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**PRACTICUM HANDBOOK:** Graduate School of Education Candidate Assessment of Performance

For Teacher Candidates, Program Supervisors, and Supervising Practitioners

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Graduate School of Education

Office of Field Placement

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**Table of Contents**

Contact Information…………………………………………………………………………………………………………………3

Introduction…………………………………………………………………………………………………………………4

Helpful Resources……………………………………………………………………………………………………………………5

Practicum Planning Process………………………………………………………………………………………………………………………6

Practicum Checklist and Deadlines…………………………………………………………………………………………………………………….7

Guiding Questions to Establish Appropriate Practicum Setting and Supervisor ……………….……………………………8

Planning for a Fall Practicum Timeline………………………………………………………………………………………………………………………9

Planning for a Spring Practicum Timeline……………………………………………………………………………………………………………………...10

Teacher Candidate Practicum Planning Responsibilities……………………………………….……………………………………………………………………....11

Program Specific Requirements………………………………………………………………………………………………………………...13

Overview of Practicum……………………………………………………………………………………………………………………14

Planning for the Semester……………………………………………………………………………………………………………………...15

Visits from Program Supervisor……………………………………………………………………………………………………………………16

Overview of Candidate Assessment of Performance C.A.P…………………………………………………………………..16

C.A.P. 5-Step Cycle and Documentation………………………………………………………………………………………………………………17

Roles and Responsibilities………………………………………………………………………………………………………………18

Program Supervisor……………………………………………………………………………………………………………………18

Supervising Practitioner…………………………………………………………………………………………………………………..18

Teacher Candidate…………………………………………………………………………………………………………………….19

Principal……………………………………………………………………………………………………………………...19

Lesley Teacher Candidates Professional Behavior in School Settings…………………………...……………………………20

Social Media and Student Interactions…………………………………………………………………………………………………………………..20

Personal Demeanor……………………………………………………………………………………………………………………20

Dispositional Guidelines…………………………………………………………………………………………………………………...21

Examples of Negative Dispositional Behavior……………………………………………………………………………………………………………………...22

Addressing Concerns……………………………………………………………………………………………………………………..24

Lesley University Intermediary Improvement Plan…………………………………………………………………………………………………………………….....….25

Voucher Policy for Supervising Practitioners………………………………………………………………………………………………………………….29

Practicum Log…………………………………………………………………………………………………………………………..30

Lesson Plan Template……………………………………………………………………………………………………………………..31

Frequently Asked Questions……………………………………………………………………………………………………………………33

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**Field Placement Office Website**

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**Introduction**

**Addendum in Response to COVID 19:**

*The GSOE Field Placement office adheres to the guidelines and policies below for the student teaching practicum. For the 2022-23 academic year; the office is working closely with the Department of Secondary Education and following the guidance provided in regards to be educator preparation. Most recent guidance can be found here:* [*http://www.doe.mass.edu/covid19/edprep.html*](http://www.doe.mass.edu/covid19/edprep.html)*. The need for flexibility to the deadlines and requirements below are very present at this time; but a priority for the GSOE Field Placement team is providing a meaningful learning experience for future educators. We appreciate your willingness to learn with our students and hope the need to be flexible in our planning and processes is understood.*

Welcome to the Lesley University Graduate School of Education teacher candidate practicum!

The practicum is a three-way relationship between the teacher candidate, supervising practitioner, and the Lesley program supervisor.

During the student teaching/practicum experience, teacher candidates are asked to participate fully in all aspects of classroom and school life. The teacher candidate will be observed by a Lesley program supervisor three times during the course of the practicum using the Candidate Assessment of Performance (CAP).

This handbook provides information to guide you through the practicum experience. We welcome your comments and feedback and urge you to contact us at any time with questions or concerns.

We hope that this collaborative experience will offer exciting opportunities for professional growth and development. We appreciate the efforts of everyone involved in making this a positive learning experience.

KEY: TC: Teacher Candidate, SP: Supervising Practitioner, PS: Program Supervisor (Lesley University)

**Eligibility for the Practicum**

To be eligible for the practicum, teacher candidates must:

* Be officially accepted at Lesley, pass all courses taken, have a cumulative 3.0 grade average or higher, and have no grades of “Incomplete.”
* Complete all required pre-practicum courses as noted on the program of study.
* Successfully complete a one day a week/100 hour Pre-Practicum through the Office of Field Placement Office.
* Submit all required documentation to the Field Placement Office by the deadlines below:

**Fall Practicums: August 1tst  Spring Practicums: December 20th**

**Helpful Resources**

University Resources

Field Placement Office: <https://www.lesley.edu/academics/graduate-school-of-education/field-placement>

Certification Office: <https://lesley.edu/academics/graduate-school-of-education/certification-and-educator-licensure>

Career Services: <https://lesley.edu/students/internships-careers/career-services>

Academic Calendars: <https://lesley.edu/students/academic-resources/academic-calendars>

Center for Academic Achievement: <https://lesley.edu/students/academic-resources/tutoring-support>

Disability Services: <https://lesley.edu/students/health-wellness-safety/disability-services>

Counseling Center: <https://lesley.edu/students/health-wellness-safety/counseling-center>

Other Resources

Department of Elementary and Secondary Education: <http://www.doe.mass.edu/licensure/>

Pearson/MTEL website: <http://www.mtel.nesinc.com/>

Subject Matter Knowledge: <http://www.doe.mass.edu/edprep/resources/smk-guidelines.pdf>

Professional Standards for Teachers: <http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.pdf>

**Practicum Planning Process**

1. Meet with your Academic Advisor to discuss your readiness for your intended practicum semester. Students must meet the following to be eligible for practicum:

* Complete all practicum prerequisites courses for their program
* Pass the Communication and Literacy MTELs and sit for all required for the license being sought
* Complete and document a Pre-Practicum experience with the Field Placement Office
* Hold a GPA of 3.0 or higher
* No Incomplete or Failing grades

2. Attend an Information Session to begin the process.

Information sessions are held every fall and spring semesters. Please plan to attend a session the semester prior to your intended practicum.

If you cannot attend the scheduled sessions, please contact the Field Placement Office

<https://www.lesley.edu/academics/graduate-school-of-education/field-placement>

3. **Complete the Online Practicum Application:** Your completed application is the FIRST indicator to our office that you intend to complete a Practicum and will officially begin the placement process. **Please see below for Application and MTEL Score Report deadlines for the Fall and Spring semesters.**

**Important Notes:**

* Communication with the Field Placement Office is vital to successfully planning your practicum!
* Students needing placement must complete the Practicum Application to begin the process of finding a practicum placement
* Students must have an updated Practicum Application on file before being allowed to proceed further with their practicum planning and approval
* **All required MTELS do not need to be passed in order to submit an application**

4. Submit the remaining documentation directly to your Field Placement Administrator (refer to Checklist below) for approval.

5. Once your practicum documents are reviewed and approved, your Field Placement Administrator will notify you and give instructions on registering for the practicum seminar. You can than register for your practicum seminar course.

**Practicum Checklist and Deadlines**

|  |  |
| --- | --- |
| [Practicum Application](https://qafederation.ngwebsolutions.com/idp/startSSO.ping?PartnerSpId=IdpLesleyLDAP&TargetResource=https://dynamicforms.ngwebsolutions.com/ShowForm.aspx?RequestedDynamicFormTemplate=d92d19d7-4f98-4931-8bb7-b2c9a7fabbd1) |  |
| MTEL Scores:  For more MTEL information please visit: <https://lesley.edu/academics/graduate-school-of-education/certification-and-educator-licensure> |  |
| MTEL Exception Form: (for those who haven’t passed all MTELs)  [MTEL Exception Form](https://qafederation.ngwebsolutions.com/idp/startSSO.ping?PartnerSpId=IdpLesleyLDAP&TargetResource=https://dynamicforms.ngwebsolutions.com/ShowForm.aspx?RequestedDynamicFormTemplate=39d79d8c-dced-4c06-b275-1626f5dca694) |  |
| Current Resume |  |
| Documentation of Pre-Practicum:  This documentation should be submitted via your Livetext portfolio at the end of the pre-practicum. It can also be uploaded to your practicum application. |  |
| [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) |  |
| Copy of Supervising Practitioner’s License (screenshot of ELAR profile is acceptable) |  |

**\*Please keep in mind that MTEL score reports may take up to four weeks to come. Please consider score report release dates when scheduling your test and make sure they adhere to the Field Placement Office deadlines below.\***

* **Practicum Application Deadlines**
* Fall Semester Practicum: **April 1st**
* Spring Semester Practicum: **Nov 1st**

**Practicum Placement 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 student teaching placement, or the student should plan to postpone their 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, do I work full time (6 hours a day) in classroom(s) that match my content/licensure area?
4. In my role, can I complete all 400 practicum hours in the 14-week semester?
5. Cumulatively over the course of the semester, can I get a minimum of 100 hours of lead teaching time, which includes 2 take over weeks where I have full responsibility for the classroom?
6. In my role, do I provide direct classroom instruction to students the majority of the time? (as opposed to “teaching other teachers” in 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.

**Planning for a Fall Practicum Timeline**

**Planning for a Spring Practicum Timeline**

**Teacher Candidate Practicum Planning Responsibilities**

The Field Placement Office continually strives to make the placement process as easy and transparent as possible for Teacher Candidates; Partner Schools; and Supervising Practitioners. For this process to go smoothly there are many pieces that the Teacher Candidate is accountable for and must follow through on to be approved for their field placements. The actions of the Teacher Candidate can have a direct impact on the abilities of the Field Placement Office to properly do its job. The Teacher Candidate’s actions can also impact the PK-12 teachers and students they work with and their peers at Lesley. Each Teacher Candidate should read through the responsibilities below as the first step in the application process with the Field Placement Office.

As a Teacher Candidate; your signature will be required and confirms that you understand and accept the responsibilities listed below. If you have any questions or difficulties meeting these responsibilities, please reach out to the Field Placement Office for assistance right away. Any candidates exhibiting difficulties meeting these expectations could require a one on one consultation with Field Placement staff.

**Communication Expectations**

**The Teacher Candidate (TC) is expected to:**

* Maintain respectful and professional communication with all members of the Lesley community and while on site during their placements.
* Conduct themselves professionally on all social media platforms; never mentioning details or ANY specifics about their placements/ student teaching.
* Consistently checking their Lesley email account and responding promptly to any messages from the Field Placement Office.
* Attending a Practicum Information Session and Practicum Orientation offered by the Field Placement team each semester.
* Communicate all placement details to the Field Placement Office by the appropriate deadlines. Unapproved changes or failure to communicate with Field Placement could result in delay of field experience.
* Communicate any questions or concerns regarding their field placements with the Field Placement Office and also their Program Supervisors (PS) and Supervising Practitioner (SP).
* During the field experiences; prompt communication and responses with scheduling observations; lesson planning; and general paperwork with their PS and SP.

**Placement Preparation and Professional Expectations**

* Completing all required Field Placement documents by the appropriate deadline in order to be considered for a Pre-Practicum or Practicum experience.
* Reviewing the Pre-Practicum and Practicum Handbooks; including Dispositional Guidelines
* Responsible for following through with site connections made by the Field Placement Office, interviewing for placements; and ultimately securing their placement (two viable placement options will be given to candidates).
* If placement is interrupted; pending the circumstances the Field Placement office may not be obligated to find or approve a new placement within the same semester
* Complete all requirements of pre-practicum and practicum within the 14 week semester time frame, according to Field Placement requirements (pre-practicum; day per week, practicum 5 days per week).
* If commuting via MBTA; prepare for a commute that could involve multiple transfers and potentially 60 minutes or more of travel time.
* Become familiar with specific licensure and program requirements; including appropriate MTEL’s for licensure area.
* Initiating contact with the Field Placement after establishing course sequence with their Academic Advisor and planning when they are doing their pre-practicum and practicums.
* Making arrangements to for attending courses that corresponding to pre-practicum and practicum.
* Inquiring and completing about any additional on-boarding requirements that the selected school may have for placement.

**Program Specific Requirements**

Special Education

To qualify as an appropriate practicum placement, the setting must allow the teacher candidate (TC) to gain experience in a wide variety of roles as a special educator as outlined below. The teacher candidate must also be able to fulfil these roles while under the guidance of a qualified and appropriately licensed supervising practitioner (SP) as outlined below.

* The (SP) must be a practicing special educator who holds a license that matches the license area the (TC) is seeking and is currently employed in the role of special educator.
* The SP must be on site and able to perform scheduled and unscheduled observations, provide daily feedback and mentoring, and collaborate and consult with the Lesley University program supervisor (PS) as needed.
* An appropriate setting must provide the minimum amount of required hours in an inclusion classroom, (with at least five students on IEP’s). The setting must also allow the opportunity for the (TC) to provide direct instruction across the curriculum, while allowing them to incorporate Universal Design with differentiated instruction to small groups and whole class.
* An appropriate setting must be able to provide the (TC) the opportunity to attend IEP meetings and aid in the development of IEP’s, design curriculum for student’s on IEP’s, and act as the consulting (special education) teacher in an inclusion classroom helping to adapt, modify and lead instruction.
* An appropriate setting will have access to the same group of students in the same settings on a consistent basis and therefore cannot accommodate one-on-one, rotating substitute or strictly consultative roles.
* If the teacher candidate wishes to use their current place of employment for a practicum, they must provide a copy of their resume to the Field Placement Office (FPO) detailing the roles and responsibilities in the current position. The FPO must validate the appropriateness of the site and will give approval at their discretion.
* If practicum is being conducted at the TC’s current place of employment, he/she must be able to fulfill all requirements of the practicum and seminar course within the timeframe of the Lesley University semester (14 weeks or 400 hours).
* An appropriate setting must allow the TC to complete two full take-over weeks (100 hours) in which they assume all daily responsibilities of their Supervising Practitioner.

**Overview of the Practicum**

Teacher candidates must meet the state standards in order to obtain a teaching license. The practicum provides an opportunity for teacher candidates to put into practice the theories they have learned in their coursework and demonstrate competency in meeting the state Professional Standards for Teachers. Guidelines for the Professional Standards for Teachers (PSTs) (www.doe.mass.edu/edprep/advisories/TeachersGuidelines.pdf)

|  |  |  |
| --- | --- | --- |
| Standard | Element | Proficient Descriptor\* |
| 1: Curriculum, Planning and Assessment | 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.4: Well- Structured Lessons | Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. |
| 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 | 2.A.3: 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 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.D.2: High Expectations | Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability. |
| 4: Professional Culture | 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. |

\*Proficient Descriptor is included here to provide a sense of the expectation outlined in the element. Specifics about the expectations of demonstrated competency for preparation candidates is outlined further in the Rubric Overview section below.

**Planning for the Semester**

Teacher candidates will work in a classroom full-time for a full semester (14 weeks, 400 hours). After an initial period of observation and orientation to the classroom set-up, routines, and to the students themselves, teacher candidates should begin to provide one-to-one or small-group instruction. Responsibilities should be added gradually, moving on to whole-class instruction and increasing the number of periods per day teacher candidates are expected to plan and teach the lessons. Teacher candidates should teach more than one content area and gradually move to teaching all the areas of the curriculum.

Please note that some practicum planning will differ depending on what initial license the TC is seeking. Certain licenses require experiences in varying grade levels and classroom environment

|  |  |
| --- | --- |
| **Initial license** | **Practicum** |
| Moderate Disabilities (PreK-8) | Minimum of 75 hours in inclusion setting |
| Moderate Disabilities (5-12) | Minimum of 150 hours in inclusion setting |
| Severe Disabilities (all levels) | Minimum of 75 hours in inclusion setting, and split placement: 200 hours each in two of the three major grade levels (i.e. 1-6, 5-8, 9-12) |
| Early Childhood Education (Prek-2) | Split Placement: minimum 100 hours at the PK or K grade level; minimum of 200 hours in 1st or 2nd grade level, totaling 400 hours |
| Instructional Technology (all levels) | Split Placement: 200 hours each in two of the three major grade levels (i.e. 1-6, 5-8, 9-12) |
| Middle School (5-8) or High School (8-12) | A minimum of 80% of the total practicum hours must be spent teaching in the specific content area matching the license being sought. |

Teacher Candidates are expected to maintain a log of hours to be approved by their program supervisor and supervising practitioner. The practicum log is not a required form, but it is strongly encouraged that the candidate maintains an accurate documentation of hours and experiences completed in the student teaching experience.

By the end of the semester, teacher candidates are expected to take over full responsibility for planning, delivering, and assessing instruction. The nature and schedule of the take-over weeks will be collaboratively determined by the teacher candidate and the supervising practitioner.

**Definition of full responsibility (must be at least 100 hours):**

* Assume full control of all classroom duties regularly fulfilled by supervising practitioner.
* Oversee responsibilities related to the education of all students on the classroom roster.

**Overview of Candidate Assessment of Performance (CAP)**

Goals of CAP:

* To ensure teacher candidates are ready to make an impact with students on day one
* To measure teacher candidates’ practice on key indicators as outlined in the Guidelines for the Professional Standards for Teachers (PSTs)
* To support teachers in improving their practice based on targeted feedback and performance evaluations

The Candidate Assessment of Performance assesses a candidate’s readiness to positively impact students’ learning. There are two facets of the assessment system: the content and the process. Evidence is collected throughout the 5-Step Cycle (process) to measure whether a candidate has demonstrated skills at a certain level (content). In each section that follows we describe the details of how the content and process individually and collectively contribute to measuring candidate readiness.

The CAP rubric is used within the CAP process and designed to help candidates and assessors:

1. Develop a consistent, shared understanding of what performance looks like in practice
2. Develop a common terminology and structure to organize evidence
3. Make informed professional judgments about performance ratings

In support of these goals, the CAP Rubric serves as the content anchor throughout the process and as a result is used in each step of the 5-Step Cycle.

The CAP Rubric has several features that, relative to the MA Model Teacher Rubric, are unique. It is important to note, that while the CAP Rubric looks different than the MA Model Rubric for Teachers it varies in form only. The CAP Rubric uses the exact language of performance descriptors outlined in the MA Model Teacher Rubric; this helps maintain alignment and consistency. The major difference between the two rubrics is that the CAP Rubric unpacks the performance descriptors and sets varying thresholds for performance within an element. Candidate performance in an element is assessed across three dimensions: **Quality, Scope, and Consistency.**

* **Quality:** ability to perform the skill, action or behavior as described in the proficient performance descriptor
* **Consistency:** the frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality
* **Scope:** the scale of impact (e.g., one student, subset of children, all students) to which the skill, action or behavior is demonstrated with quality

**CAP 5-Step Cycle**

As in the MA Teacher Educator Evaluation, the goal of the 5-Step Cycle is to provide educators with a continuous opportunity for professional growth and development through self-directed analysis and reflection, planning, action steps, and collaboration. While these goals remain present in CAP, they are secondary to the primary goal of assessing candidate readiness.

The 5-Step Cycle used in CAP has been modified to meet the needs of teacher candidates, Program Supervisors, and Supervising Practitioners, but retains the same core architecture of the cycle included in the Educator Evaluation Framework:

Step 1: Self-Assessment

Step 2: Goal-Setting and Plan Development

Step 3: Plan Implementation

Step 4: Formative Assessment

Step 5: Summative Evaluation

# **CAP Documentation**

All CAP documentation is done for the practicum through the CAP Online Platform. The Massachusetts Department of Education (DESE) requires that all Sponsoring Organizations provide thorough and robust training to Supervisors. Lesley University uses the **CAP online platform** to facilitate the CAP process. This platform helps to support the CAP process makes the requirements more transparent to teacher candidates and supervisors. The Field Placement and Certification office will hold trainings for the Supervisors and Teacher Candidates. The expectation is that the supervisors and Teacher Candidates attend these sessions. Throughout the semester there will be consistent check ins schedules for questions and follows ups.

CAP Online Platform Demo: [CAP Online Platform Video Demonstration](https://livelesley-my.sharepoint.com/:f:/g/personal/astratma_lesley_edu/EqUoZzusXpxLsVXrVK8GQDEB3VndL30beAFizq_YIbboXg?e=qWnPif)

CAP Online Platform FAQs: <https://www.doe.mass.edu/edprep/cap/onlineplatform-faq.html>

**Roles and Responsibilities**

There are several stakeholders involved in the effective implementation of field-based experiences and the assessment of candidate readiness through CAP. Below we have detailed the essential responsibilities for: Practicum Seminar Leaders, Program Supervisors, Supervising Practitioners, Teacher Candidates, and PK-12 Schools and District Partners.

Practicum Seminar Leader

The practicum seminar leader is the faculty member who teaches the accompanying course for the teacher candidate. The seminar leader will be responsible for reviewing the essential elements of the CAP process and the Massachusetts Professional Standards for Teacher. The seminar leader is also expected to be a support to the TC, Program Supervisor, and Supervising Practitioner. They are consistently communicating with the TC, and the program supervisor-in some cases the seminar leader and program supervisor may be the same person for a teacher candidate. The seminar leader is responsible for reporting attendance, grading, and other instructional duties for the seminar course.

Program Supervisor

The program supervisor is a faculty member from the University who observes the teacher candidate in his/her placement. Supervisors are the liaisons between the University and the school. They familiarize the SP with the CAP and rubric and explain expectations and requirements for teacher candidates. They observe the TC a minimum of three times, give constructive feedback to the candidate, and conduct three-way conferences with the teacher candidate and the supervising practitioner. Along with the supervising practitioner, they assess the teacher candidate’s performance based on the Massachusetts Professional Standards for Teachers.

* Provide candidates with consistent guidance, support and high-quality feedback during field-based experiences that improves their practice.
* Use CAP as outlined in these guidelines to assess and document evidence of candidate readiness for the licensure role.
* Coordinate the CAP process in collaboration with the Supervising Practitioner and candidate; stay on top of timelines, facilitate meetings; calibrate with the Supervising Practitioner; submit all forms.
* Actively collect evidence during observations, synthesize and analyze the evidence to provide focused feedback to the candidate about their performance.
* Conduct at least two observations of the candidate; review information from all observations; support the Supervising Practitioner in conducting observations.
* Submit data on candidate performance on CAP.

Supervising Practitioner

The supervising practitioner (SP) is the teacher in the school under whose direction the teacher candidate works. SPs are expected to fully integrate the teacher candidate into the classroom, allowing for increasing responsibilities, culminating in two "take-over" weeks (100 hours minimum). SPs provide information about the class and the curriculum, access to materials, and an orientation to the school.

They are observed by the teacher candidate on an ongoing basis, demonstrate lessons, and model teaching practices. They observe the teacher candidates and meet regularly to confer about planning of lessons and units, and to give feedback and suggestions on all aspects of the teacher candidate’s work and progress. They facilitate opportunities for participation with parents and in the school as a whole.

Supervising practitioners are expected to observe and participate in 3-way conferences with the Lesley program supervisor and the teacher candidate regarding his/her performance.

* Use CAP as outlined in these guidelines to assess and document evidence of candidate readiness for the licensure role.
* Conduct three observations of the candidate; review information from all observations; support the Program Supervisor in conducting observations.
* Actively collect evidence during observations, synthesize and analyze the evidence to provide focused feedback to the candidate about their performance.
* Identify and set the measures of student learning to be used in CAP prior to the first Three-Way Meeting, support Program Supervisor in interpreting candidate performance relative to the parameters that were set.
* Administer, or support the candidate in administering, the student feedback surveys.

Teacher Candidate

Teacher candidates will be in classrooms full time for a full semester, under the direction of a site-based supervising practitioner. During the course of the placement, they are expected to assume increasing responsibilities in their classrooms, taking full responsibility for parts of the day, culminating in two "takeover" weeks, when they assume full responsibility for the class. In total, they assume full responsibility for a minimum of 100 hours. They are expected to participate fully in all aspects of classroom and school life. They engage in ongoing curriculum and lesson planning, instruction, and assessment based on the Massachusetts Curriculum Frameworks; manage the classroom; participate with parents to the extent that is appropriate; and participate in school-wide meetings and professional development activities as much as possible.

* Participate in CAP as outlined in these guidelines including attending Three-Way Meetings; being available for additional observations, and collecting evidence of candidate artifacts.
* Engage in early field-based experiences and activities in coursework that provide you with the knowledge and skills necessary to demonstrate readiness for the licensure role.
* Demonstrate competency at all threshold levels; attain growth on professional practice goal; have a moderate or high impact on student learning.
* Administer, or support the Supervising Practitioner in administering, the student feedback surveys.
* Provide feedback to the Sponsoring Organization about the experience in the preparation program.

Principal

Lesley University recognizes the complexities and demands of the principal’s position. We hope, however, that principals will participate in the student teaching process, to the extent that their schedules allow, in the following ways:

* Work in partnership with Lesley University to select supervising practitioners who are exemplary teachers and role models, who have attained a rating of proficient or higher in the MA teacher evaluation, and who are willing to assume the responsibility of mentoring teacher candidates
* Meet with the program supervisor and help her/him to understand school policies and culture.
* If possible, observe the teacher candidate and provide feedback on performance.
* Invite and facilitate the teacher candidate’s participation in school activities, events, and meetings, so that s/he will become part of the school community and learn about the culture of the school.
* Confer with supervising practitioner, program supervisor, teacher candidate, and the Field Placement Office should any problem(s)/difficulties arise during the placement.

**Lesley Teacher Candidates Professional Behavior in School Settings**

As Lesley teacher candidates prepare to enter the school community, it is important that they project a professional image and conduct themselves in an appropriate professional manner at all times. Lesley University Graduate School of Education teacher candidates are expected to follow the guidelines below.

Social Media and Student Interactions

* Do not send personal emails or other personal communications to students.
* Use the Lesley University email address for appropriate professional emails.
* Do not send text messages to students.
* Do not provide any personal contact information to students (email, phone, Facebook, home address, LinkedIn, etc.).
* If on Facebook, review for content, check privacy settings, and never “friend” students.
* Maintain confidentiality about student and family information.
* Informal activities with students must be approved by the supervising practitioner and Lesley program supervisor. Relationships and communications with students and families should be purely professional.
* Do not be alone with students; if related to the teaching role, an exception can be made and monitored by the supervising practitioner and Lesley program supervisor.
* Do not use technology for personal matters during class time.
* Turn off cell phone and do not text or use cell phones for any other purposes during class time.
* Become familiar with the school policy handbook, especially regarding mandated reporting procedures for suspected abuse or neglect; communication with students and families; and all other professional expectations, policies, and procedures. In situations where Lesley’s policies are more restrictive than the school’s policies, Lesley students are expected to follow the University policies.

Personal Demeanor

* Dress professionally and be aware of school dress codes.
* Be punctual. Arriving before, the children and leaving after them is an expectation.
* Give adequate notice if you must be absent.
* Introduce yourself.
* Take initiative in your own learning.
* Ask questions when necessary.
* Be open and receptive to feedback from supervising practitioner.
* Demonstrate a willingness to be part of all aspects of the school community.
* Remember you are a guest in this classroom and should be an asset to this community.
* The safety and learning of the K-12 children is always the top priority. Your actions should reflect this.

**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.

* A. Professional Conduct & Tone
  + Uses an appropriate tone in written, oral, and online communication. Demonstrates thoughtful, effective verbal and nonverbal communication and responsive listening.
  + Exhibits professional behavior, including regular attendance, punctuality, appropriate dress and demeanor, and timely completion of required work.
  + Demonstrates responsibility in the use of technology in both university classroom and K-12 classroom settings and in communications with students, families, and colleagues.
  + Maintains appropriate boundaries when interacting with students, families, colleagues, and others.
* B. Caring and Respect
* Demonstrates sensitivity to community and cultural norms, and engages in and supports culturally responsive professional practices for self and colleagues.
* Treats all students, colleagues, and members of the University community fairly, equitably and respectfully, valuing individual differences and experiences.
* Demonstrates sensitive, caring, and respectful behavior toward all students and their families.
* Respects students' and families’ privacy and confidentiality of information.

* C. Engagement
* Demonstrates enthusiasm for teaching and the discipline(s) taught.
* Demonstrates interest and engagement with new ideas and developments in the field.
* Takes initiative in both university classrooms and K-12 classroom settings.

* D. Flexibility
* Demonstrates flexibility and is open to adjustment and revision based on needs and changing circumstances.
* Demonstrates ability to receive and integrate constructive feedback into work and teaching practices.
* E. Collaboration
* Demonstrates willingness and ability to collaborate with other professionals and families to improve the overall learning environment for students.
* Demonstrates concern for the attitudes, beliefs, feelings and welfare of others.
* Participates as a collegial and supportive member of the university learning community.
* F. Professional Practices
* Demonstrates high expectations for all students and willingness to adapt instruction to meet varying needs and abilities.
* Demonstrates behavior that supports the safety of all students.
* Works proactively to create a positive learning experience in University classrooms, online learning environments, and field settings.
* Engages in self-reflection regarding one’s pedagogical practices and gauges impact on student learning and well-being.
* Projects self-confidence and leadership in assuming the role of the teacher.
* G. Legal/Ethical Conduct
* Engages in ethical conduct as defined by professional educational organizations.
* 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

Examples of Negative Dispositional Behaviors

The following list provides examples of negative behaviors that are at odds with Lesley University dispositional expectations. This is not an exhaustive list and is intended to provide examples of behaviors we hope our educator candidates will try to avoid.

* A. Professional Conduct & Tone
  + Is frequently late or absent.
  + Fails to act or dress according to the standards of the school where the candidate is placed.
  + Fails to complete assignments, duties, or tasks on time.
  + Fails to maintain composure in the classroom.
  + Uses disrespectful and inappropriate language and tone in oral and/or written communications with students and their families/caregivers, peers, teachers, University and school personnel, and others.
  + Does not listen or respond appropriately to the communication of others.
* B. Caring and Respect
* Mishandles and/or fails to maintain privacy and confidentiality of student information.
* Fails to interact in a positive and professional manner with students and their families/caregivers, peers, teachers, University and school personnel, and others.
* Shows overt bias, prejudice, or lack of fairness toward certain students or groups of people.
* Makes negative comments about students’ abilities to learn.
* C. Engagement
* Exhibits negative or indifferent attitude toward the discipline and/or teaching profession.
* Does not interact positively with students and their families/caregivers, peers, teachers, University and school personnel, and others.
* D. Flexibility
* Demonstrates unwillingness to adapt to changing classroom circumstances.
* Reacts defensively or antagonistically to feedback about performance.
* E. Collaboration
* Demonstrates resistance when asked to collaborate or work cooperatively in University classes or school environment.
* Responds negatively to differences of opinion or input from colleagues.
* F. Professional Practices
* Acts in a dangerous or irresponsible manner that might place students at risk.
* Does not adapt instruction to meet varying needs and abilities.
* Makes no effort to improve instructional practices and teaching activities.
* G. Legal/Ethical Conduct
* Engages in illegal or unethical conduct which would be grounds for dismissal from a teaching position.
* Violates the Lesley University Community Standards of Conduct.

*Adapted from Purdue University, Teacher Education Council, 2007*

**Addressing Concerns**

In cases when the supervising practitioner and/or program supervisor are concerned that the teacher candidate is not meeting the Professional Standards for Teachers, a Referral Form is submitted, noting their concerns and alerting the Field Placement Office as soon as possible after issues have been identified. A meeting with the teacher candidate will be scheduled to discuss how those concerns might be addressed. See Procedural Guidelines for Addressing Concerns.

Teacher Candidate Intermediary Improvement Plan

* 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 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.

**Lesley University Intermediary Improvement Plan Form**

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**

|  |  |  |
| --- | --- | --- |
| **Standards** | **Elements** | **Proficient Descriptor** |
| Curriculum, Planning and Assessment | 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 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. |

**Dispositional Guidelines and Expectations**

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

|  |  |
| --- | --- |
| **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. 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 Practice | 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. |

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.

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

Teacher Candidate Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Supervisor Signature Supervising Practitioner Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Placement Administrator Signature

Summary of Follow-up Meeting

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

Progress since first report:

Recommendations:

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

**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 his/her 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 school or 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 PhD 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 cancelled, 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 cancelled 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 reach out to the Field Placement Office for questions

**Practicum Log**

**Teacher Candidates: please complete this form to document your hours for the full time, full semester practicum, and return it to your supervisor at the end of the semester.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Dates** | **Assisting** | **Full Responsibility** | **Total Hours** |
| Week 1 |  |  |  |  |
| Week 2 |  |  |  |  |
| Week 3 |  |  |  |  |
| Week 4 |  |  |  |  |
| Week 5 |  |  |  |  |
| Week 6 |  |  |  |  |
| Week 7 |  |  |  |  |
| Week 8 |  |  |  |  |
| Week 9 |  |  |  |  |
| Week 10 |  |  |  |  |
| Week 11 |  |  |  |  |
| Week 12 |  |  |  |  |
| Week 13 |  |  |  |  |
| Week 14 |  |  |  |  |

Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervising Practitioner’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Candidate’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesley Program Supervisor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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:**

**Frequently Asked Questions**

**Q: Why do I need to submit a new application if I filled one out last semester?**

**A:** Submission of your application through our online Dynamic Forms platform alerts us to the fact that you are planning on being a part of the upcoming semesters practicum group. It helps us more accurately project our numbers, and better target our emails. It also ensures we have your most current information and signature for the practicum agreement.

**Q: If I need your help finding a placement can I still look for jobs too?**

**A:** While we understand the importance of having a steady income and benefits, our time and resources are best utilized if this decision is made before our application deadlines and before we begin our search for you.

**Q: What if I don’t like the placement I was connected with by the Field Placement Office?**

**A:** Our priority is to find you up to two viable placements that will meet the requirements of your academic program as well as state licensure requirements enabling you to be endorsed by Lesley and apply for your license. While we make every effort to accommodate specific preferences, we cannot guarantee a match that perfectly aligns with your preferences.

**Q: Why do you need copies of my MTEL scores if I sent them to Lesley when I took the tests?**

**A:** The scores that get sent directly from Pearson testing site do not come to the Field Placement Office and would not be in a format acceptable for your file.

**Q: It’s open registration for the University, but LOIS won’t let me sign up for the Practicum/Seminar. Why?**

**A:** Unlike other courses, you will not be able to sign up for the Practicum/Seminar course until you receive permission from our office.

**Q: How do I receive permission to register and why is it taking so long?**

**A:** Permission to register will be granted when our office can verify that you have submitted all required paperwork and have been academically cleared by your advisor. This can take some time as our offices are very busy this time of year and we often need to wait until final grades are posted at the end of the semester.

**Q: When I get permission to register does that mean I’m automatically signed up for the seminar?**

**A:** No. You will still need to officially register for the practicum/seminar course via the Registrar’s Office. You will receive instructions on how to do this after you have been given permission.

**Q: Am I at risk of the seminar class filling up if I wait too long to register?**

**A:** No. Our office plans accordingly and there will always be enough sections and/or spots for all students doing a practicum in a given semester. \*Make sure to register before the first day of the semester though, as the Registrar’s Office has its own deadlines\*

**Q: What will happen if I need to postpone my practicum to a later semester?**

**A:** Let Field Placement and your Academic Advisor know as soon as possible so we can change your status in our database. When you are ready to come back and complete your practicum, please reach out to our office the semester before you intend to complete. You will need to fill out a new Practicum Application and any other relevant paperwork. If you are in an off-campus cohort and decide to postpone the location of your seminar will change and you may be subject to on-campus tuition rates.

**Q: When will I find out who my Program Supervisor is? Can I request a specific supervisor?**

**A:** You will be notified of your Program Supervisor shortly before the start of each semester. Matches are made based on programs and geographical proximity. We do not take requests.

**Q: What is the difference between assisting and full responsibility during student teaching?**

**A:** Full responsibility is anytime when you are independently planning and delivering lessons to small groups or whole class. You should have a minimum of 100 hours of full responsibility. Assisting is considered all other time you spend in the classroom during the school day.