Approaching**  **3** | | | **Needs Attention**  **2** | | | | **Not Observed**  **1** |
| Candidate reflects after lessons and regularly seeks feedback from colleagues for improvement | | | | |  | | | |  | | |  | | | |  |
| Consistently works to improve instructional practices based on observations and feedback | | | | |  | | | |  | | |  | | | |  |
| Take information from prior classroom experiences and uses it for future planning | | | | |  | | | |  | | |  | | | |  |
| Engage and reflects on learning experiences in the classroom | | | | |  | | | |  | | |  | | | |  |
| **Ratings** | | | | |  | | |  | | |  | | | | |  |
| **Comments:** | | | | | | | | | | | | | | | | |
| *Standard 3: Professional Culture*  **Professional Dispositions** | | | | | **Meeting**  **4** | | | | **Approaching**  **3** | | | **Needs Attention**  **2** | | | | **Not Observed**  **1** |
| Attendance and Punctuality | | | | |  | | | |  | | |  | | | |  |
| Conducts himself/herself in a professional manner at all times and within all communications to students and colleagues | | | | |  | | | |  | | |  | | | |  |
| Able to appreciate the cultural norms and differences in the classroom and the school community | | | | |  | | | |  | | |  | |  | |  |
| Demonstrates the ability to take and follow direction | | | | |  | | | |  | | |  | |  | |  |
| Shows enthusiasm and effort in the learning experiences and in the field of education | | | | |  | | | |  | | |  | | | |  |
| Comfortable taking initiative assuming responsibility and in the role as a teacher | | | | |  | | | |  | | |  | | | |  |
| **Ratings** | | | | |  | | |  | |  | | | | | |  |
| **Comments:** | | | | | | | | | | | | | | | | |
| **Please list 2 -3 goals for the Teacher Candidate during their practicum experience?** | | | | | | | | | | | | | | | | |
| **Is this Teacher Candidate ready for their practicum?**  **Supervising Practitioner: Yes\_\_\_\_\_ No\_\_\_\_\_ with reservation \_\_\_\_\_\_**  **Program Supervisor: Yes\_\_\_\_\_\_ No\_\_\_\_\_\_ with reservation \_\_\_\_\_\_**  **Comments:** | | | | | | | | | | | | | | | | |
| **Teacher Candidate Signature** | |  | | | | | | | | | | | **Date:** | | | |
| **Program Supervisor** | |  | | | | | | | | | | | **Date:** | | | |
| **Supervising Practitioner** | |  | | | | | | | | | | | **Date:** | | | |

Appendix E

**LESSON PLAN TEMPLATE**

**LESSON TITLE:**

**Teacher Candidate:**  **Date:**

**BACKGROUND:**

**Brief Description of Group to be taught:** Include grade, number of students, achievement levels, student’s level

of English Proficiency, students on IEP's.

**Overall Purpose of this lesson (Include subject area):**

Include Teacher's Purpose: What would you, as a teacher, like to accomplish? How might this lesson further your growth? REFER TO YOUR PERSONAL SEMESTER GOALS and THE STANDARDS FOR LICENSURE. You may want to focus on: management, lesson planning, content knowledge, meeting diverse needs, and communication skills.

**Relationship of this lesson to curriculum/theme:**

**LESSON**

**Massachusetts Curriculum Frameworks Strand and Learning Standard(s):**

Please write out the standards, including page number and date of publication of the Frameworks. There can be more than one area.

**English Language Proficiency, Benchmarks and Outcomes:**

Please write out the standards, including page number and date of publication of the Frameworks. There can be more than one language area (listening and speaking, reading and writing)

**Behavioral Objectives/Learning Outcomes (for students):**

**a. Content (from MA Frameworks):** Arts, English Language Arts, Foreign Languages, Comprehensive Health, Mathematics, History and Social Science, Science and Technology/Engineering.

**b. Language:** MA English Language Proficiency, Benchmarks and Outcomes (ELPBO)

Please write your language learning outcomes directly from the ELPBO

**c. SWBA (students will be able to):**

**d. Materials:** Please attach any materials needed for this lesson

**e. Procedures: Instructional Practice:** Include Time budget/pacing; possible questions to ask students; Student grouping (cooperative learning) strategies; How will you communicate high standards and expectations when beginning, carrying out, and completing the lesson? How will you make the content comprehensible for ELL students. Bullet steps in enough detail that a substitute could teach the lesson.

**f. Motivational techniques: (Activators):** What have you built in that is going to grab their interest?What do you know about the student’s backgrounds including language(s) and culture(s) and how this relates to motivation?)

**g. Wrap up (Summarizers):**

**Assessment: (Evaluation of Behavioral Objectives/Learning Outcomes):** This is a description of how you will determine that the anticipated outcomes (performance goals) of the lesson are met. Assessments can range from your observation to the analysis of the final product. Assess expectations, strategies through rubrics, checklists, multiple choice, short answer, open-ended response, writing prompt, Bloom's Taxonomy. Have clear and specific performance goals for students. The assessment should be connected to the Learning Outcomes for both content and language. Were they met?

**Adaptations/Modifications for Students:** (at differing achievement levels, learning styles, multiple intelligences, language backgrounds of individual students)

**Pitfalls and Solutions:**(What could possibly go wrong and how will I handle it?)

***Professional Standards for Teachers* met by this lesson plan:**