The Commonwealth of Massachusetts
Department of Education

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GUIDELINES

FOR

PRESERVICE PERFORMANCE ASSESSMENT

Spring 2005

Guidelines for
Preservice Performance Assessment

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Guidelines
for
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INTRODUCTION to Preservice Performance Assessment

The Professional Standards for Teachers may be found in the "Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00", Section 7.08. (http://www.doe.mass.edu/lawsregs/603cmr7/june03/).

Regulations: 7.08(1) "The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required for all teachers. These standards are used by teacher preparation providers in preparing their candidates, by the Department in reviewing programs seeking state approval, and by the Department as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards by passing a performance assessment … in the practicum phase of preparation for the Initial License…."

The Regulations (Section 7.03) require programs that are approved to grant an Initial License to assess a candidate's performance in a practicum or practicum equivalent using guidelines developed by the Department. The guidelines herein address the Professional Standards for Teachers, and should be used by all licensure programs for the Initial License. Program providers may add (but not substitute) additional Standards if they deem them relevant to the license.

The practicum or practicum equivalent should be regarded as the capstone experience of an educator preparation program. It enables teacher candidates to demonstrate competencies acquired during the preparation program as follows: professional standards for teachers, subject matter knowledge in the field of the license sought, and application of the Massachusetts Curriculum Frameworks.

Formative and Summative Assessments

The Preservice Performance Assessment Form is designed for formative and summative evaluation. Sponsoring organizations may use observation forms of their choosing for

formative assessments, but must use the Department of Education Preservice Performance Assessment Form (PPA) for summative assessment of candidates.

Roles of Program Supervisor and Supervising Practitioner

Regulations: 7.04(4) "A practicum or practicum equivalent must be supervised jointly by the supervisor from the preparation program in which the candidate is enrolled and the supervising practitioner. The supervising practitioner responsible for the larger portion of the practicum or practicum equivalent and the program supervisor will together evaluate the candidate on the basis of the appropriate standards. Disagreement between the supervising practitioner and the program supervisor will be resolved by the decision of a third person chosen jointly by them".

Supervising practitioners and program supervisors must assess teacher candidates using the Preservice Performance Assessment Form (PPA) in conjunction with the following:

1. Evaluation questions (pp. 5-12) for Performance of the Standard(s) as listed for each Standard
2. License-specific evaluation questions (pp. 13-44) keyed to "Delivers Effective Instruction Standard" indicator (b)2c that focus on subject matter knowledge for the field of the license sought.
3. Sources of evidence listed on page 2.

Evaluation questions for the Standards and license-specific questions are designed to support the professional judgement of the supervising practitioner and program supervisor. Although the questions may not apply to all fields or to all candidates within a field, they will guide assessors in conducting a thorough review of the practiucm or practicum equivalent.

Program Supervisor: The supervisor from the sponsoring organization, under whose immediate supervision the candidate for licensure practices during a practicum.

Supervising Practitioner: The educator who has at least three full years of experience under an appropriate Initial or Professional license, under whose immediate supervision the candidate for licensure practices during a practicum. For the educator of record, a comparably qualified educator will function as the supervising practitioner during the practicum equivalent.

Sources of Evidence

Sources of evidence to assess a teacher candidate's practicum performance may include but are not limited to the following:

- lesson plans
- units
- syllabi
- Curriculum Frameworks (current edition)
- assessments
- portfolios (specify documents used as evidence)
- examples of students' work
- reflective paper
- observable behaviors
- other sources of evidence appropriate to and accepted by the relevant discipline.

All sources of evidence should be reasonably assessed. A key objective is reasonable uniformity in what constitutes evidence for each Standard for each license area across all sponsoring organizations and across all routes. Sponsoring organizations may always add additional criteria and standards for their programs.

Preservice Performance Assessment Form (PPAF) rating scale of 1 - 3 indicates the following:

1. Does not meet the Standard
2. Meets the Standard
3. Exceeds the Standard

NA=Not Applicable

Assessment Records:

The sponsoring organization should maintain files of the completed Preservice Performance Assessment Form (pp. 1-6 stapled together) as a permanent record of the candidate's performance during the practicum or practicum equivalent. It is suggested that the candidate transcripts and related documentation be included in the file. Copies need <u>not</u> be sent to the Massachusetts Department of Education.

SPONSORING ORGANIZATION RESPONSIBILITIES

Sponsoring Organization: College, university, school district, professional association, or other organization that provides, or seeks to provide, approved preparation programs.

Among the program approval components for sponsoring organizations seeking **Educator Preparation Program Approval** (603 CMR 7.03 (2)) are:

(a3) Practicum or Practicum Equivalent

(a4) Assessment of Candidate Performance during the Practicum or Practicum Equivalent, Using Guidelines Provided by the Department

Sponsoring organizations may demonstrate compliance with these requirements as follows:

1. All candidates must complete a practicum or practicum equivalent in a public or approved Chapter 766 private school setting that meets the clock hour requirement[1] established in the *Regulations* [603 CMR 7.04 (4)].
2. All practica or practicum equivalents must be supervised jointly by a supervising practitioner in the host school and a supervisor from the preparation program[2].
3. The supervising practitioner and the program supervisor together assess the candidate using the Preservice Performance Assessment developed by the Department.
4. Supervising practitioners hold an appropriate Initial or Professional License, and; program supervisors have PreK-12 teaching experience as appropriate.
5. Candidates are evaluated on their achievement of the Professional Standards for Teachers, and the Curriculum Frameworks appropriate to the license sought.

Evidence:

- Sponsoring organizations must maintain candidates' advisement files, which should include the completed and signed (by all parties) Pre-service Performance Assessment for the practicum or practicum equivalent, candidate's transcripts, and related documents.

- Supervisor's assessment of candidate's ability to help PreK-12 students achieve the learning standards in the appropriate curriculum frameworks through curriculum design, delivery, and assessment.

[1] See page 46 for Practicum Hour Requirements.
[2] See page 2 for roles and responsibilities, and dispute resolution procedure.

EVALUATION QUESTIONS

The following evaluation questions are to be used with the Preservice Performance Assessment Form(PPAF) by the Program Supervisor and Supervising Practitioner. Supervisors may elect to include additional evaluation questions where appropriate.

(a) Plans Curriculum and Instruction

1: Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.

Evaluation Questions:

- *Does documentation show evidence of activities planned as lessons in sequential units of study? (For example, is the structure of each lesson and unit clear? Is there a focus and logic to each lesson, and are the connections within the lessons and the transitions between lessons appropriate?)*
- *Are specific standards in the curriculum framework noted with page number and date of publication?*
- *Is there an explanation of why these content standards and units of study are being taught?*

2: Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.

Evaluation Questions:

- *Does documentation note what assessments have been used and how their results guided planning?*
- *Does the planned pedagogy include a rationale grounded in research and common sense?*
- *Does the candidate choose teaching strategies that are appropriate for the content, grade level, and range of students being taught?*
- *Are the learning activities described and do they provide suitable challenges for academically advanced as well as for those whose work is below grade level?*
- *Is there an explanation of how knowledge of human development and learning guided planning?*

3: Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.

Evaluation Questions:

- *Does documentation describe the reading and other resources being planned and explain which will suitably challenge students at each level: below grade level, learning disabled, English language learners, at grade level, and academically advanced?*
- *Is there an explanation of the different writing activities selected for these different groups of students?*

4: Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.

Evaluation Questions:

- *Does documentation list skills, concepts, and vocabulary needed for the topic being studied and for the different groups of students in the class?*

5: Plans lessons with clear objectives and relevant measurable outcomes.

Evaluation Questions:

- *Does documentation show the objectives for each planned lesson?*
- *Does it describe the measurable outcomes expected?*
- *Is there an explanation of how the expected outcomes will be measured?*
- *Do the homework, learning activities, and assessments reflect the objectives described?*
- *Are there suitable objectives for students who are academically advanced as well as for those whose work is at or below grade level?*

6: Draws on resources from colleagues, families, and the community to enhance learning.

Evaluation Question:

- *Are resources identified that may be provided by colleagues, student families, or the community?*
- *Does the candidate explain how the resources are going to be used and why?*

7: Incorporates appropriate technology and media in lesson planning.

Evaluation Questions:

- *Are the technology or media identified that will be used during the unit of study?*
- *How and why are technology and media used to achieve the objectives of the lesson?*
- *Are these uses appropriate for the discipline at the intended grade level?*

8: Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.

Evaluation Questions:

- *What information in the IEPs has been used to plan units of study?*
- *What strategies or materials are to be used to promote the learning of students with disabilities and why they are expected to be effective for these students in this discipline?*

(b) Delivers Effective Instruction

1: Communicates high standards and expectations when beginning the lesson:

a. Makes learning objectives clear to the student.

Evaluation Questions:

- *How are learning objectives communicated to the student?*
- *Are the transitions from the beginning of the lesson to the body of the lesson smooth, and clear*?

b. Communicates clearly in writing and speaking.

Evaluation Questions:

- *Does the candidate communicate clearly in writing and speaking?*

c. Uses engaging ways to begin a new unit of study or lesson.

Evaluation Questions:

- *What types of opening activities are used and what are the purposes (i.e., to stimulate prior knowledge, to frame the lesson, or to motivate students)?*

d. Builds on students' prior knowledge and experience.

Evaluation Questions:

- *Does the candidate build on students' prior knowledge and experience*?

2: Communicates high standards and expectations when carrying out the lesson:

a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.

Evaluation Questions:

- *Are phonemic awareness, phonics, and vocabulary skills taught and practiced separately as well as together with comprehension skills?*
- *Are materials provided for practice?*
- *Are decodable texts used for practicing phonics lessons?*
- *Are reading materials suitably challenging for students with different learning paces?*
- *Are provisions made to develop automaticity and fluency?*

b. Employs a variety of content-based and content-oriented teaching techniques, from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).

Evaluation Questions:

- *Does candidate indicate two or more teaching techniques that address the range of student skills?*
- *Are the teaching techniques appropriate for the objectives of the lesson and for the different groups of students?*

c. Demonstrates adequate knowledge of and approach to the academic content of lessons.

Evaluation Questions:

- *See license-specific evaluation questions, pp.13-44.*

d. Employs a variety of reading and writing strategies for addressing the learning objectives.

*Evaluation Questio*ns:

- *Are reading and writing activities included in the body of the lesson and /or in the homework?*
- *Are students asked to describe, explain and justify their ideas?*

e. Employs appropriate sheltered English or subject matter strategies for English language learners.

Evaluation Questions:

- *Do lesson plans include language objectives based on the Massachusetts English language arts standards and where appropriate, the English language proficiency benchmarks?*
- *Does the candidate adapt and explain grade level content material to make them comprehensible?*
- *Does the candidate emphasize content vocabulary and give students regular practice in applying content and English language knowledge?*
- *Does the candidate's speech model proper English usage when working with English language learners?*

f. Uses questioning to stimulate thinking and encourages all students to respond.

Evaluation Questions:

- *Does the candidate use probing questions to help students understand concepts?*
- *Does the candidate address questions to all students to encourage participation?*

g. Uses instructional technology appropriately.

Evaluation Questions:

- *Is the candidate knowledgeable in the use of technology?*
- *Is there a smooth transition to and from technology use?*
- *Do all students have access to the technology and are they given sufficient instruction in its use?*
- *Is technology used as a tool to develop and reinforce knowledge and skills?*

3: Communicates high standards and expectations when extending and completing the lesson:

a. Assigns homework or practice that furthers student learning and checks it.

Evaluation Questions:

- *Does the candidate provide evidence of differential homework assignments or practice that further the learning of students who are academically advanced as well as students whose work is at or below grade level?*
- *Are several examples of assignments included and a rationale provided for them?*
- *Are classroom sets of examples of student homework provided?*
- *How is student homework evaluated?*

b. Provides regular and frequent feedback to students on their progress.

Evaluation Questions:

- *Does the candidate aptly summarize what students have been expected to learn at the end of the lesson (or ask students to do so)?*

c. Provides many and varied opportunities for students to achieve competence.

Evaluation Questions:

- *Does the candidate guide students to an adequate or useful conclusion to the lesson?*
- *Does the candidate provide examples of how student work is evaluated and how that evaluation is communicated to students?*

4: Communicates high standards and expectations when evaluating student learning.

a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.

Evaluation Questions:

- *Has the candidate provided examples of tests written by her/him?*
- *Are formal tests provided by the district identified?*
- *Are examples of student response papers for teacher tests provided?*
- *Have alternate forms of assessment (portfolios, projects, etc.) been used and copies provided?*

b. **Translates evaluations of student work into records that accurately convey the level of achievement students for parents or guardians, and school personnel.**

Evaluation Questions:

- *Are report cards or grades given for student learning provided?*

(c) Manages Classroom Climate Operation

1: Creates an environment that is conducive to learning.

Evaluation Questions:

- *How has candidate created an environment that is conducive to learning? (For example, does the candidate establish a positive atmosphere where students are encouraged to participate? Does the candidate have good rapport with the students? Is the candidate patient with students?)*

2: Creates a physical environment appropriate to range of learning activities.

Evaluation Questions:

- *Has the candidate created a physical environment appropriate to the range of learning activities?*

3: Maintains appropriate standards of behavior, mutual respect, and safety.

Evaluation Questions:

- *Has the candidate maintained appropriate standards of behavior, mutual respect, and safety? (For example, does the candidate communicate rules and procedures for classroom behavior to the students? Is the candidate alert to student behavior at all times? Does the candidate stop inappropriate behavior promptly and consistently? Does the candidate treat the students with respect and is that respect returned?)*

4: Manages classroom routines and procedures without loss of significant instructional time.

Evaluation Questions:

- *Does the candidate manage classroom routines and procedures without loss of significant instructional time? (For example, does the candidate use appropriate time periods for checking homework, for the body of the lesson, etc.? Are the materials needed for activities ready for distribution and is the candidate organized in transitioning between activities?)*

(d) Promotes Equity

1: Encourages all students to believe that effort is a key to achievement.

Evaluation Questions:

- *Does the candidate pay as much attention to students who are academically advanced as to those whose work is at or below grade level?*

2: Works to promote achievement by all students without exception.

Evaluation Questions:

- *Does the candidate provide opportunities for students to receive extra help outside of classtime?*
- *Does the candidate provide more challenging work on a systematic or accelerated basis for academically advanced students?*

3: Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace and proficiency in the English language for learning the curriculum at hand and uses professional judgement to determine if instructional adjustments are necessary.

Evaluation Questions:

- *Does student work reflect adjustments made? For example, what did the candidate do for students who may require additional foundational knowledge or skills; or for students who have advanced knowledge or skills?*

4: Helps all students to understand American civic culture, its underlying ideals, founding political principles, and political institutions and to see themselves as members of a local, state, national, and international civic community.

Evaluation Questions:

- *Has the candidate explained what adjustments have been made for these purposes, and why?*
- *Does the candidate address all students as unique individuals and as Americans or potential Americans?*
- *Does the candidate avoid identifying students as "representatives" of particular racial, ethnic, or gender groups?*
- *Does the candidate help students to see themselves and each other as American citizens? Does candidate give special writing assignments, lessons on national symbols, songs, phrases, and Pledge of Allegiance, or special civics lessons?*

(e) Meets Professional Responsibilities

1: Understands his or her legal and moral responsibilities.

Evaluation Questions:

- *Does the candidate behave in a professional manner (including punctuality, confidentiality, and carrying out all job-related responsibilities)?*

2: Conveys knowledge of and enthusiasm for his/her academic discipline to students.

Evaluation Questions:

- *Is the candidate enthusiastic about his/her academic discipline during interactions with students?*

3: Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.

Evaluation Questions:

- *Does the candidate take advantage of professional development opportunities provided by the school during his/her teaching there?*

4: Collaborates with colleagues to improve instruction, assessment, and student achievement.

Evaluation Questions:

- *Does the candidate confer with his/her cooperating practitioner and other colleagues (including other student teachers) about improving his/her practice?*

5: Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.

Evaluation Questions:

- *Does the candidate participate in conferences with parents (under the guidance of the cooperating practitioner) when appropriate?*

6: Reflects critically upon his or her teaching experience identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.

Evaluation Questions:

- *Does the candidate provide evidence (e.g., a journal) of reflecting upon his/her practice?*

7: Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

Evaluation Questions:

- *Does the candidate communicate appropriate use of the Internet to students whenever class activities include Internet use?*

License Specific Evaluation Questions

Specific evaluation questions for each license for "Delivers Effective Instruction Standard" (indicator 2bc) are keyed to subject matter knowledge.

- Business (p.14)
- Dance (p.15)
- Early Childhood (p. 16)
- Elementary (p. 17)
- English (p.18)
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- History (p.22)
- Instructional Technology (p. 23)
- Latin & Classical Humanities (p. 24)
- Library (p. 25)
- Mathematics (p. 26)
- Middle School Humanities (pp. 27-28)
- Middle School Math/Science (pp. 29-30)
- Music (p. 31)
- Physical Education (p. 32)
- Political Science/Political Philosophy (p. 33)
- Reading Specialist (p. 34)
- Science(Biology, Chemistry, Earth
- Science, General Science, and Physics) (p.35)
- Speech (p. 36)
- Teacher of Students with Moderate Disabilities (p. 37)
- Teacher of Students with Severe Disabilities (p. 38)
- Teacher of the Deaf and Hard of Hearing (pp. 39-40)
- Teacher of the Visually Impaired (p. 41)
- Technology Engineering (p. 42)
- Theatre (p. 43)
- Visual Arts (p. 44)

Business

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate demonstrate adequate knowledge of the principles and concepts related to theories of business management, macroeconomics, microeconomics, marketing and accounting?

2. Does the candidate demonstrate adequate knowledge of the particular subject matter of the business concept that is the focus of the lesson?

3. Does the candidate use or refer to contemporary primary or secondary sources to supplement the text?

4. Does the candidate demonstrate adequate knowledge of current technology used in business and information systems?

5. Is the candidate able to demonstrate an interdisciplinary/integrated approach to teaching business concepts, including entrepreneurship and human resource management?

6. Does the candidate demonstrate the ability to discuss relevant current issues openly without inhibiting students' views? Does the candidate encourage students to offer viewpoints that may differ from or conflict with those of the candidate?

7. Does the candidate introduce appropriate mathematical concepts into the learning situation?

8. Does the candidate demonstrate an understanding of business law and other legal issues affecting business?

Dance

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate demonstrate an adequate knowledge of dance technique and choreography for the particular dance form that is the focus of the lesson?

2. Does the candidate refer to appropriate learning standards or skills in the Arts Curriculum Framework in developing the lesson?

3. Does the candidate use knowledge of music and other accompaniments effectively when conducting the lesson?

4. Does the candidate demonstrate knowledge of anatomy, physical development, and safety of children and adolescents when conducting the lesson?

5. Does the candidate demonstrate adequate background knowledge of the particular dance form that is the focus of the lesson, its historical period in dance, and well-known dancers and choreographers associated with this form, when conducting the lesson?

6. Does the candidate demonstrate knowledge of critical responses to that particular form of dance when conducting the lesson?

Early Childhood
Teacher of Students With and Without Disabilities (PreK-2)

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Has the candidate demonstrated adequate knowledge of the subject matter of early childhood education i.e., early literacy, children's literacy and the language arts, mathematics, science, social studies, and health and physical education to plan and implement learning experiences?

2. Has the candidate demonstrated an adequate knowledge of child development to plan and implement developmentally appropriate learning experiences?

3. Has the candidate demonstrated the ability to assess children's knowledge in the subject areas detailed in question 1, and an ability to assess the children's level of development in order to use the information to plan appropriate learning experiences?

4. Has the candidate demonstrated the ability to use a variety of approaches, i.e., teacher-led, child centered, play-based, inquiry based, and constructivist based, to plan and implement learning experiences?

5. Does the candidate provide opportunities for students to develop and practice processes of comprehension that gradually increase complexity particularly in the areas of reading, language arts, science and mathematics?

6. Is the candidate able to demonstrate connections across curricula through the use of thematic lesson plans or other methods integrating subject matter content?

7. Does the candidate demonstrate knowledge of Individualized Family Service Plans (IFSPs) as well as IEPs when delivering content instruction?

8. Is the candidate able to identify bias in curricula materials and make appropriate choices and/or provide solutions for problematic material?

Elementary

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Has the candidate demonstrated proficiency in developing learning units drawing on the content and grade level standards contained in the Massachusetts Curriculum Frameworks in English/Language Arts, History/Social Science, Science and Technology, Health, Mathematics and the Arts?

2. Has the candidate demonstrated knowledge of child development (early childhood through preadolescence) to plan appropriate learning experiences?

3. Does the candidate demonstrate knowledge of the five dimensions of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension?

4. Has the candidate demonstrated awareness of first and second language acquisition?

5. Does the candidate use information contained in IEPs to effectively plan and assess learning experiences for students with special needs integrated into the general education classroom?

6. Is the candidate able to help students see connections across the curricula by integrating subject matter in lesson planning and instruction?

7. Does the candidate demonstrate knowledge of the basic principles and concepts related to elementary mathematics?

8. Does the candidate demonstrate knowledge of history and social science including major developments and figures in US, Massachusetts and world history, basic economic and geographic principles and concepts and US political principles?

9. Does the candidate demonstrate knowledge of science and technology/engineering including the life sciences, physical sciences and major scientific and technological discoveries and principles and procedures of scientific inquiry?

English

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate demonstrate an adequate knowledge of the literary work, its genre, literary period, and author when conducting a lesson on a particular work?

2. Does the candidate use or refer to historically contemporary primary sources to shed light on the historical or social context for a particular work in the course of the lesson?

3. Does the candidate ensure that students understand the differences between a literary work and an expository or persuasive work?

4. Does the candidate ensure that students have determined the meaning of what an author has written before encouraging them to interpret or evaluate it?

5. Does the candidate require students to provide adequate evidence from a text to support their interpretations or judgments?

6. Does the candidate help students understand the uses of the imagination and the limitations of using personal experience to understand a literary work?

7. Has the candidate referred to appropriate learning standards and skills in the English Language Arts Curriculum Framework in developing a lesson on a literary work?

8. Has the candidate addressed recommended authors or works in Appendix A (authors and works reflecting our literary and civic heritage) as well as in Appendix B (chiefly contemporary authors) in preparing lessons on literary works?

9. Does the candidate use the English language effectively in speaking and/or writing during the lesson?

10. Does he or she demonstrate knowledge of the elements in the writing process when conducting a composition lesson?

11. Does the candidate clarify the differences between the elements of expository writing and the elements of literary writing when conducting a composition lesson?

12. Does the candidate make useful responses to student drafts that help students improve their next draft?

English Language Learners

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate demonstrate an adequate knowledge of English linguistics?

2. Does the candidate demonstrate knowledge of the factors affecting second language acquisition when organizing and managing instruction?

3. Does the candidate refer to appropriate learning standards and skills in the English Language Proficiency Benchmarks and Outcomes and the English Language Arts Curriculum Framework in developing a lesson?

4. Does the candidate plan lessons and units that include all four modalities: listening, speaking, reading and writing?

5. Does the candidate demonstrate multiple approaches to sheltering content instruction to maximize English language acquisition?

6. Does the candidate plan and give lessons on literary and expository texts appropriate for the grade level of the students?

7. Does the candidate demonstrate knowledge of research-based practices for developing reading skills and reading comprehension in English for English language learners?

8. Does the candidate demonstrate knowledge of research-based practices for initial reading instruction for English language learners?

9. Does the candidate plan and use a variety of formative assessment strategies to regularly assess English language acquisition and comprehension?

Foreign Languages

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate demonstrate an adequate knowledge of the target language when conducting a lesson?

2. Does the candidate use or refer to primary sources from the country in which the target language is used, in addition to the textbook, in the course of the lesson?

3. Does the candidate refer to appropriate learning standards and skills in the Foreign Language Curriculum Framework in developing a lesson?

4. Does the candidate use the target language effectively in speaking and/or writing during the lesson?

5. Does the candidate demonstrate knowledge of stages in second language acquisition when conducting a lesson?

6. Does he or she demonstrate adequate knowledge of the culture, history, geography or literature of a country in which the target language is used when conducting a lesson?

7. Does the candidate plan and give lessons on the literary and other artistic works taught in the K-12 curriculum of the country in which the target language is used?

Health/Family and Consumer Sciences

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate demonstrate adequate knowledge of: food and nutrition, human growth and development, personal and community health, and dynamics of relationship concepts when planning lessons?

2. Does the candidate have an awareness of the changing structure and diversity in families and promote the acceptance of diversity and mutual respect?

3. Does the candidate demonstrate an interdisciplinary/ integrated approach to teaching health/family and consumer sciences in particular in conjunction with math, sciences, literacy and social studies?

4. Does the candidate identify appropriate learning standards and skills in the Massachusetts Health Curriculum Framework in developing the lesson?

5. Does the candidate provide problem-based learning pedagogy when providing student opportunities to explore and develop life skills including conflict resolution and financial management?

6. Does the candidate promote skills for employing an informed decision-making process necessary for maintaining a healthy lifestyle in all health/family and consumer science topic areas?

7. Does the candidate use the most up to date accurate information evolving in health including but not limited to nutrition, physical fitness, disease prevention and substance abuse?

8. Does the candidate use valid criteria to evaluate the accuracy and relevance of information used in lesson plans and student assessment?

9. Does the candidate utilize up to date technology in planning and instruction?

10. Does the candidate emphasize the importance of personal and community safety in planning lessons?

11. Does the candidate promote student responsibility and knowledge in coverage of human sexuality, substance abuse, violence prevention and parenting?

History

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate demonstrate an adequate historical knowledge of the period, event, or individual under discussion when conducting a history lesson? Does he or she place the period, event, or individual in an appropriate historical context? Does he or she use maps or globes when relevant to the topic?

2. Does the candidate explain how the individual, period, or event under discussion is related to the development of our political principles or institutions, when relevant?

3. Does the candidate avoid presentism, that is, making moral judgments about past events, behaviors, or decisions that reflect contemporary moral views, not those of the time of the event, behavior, or decision?

4. Does the candidate avoid presenting his or her own views on social or political issues as the correct ones and inhibiting a full range of student views? Does the candidate encourage students to offer views that may conflict with the candidate's views?

5. Does the candidate place the topic of the lesson in an international context when relevant?

6. Does the candidate use or refer to historically contemporary primary sources in addition to the textbook in the course of the lesson?

7. Does the candidate refer to appropriate concepts and skills as well as standards from the History and Social Science Curriculum Framework in developing a lesson?

8. Does the candidate refer regularly to maps and globes when conducting geography lessons?

9. Does the candidate address theories and practices in economics and government appropriately into history lessons?

10. Does he or she adequately address causes and consequences of events?

Instructional Technology

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate demonstrate an understanding of the ethics and knowledge of the policies of technology use in the classroom? (A)

2. Is the candidate monitoring students' safe use of technology in the classroom? (A)

3. Does the candidate provide clear instruction in the basic technology skills? (E, M)

4. Can the candidate help students solve basic technology problems such as attaching peripherals correctly? (A)

5. Does the candidate help students figure out how to use a computer to do research, solve academic problems, communicate responsibly with other people at a level commensurate with students' development? (A)

6. Does the candidate him or herself model appropriate behavior and proficiency in the use of technology? (A)

7. Does the candidate encourage collaboration in the use of technology when appropriate? (A)

8. Does the candidate encourage and support students' appropriate use of technology in all subject areas, not just in the lab? (A)

E = Elementary; M= Middle, H= High School, A= All

Latin and Classical Humanities

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate demonstrate an adequate knowledge of Latin or Greek when conducting a lesson?

2. Does the candidate use or refer to historically contemporary primary sources in Latin or Greek in addition to the textbook in the course of the lesson?

3. Does the candidate refer to appropriate learning standards in the Foreign Language Curriculum Framework in developing a lesson?

4. Does the candidate explain connections between English words and Latin or Greek words appropriately during a lesson?

5. Does the candidate demonstrate knowledge of stages in classical language acquisition when conducting a lesson?

6. Does he or she demonstrate adequate knowledge of the culture, history, geography, or literature of ancient Greece or Rome when conducting a lesson?

Library

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate demonstrate knowledge of the characteristics, uses, and design of information systems, including both standard reference sources and information retrieval, utilizing new and emerging technologies?

2. Does the candidate demonstrate knowledge of the selection, acquisition, organization and maintenance of information resources and the appropriate equipment for their uses?

3. Does the candidate model for students how to access, analyze, and use information from a variety of school library resources?

4. Does the candidate encourage students to present the information and their accumulated knowledge of a particular project in a variety of means?

5. Does the candidate demonstrate a relationship between lessons being taught and the curriculum frameworks of the subject being taught?

6. Does the candidate provide clear evidence that lessons being taught were planned in cooperation with classroom teacher?

7. Does the candidate provide clear evidence that their objectives being taught are clear?

8. Does the candidate demonstrate that lessons being taught integrate the school's library resources into the school's curriculum?

9. Does the candidate demonstrate a knowledge of and appreciation of literature appropriate to students being taught?

10. Does the candidate demonstrate efficiency in the management and evaluation of the school library program in support of student learning?

11. Does the candidate provide evidence of participation in professional development activities, including research to enhance the professional knowledge base?

Mathematics

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate appropriately balance activities for developing conceptual and procedural learning activities to understand mathematics?

2. Does the candidate use multiple representations of concepts, verbally, pictorially and symbolically, such as: numerals or diagrams, algebraic expressions or graphics, or matrices that model a method for solving a system of equations to help students develop a deeper understanding?

3. Are manipulatives and concrete representations used when appropriate?

4. Does the candidate help students to learn alternate methods of solving mathematics problems?

5. Are students' mathematical misconceptions identified and addressed?

6. Does the candidate provide a clear model of mathematical reasoning when helping students solve mathematics problems?

7. Does the candidate know how to teach the standard algorithms for arithmetical operations and teach them to students?

8. Does the candidate refer to the state's grade level mathematics standards to prepare a lesson?

9. Is the candidate's explanation of mathematical concepts accurate?

10. Does the candidate provide opportunities for students to use accurate mathematical language to talk and write about the mathematics?

Middle School Humanities
(Levels: 5-8)

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

History and Social Science

1. Does the candidate demonstrate an adequate historical knowledge of the period, event, or individual under discussion when conducting a history lesson? Does he or she place the period, event, or individual in an appropriate historical context? Does he or she use maps or globes when relevant to the topic?

2. Does the candidate explain how the individual, period, or event under discussion is related to the development of our political principles or institutions, when relevant?

3. Does the candidate avoid presentism, that is, making moral judgments about past events, behaviors, or decisions that reflect contemporary moral views, not those of the time of the event, behavior, or decision?

4. Does the candidate avoid presenting his or her own views on social or political issues as the correct ones and inhibiting a full range of student views? Does the candidate encourage students to offer views that may conflict with the candidate's views?

5. Does the candidate place the topic of the lesson in an international context when relevant?

6. Does the candidate use or refer to historically contemporary primary sources in addition to the textbook in the course of the lesson?

Integrated Humanities

7. Does the candidate refer to appropriate concepts and skills as well as standards from the History and Social Science Curriculum Framework or learning standards in the English Language Arts Curriculum Framework in developing a lesson?

8. Does the candidate integrate knowledge of literature and history when conducting a lesson?

Continued next page

English Language Arts

9. Does the candidate demonstrate an adequate knowledge of the literary work, its genre, literary period, and author when conducting a lesson on a particular work?

10. Does the candidate use or refer to historically contemporary primary sources to shed light on the historical or social context for a particular work in the course of the lesson?

11. Does the candidate ensure that students understand the differences between a literary work and an expository or persuasive work?

12. Does the candidate ensure that students have determined the meaning of what an author has written before encouraging them to interpret or evaluate it?

13. Does the candidate require students to provide adequate evidence from a text to support their interpretations or judgments?

14. Does the candidate help students understand the uses of the imagination and the limitations of using personal experience to understand a literary work?

15. Has the candidate addressed recommended authors or works in Appendix A (authors and works reflecting our literary and civic heritage) as well as in Appendix B (chiefly contemporary authors) in preparing lessons on literary works?

16. Does the candidate use the English language effectively in speaking and/or writing during the lesson?

17. Does he or she demonstrate knowledge of the elements in the writing process when conducting a composition lesson?

18. Does the candidate clarify the differences between the elements of expository writing and the elements of literary writing when conducting a composition lesson?

19. Does the candidate make useful responses to student drafts that help students improve their next draft?

Middle School: Math/Science
(Levels: 5-8)

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

General Science

1. Is the candidate's explanation of scientific concepts accurate?

2. Does the candidate demonstrate adequate background knowledge of the scientific concepts and skills presented at the grade level?

3. Does the candidate refer to appropriate learning standards and skills in the Science and Technology/Engineering Framework in developing the lesson?

4. Does the candidate discuss the mathematical skills related to the particular science unit they are teaching?

5. Does the candidate practice and teach students safe laboratory practices as referred to in the Science and Technology Curriculum Framework Appendix V?

6. Does the candidate model scientific reasoning in demonstrating or teaching scientific units?

7. Does the candidate address student's prior knowledge and misconceptions in science?

8. Does the candidate model a variety of methods research, including laboratory techniques and use of computers?

9. Does the candidate encourage students to build essential scientific skills by conducting investigations and experiments?

Mathematics

10. Does the candidate appropriately balance activities for developing conceptual and procedural learning activities to understand mathematics?

Continued next page

11. Does the candidate use multiple representations of concepts, verbally, pictorially and symbolically, such as: numerals or diagrams, algebraic expressions or graphics, or matrices that model a method for solving a system of equations to help students develop a deeper understanding?

12. Are manipulatives and concrete representations used when appropriate?

13. Does the candidates help students to present alternate methods of solving mathematics problems?

14. Are possible student mathematical misconceptions identified and addressed?

15. Does the candidate provide a clear model of mathematical reasoning when helping students solve mathematics problems?

16. Does the candidate know how to teach the standard algorithms for arithmetical operations and teach them to students?

17. Does the candidate refer them to the state's grade level mathematics standards to prepare a lesson?

18. Is the candidate's explanation of mathematical concepts accurate?

19. Does the candidate provide student opportunities to use accurate mathematical language to talk and write about the mathematics?

Reading Theory, Research and Practice

20. To teach a specific skill or concept, has the candidate selected appropriate instructional materials for students of differing reading abilities?

21. Does the candidate ensure that students have determined the meaning of the text or word problem before encouraging students to interpret, evaluate or solve it?

Music

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate demonstrate an adequate knowledge of the particular music form that is the focus of the lesson, its historical period in music, and well-known musicians and composers associated with that form, when conducting a lesson?

2. Does the candidate demonstrate an adequate knowledge of singing and/or instrumental technique required for the lesson?

3. Does the candidate refer to appropriate learning standards and skills in the Arts Curriculum Framework in developing a lesson?

4. Does the candidate use knowledge of music theory effectively when conducting the lesson?

5. Does the candidate demonstrate knowledge of physical development and safety of children and adolescents when conducting a lesson?

6. Does he or she demonstrate knowledge of the critical responses to this music form when conducting a lesson?

Physical Education

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate demonstrate an adequate knowledge of the principles of health-related fitness and nutrition?

2. Does the candidate use knowledge of motor development (growth and development) when developing and modifying lessons?

3. Does the candidate demonstrate an adequate knowledge of the history and foundations of physical education/kinesiology (e.g., exercise physiology, biomechanics, psycho-social aspects of play and sport, history of physical education)?

4. Does the candidate demonstrate an adequate knowledge of movement concepts, skill themes, and sports concepts?

5. Does the candidate demonstrate an adequate knowledge of a range of appropriate play and sports for PreK-12 and the relevant motor skills?

6. Does the candidate demonstrate knowledge of appropriate physical and safety limitations, legal standards, tort liability, first aid and Cardiac Pulmonary Resuscitation (CPR) when conducting a lesson?

7. Does the candidate demonstrate an adequate knowledge of adaptations for students with disabilities?

8. Does the candidate refer to appropriate learning standards in the Comprehensive Health Curriculum Framework in developing a lesson?

Political Science/Political Philosophy

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate demonstrate an adequate knowledge of the political philosopher, theory, principle, procedure, or institution that is related to the topic of the lesson?

2. Does he or she demonstrate adequate knowledge of the historical and international context for the political philosopher, theory, institution, or practice related to the topic of the lesson?

3. Does the candidate use primary sources in political philosophy, in addition to the textbook, in the course of the lesson?

4. Does the candidate refer to appropriate concepts and skills as well as standards from the History and Social Science Curriculum Framework in developing a lesson?

5. Does the candidate refer regularly to maps and globes when appropriate?

6. Does the candidate demonstrate knowledge of the relevant aspects of history, economics, and geography in lessons on political philosophy and practice?

7. Does he or she adequately address the development and evolution of the political theories, principles, institutions, and practices underlying the U.S. Constitution and Bill of Rights?

Reading Specialist

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate use lesson plans referring specifically to the Massachusetts English Language Arts standards and evidence-based practices arising from Reading First references on "scientifically-based" research?

2. Does the candidate demonstrates advanced knowledge of the five dimensions of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension?

3. Does the candidate demonstrate knowledge of a variety of intensive interventions when working with struggling readers?

4. Are the approaches used by the candidate during observations appropriate given the needs of the students?

5. Does the candidate use an intervention specific to the needs of English language learners when addressing these students?

6. Does the candidate use an intervention specific to students identified as in need of special education?

7. Has the candidate selected reading instructional materials that are the most appropriate ones for students with specific reading instructional needs (e.g. decoding multi-syllabic words, summarizing informational text)?

8. Has the candidate selected and implemented appropriate technology-based practices to teach specific skills during intensive interventions?

9. Does the candidate demonstrate explicit, direct instructional approaches as well as literature-embedded approaches to skills instruction?

10. Does the candidate work on specific reading skills needed by students independently as well as through an integrated approach?

11. Does the candidate link reading assessment data to appropriate curriculum materials and instruction for particular learners?

12. What evidence is there that the candidate can administer a wide range of assessments and use the data to make sound instructional decisions?

Science
(Levels: 5-8, 8-12)
(Biology, Chemistry, Earth Science, General Science, and Physics)

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Is the candidate's explanation of scientific concepts accurate?

2. Does the candidate demonstrate adequate background knowledge of the scientific concepts and skills presented at the grade level?

3. Does the candidate refer to appropriate learning standards and skills in the Science and Technology/Engineering Framework in developing the lesson?

4. Does the candidate discuss the mathematical skills related to the particular science unit they are teaching?

5. Does the candidate practice and teach students safe laboratory practices as referred to in the Science and Technology Curriculum Framework Appendix V?

6. Does the candidate model scientific reasoning in demonstrating or teaching scientific units?

7. Does the candidate address student's prior knowledge and misconceptions in science?

8. Does the candidate model a variety of methods research, including laboratory techniques and use of computers?

9. Does the candidate encourage students to build essential scientific skills by conducting investigations and experiments?

Speech

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate demonstrate adequate knowledge of the theories of rhetoric and its historical significance in classical, modern, and/or contemporary times?

2. Does the candidate demonstrate adequate knowledge of oratory, public argument, debate, oral interpretation, rules of evidence, persuasive techniques, or parliamentary procedure, including appropriate examples of each, when conducting a lesson?

3. Does the candidate demonstrate adequate knowledge of the impact of important orations on American and world history and use primary sources when conducting a lesson?

4. Does the candidate demonstrate adequate knowledge of how to organize, compose, and deliver a public speech, including strategies for managing fear?

5. Does the candidate demonstrate knowledge of the anatomy of the vocal instrument, correct breathing and voice production techniques, and the physical development and safety of children and adolescents when conducting a lesson?

6. Is the candidate well versed in the structure of oral English, Standard English usage, and appropriate speech in various situations?

7. Does the candidate identify appropriate learning standards and skills in the Massachusetts Curriculum Frameworks when developing and conducting a lesson?

8. Does the candidate provide opportunities for students to achieve an effective speech style through the integration of language, vocal expression, and bodily action?

Teacher of Students with Moderate Disabilities
(PreK-8; 5-12)

Standard (b)2c
Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate satisfactorily demonstrate an understanding of how the individual student's moderate disability(ies) affects progress in learning the academic content in the general curriculum program that their non-disabled peers learn?

2. Does the candidate appropriately use the information in the IEP of students with moderate disabilities to modify the academic content, methodology/delivery of instruction, and performance criteria (specially designed instruction) used in the general curriculum program that their non-disabled peers learn?

3. Does the candidate implement the specially designed instruction as required in the IEP to help the students learn the academic content in the general curriculum program that their non-disabled peers learn?

4. Does the candidate show a familiarity with the measurable annual goals and objectives/benchmarks in the student's IEPs?

5. Does the candidate demonstrate the ability to help the students with moderate disabilities learn the deficit skills detailed in the measurable annual goals and objectives/benchmarks in the student's IEPs?

6. Does the candidate's use of the assistive technology required in the student's IEP help the student learn the academic content in the general curriculum program that non-disabled peers learn?

7. Does the candidate's use of behavioral intervention strategies that are identified in the student's IEP help the student learn the academic content in the general curriculum program that non-disabled peers learn?

8. Does the candidate appropriately interpret the results of formal and informal assessments of students with moderate disabilities?

9. Does the candidate demonstrate familiarity with state and federal law in special education while working with the supervising practitioner, students' families, and agency representatives?

Teacher of Students with Severe Disabilities
(All Levels)

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate satisfactorily demonstrate an understanding of how the individual student's severe disability(ies) affects progress in learning the academic content in the general curriculum program that their non-disabled peers learn?

2. Does the candidate appropriately use the information in the IEP of students with severe disabilities to modify the academic content, methodology/delivery of instruction, and performance criteria (specially designed instruction) used in the general curriculum program?

3. Does the candidate implement the specially designed instruction as required in the IEP to help the students learn the academic content in the general curriculum program that non-disabled peers learn?

4. Does the candidate show familiarity with the measurable annual goals and objectives/benchmarks in the IEP of students with severe disabilities and help these students achieve them?

5. Does the candidate satisfactorily apply knowledge of the major dimensions of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) to the teaching of students with severe disabilities?

6. Does the candidate's use of the augmentative communication, orthotic devices, medical technologies, and assistive technologies required in the students' IEP help the students learn the academic content in the general curriculum program that their non-disabled peers learn?

7. Does the candidate's use of the behavioral intervention strategies that are identified in the students' IEP help the students make effective progress in the school?

8. Does the candidate's use of behavioral intervention strategies required in the IEPs help maintain students with severe disabilities in the least restrictive learning environment?

9. Does the candidate make the modifications to the classroom required in the students' IEPs?

10. Does the candidate's modifications to the classroom help the students learn the academic content in the general curriculum program?

11. Does the candidate appropriately interpret the results of formal and informal assessments of students with severe disabilities?

12. Does the candidate demonstrate familiarity with state and federal law in special education while working with the supervising practitioner, students' families, and agency representatives?

Teacher of the Deaf and Hard of Hearing

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate successfully demonstrate an understanding of the theories of language acquisition for American Sign Language (ASL) and English in hearing and deaf and hard-of-hearing children?

2. Does the candidate satisfactorily demonstrate advanced knowledge of the relationship between ASL and English and of the similarities and differences in the linguistic structure of ASL and English?

3. Does the candidate satisfactorily demonstrate advanced knowledge of the benefits and limitations of ASL, spoken English, and printed English for learning, and the instructional strategies for using them?

4. Does the candidate satisfactorily demonstrate knowledge of how deaf people live their daily lives and the structures of family support and services?

5. Does the candidate satisfactorily demonstrate knowledge of the similarities and differences between hearing and deaf and hard-of-hearing students in emotional, social and intellectual development?

6. Does the candidate prepare deaf and hard-of-hearing students for success in classrooms ranging from general education classrooms to schools for the deaf and hard-of-hearing?

7. Has the candidate successfully demonstrated the ability to design and/or modify curriculum and instructional materials for students who are deaf and hard-of-hearing?

8. Is the candidate able to modify theories of reading for hearing children while teaching reading to children who are deaf and hard-of-hearing?

9. Does the candidate demonstrate an understanding of the general and specific effects of hearing loss upon the production of speech and the reception of speech and other sounds?

Continued next page

10. Does the candidate satisfactorily demonstrate an understanding of the general and specific effects of visual processing and reception of a visual language and its acquisition?

11. What evidence is there that the candidate has advanced knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results?

12. What evidence is there that the candidate has advanced knowledge of the characteristics of types of amplification equipment and their uses by teachers and students?

13. What evidence is there that the candidate has knowledge of the medical, social, ethical, and educational research relating to the deaf and hard-of-hearing, including the effects of cochlear implants on language learning?

14. Does the candidate demonstrate familiarity with state and federal law in special education while working with educators, families, and agency representatives?

15. Does the candidate show a familiarity with the measurable annual goals and objectives/benchmarks in the students' IEPs?

16. Does the candidate appropriately use the information in the IEP of the students who are deaf or hard-of-hearing to modify the academic content, methodology/delivery of instruction, and performance criteria (specially designed instruction) used in the general curriculum program?

Teacher of the Visually Impaired

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate demonstrate advanced knowledge of the similarities and differences between students who are visually impaired and their non-impaired peers in emotional, social, physical, and intellectual development?

2. Does the candidate demonstrate an understanding of the anatomy and physiology of the eye and visual abnormalities?

3. What evidence is there that the candidate can use state-of-the-art diagnostic information when working with students that are visually impaired?

4. Does the candidate demonstrate the advanced knowledge of Grade II Braille and the Nemeth Code necessary to effectively instruct students?

5. Does the candidate's use of assistive technology, such as low-vision devices, help the students learn the academic content in the general curriculum program?

6. Does the candidate appropriately use the information in the IEP of the students with visual impairments to design or modify the curriculum and instructional materials used in the general curriculum program?

7. Does the candidate demonstrate the skills used to help prepare students who are visually impaired for success in classrooms ranging from general education classrooms to schools for the visually impaired?

8. Does the candidate satisfactorily demonstrate their understanding of how the individual student's visual impairment affects progress in learning the academic content in the general curriculum program?

9. Does the candidate show a familiarity with the measurable annual goals and objectives/benchmarks in the student's IEPs?

10. Does the candidate appropriately interpret the results of formal and informal academic assessments of students who are visually impaired?

11. Does the candidate demonstrate familiarity with state and federal law in special education while working with the supervising practitioner, students' families, and agency representatives?

Technology/Engineering

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate demonstrate an adequate knowledge in the areas of communication, manufacturing, construction, power/energy and transportation when developing lesson plans for a given curriculum?

2. Does the candidate show links to the Curriculum Frameworks in the development of lessons and/or unit plans?

3. Does the candidate address and stress the safety issue which arise in the implementations of the lessons?

4. Does the candidate plan for activities that are relevant to the age and maturation of the students?

5. Does the candidate engage in strategies that take into account different learning styles, encourage the use of critical thinking and capitalizes on the ethnic diversity of the student population?

Theatre

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate demonstrate an adequate knowledge of the theater form that is the subject of the lesson, its historical period in theatre, and well-known actors, designers, playwrights, and directors associated with this form, when conducting a lesson?

2. Does the candidate demonstrate an adequate knowledge of acting, directing, scriptwriting, or design techniques during the lesson?

3. Does the candidate refer to appropriate learning standards and skills in the Arts Curriculum Framework in developing a lesson?

4. Does the candidate use knowledge of movement, visual arts, literature, and/ or music effectively when conducting a lesson?

5. Does the candidate demonstrate knowledge of anatomy, physical development, and safety of children and adolescents when conducting a lesson?

6. Does he or she demonstrate knowledge of critical responses to this theatre form when conducting a lesson?

Visual Arts

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate demonstrate an adequate knowledge of the visual art form that is the subject of the lesson, the characteristics of its style, its historical period in visual arts, and well-known artists and cultural institutions associated with this form, when conducting a lesson?

2. Does the candidate demonstrate an adequate knowledge of the techniques used in painting, drawing, printmaking, photography, film, computer, or two-or three-dimensional design during the lesson?

3. Does the candidate refer to appropriate learning standards and skills in the Arts Curriculum Framework in developing a lesson?

4. Does the candidate use knowledge of materials effectively when conducting a lesson?

5. Does the candidate demonstrate knowledge of safety in the use of materials and tools when conducting a lesson?

6. Does he or she demonstrate knowledge of critical responses to this visual arts form when conducting a lesson?

LICENSES

Regulations: 7.04(3). Licenses Issued. The following licenses will be issued and will be valid for employment at the grade levels indicated:

(a) Teacher Licenses and Levels

1. Biology	5-8; 8-12
2. Business	5-12
3. Chemistry	5-8; 8-12
4. Dance	All
5. Early Childhood: Teacher of Students With and Without Disabilities	PreK-2
6. Earth Science	5-8; 8-12
7. Elementary	1-6
8. English	5-8; 8-12
9. English Language Learners (after 9/1/04)	PreK-6; 5-12
10. Foreign Language	PreK-6; 5-12
11. General Science	1-6; 5-8
12. Health/Family and Consumer Sciences	All
13. History	1-6; 5-8; 8-12
14. Instructional Technology	All
15. Latin and Classical Humanities	5-12
16. Library	All
17. Mathematics	1-6; 5-8; 8-12
18. Middle School: Humanities	5-8
19. Middle School: Mathematics/Science	5-8
20. Music: Vocal/Instrumental/General	All
21. Physical Education	PreK-8; 5-12
22. Physics	5-8; 8-12
23. Political Science	5-8; 8-12
24. Speech	All
25. Teacher of Students with Moderate Disabilities	PreK-8; 5-12
26. Teacher of Students with Severe Disabilities	All
27. Teacher of the Deaf and Hard-of-Hearing	All
28. Teacher of the Visually Impaired	All
29. Technology/Engineering	5-12
30. Theater	All
31. Visual Art	PreK-8; 5-12

(b) Specialist Teacher Licenses and Levels

1. Academically Advanced	PreK-8
2. Reading	All
3. Speech, Language, and Hearing Disorders	All

(c) Administrator Licenses and Levels

1. Superintendent/Assistant Superintendent	All
2. School Principal/Assistant School Principal	PreK-6; 5-8; 9-12
3. Supervisor/Director	Dependent on Prerequisite License
4. Special Education Administrator	All
5. School Business Administrator	All

(d) Professional Support Personnel Licenses and Levels

1. School Guidance Counselor	PreK-8; 5-12
2. School Nurse	All
3. School Psychologist	All
4. School Social Worker/School Adjustment Counselor	All

PRACTICUM REQUIREMENTS

Regulations: 7.04(4). Field-based experiences are an integral component of any program for the preparation of educators. They must begin early in the preparation program (pre-practicum) and be integrated into the courses or seminars that address Professional Standards for Teachers or Professional Standards for Administrators.

Practicum or Practicum Equivalent Requirements are as follows:

(a)	Early Childhood: Teacher of Students With and Without Disabilities (100 hours in PreK-K, 200 hours in 1-2; at least one setting must include children with disabilities)	300 hours
(b)	Teacher, Grades 1-6	300 hours
(c)	Teacher, Grades 5-8	150 hours
(d)	Teacher, Grades 8-12	150 hours
(e)	Teacher, Grades PreK-6 or PreK-8	150 hours
(f)	Teacher, Grades 5-12	150 hours
(g)	Teacher, All (150 hours at each of any two of the following levels: PreK-6, 5-8, 8-12)	300 hours
(h)	Library	200 hours
(i)	Teacher of Students with Moderate Disabilities (for PreK-8, 300 hours in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 hours in a separate or substantially separate setting for students with moderate disabilities; for 5-12, 150 hours in an inclusive general education classroom or 75 hours in an inclusive general education classroom and 75 hours in a separate or Substantially separate setting for students with moderate disabilities)*	*
(j)	Teacher of Students with Severe Disabilities (at least 75 hours in an inclusive general education classroom at any level, and at least 150 hours in a setting with students with severe disabilities; the remaining 75 hours may be in either setting)	300 hours
(k)	Specialist (unless otherwise indicated)	150 hours

Please see Administrator Practicum Assessment

(l)	Superintendent/Assistant Superintendent	300 hours
(m)	Principal/Assistant Principal	300 hours
(n)	Supervisor/Director	300 hours
(o)	Special Education Administrator	300 hours
(p)	School Business Administrator	300 hours

Please see individual license requirements. *

(q)	Professional Support Personnel	**

DEFINITIONS

Regulations: 7.02. As used in 603 CMR 7.00, the following terms shall have the following meanings:

Educator Preparation Program: A program approved by the Commissioner to prepare individuals for educator licensure.

Field-Based Experience: Experiences such as observation of a variety of classrooms, pre-practicum, practicum/practicum equivalent, apprenticeship, or administrative internship that are integral components of any program for the preparation of educators.

Inclusive General Education Classroom Experience: A practicum that takes place in a classroom that serves both students with and without disabilities. The students with disabilities must be receiving some of their Individualized Education Program services in the classroom setting. The teacher candidate must address the individual and group needs of all of the students (with and without disabilities) who are assigned to the classroom and receive supervision from both a special educator and a general educator during the practicum.

Induction Program: A planned program of professional support for new teachers and administrators provided by the school district, including orientation, opportunities for classroom observation and conferencing, and peer group meetings. An induction program should be an integral part of a school district's professional development plan.

Initial License: An educator license issued to a person who has completed a bachelor's degree, passed the Massachusetts Tests for Educator Licensure, completed an educator preparation program approved by the Commissioner, and met other eligibility requirements established by the Board. The Initial license is valid for five years of employment and may be renewed at the discretion of the Commissioner for an additional five years. This license is equivalent to a provisional educator certificate with advanced standing as defined in M. G. L. c. 71, § 38G.

Performance Assessment for Initial License: Assessment of educator performance for Initial licensure using Department guidelines.

Performance Assessment Program: A Department-sponsored Performance Assessment Program for the Professional license that includes a series of seminars and a performance assessment.

Practicum/Practicum Equivalent: A field-based experience within an approved program in the role and at the level of the license sought, supervised jointly by the sponsoring organization and the supervising practitioner, and evaluated in a Performance Assessment for Initial License. See 603 CMR 7.04 (4) for practicum hours. The duration of any equivalent to a practicum shall be no fewer hours than provided for the practicum in 603 CMR 7.04 (4). An equivalent to a practicum may include an apprenticeship, the initial five-month period of service as teacher or administrator of record under a Preliminary license, or others approved by the Department.

Preliminary License: A license issued to a person who holds a bachelor's degree and has passed the Massachusetts Tests for Educator Licensure (MTEL) and met other eligibility requirements established by the Board in 603 CMR 7.04 (2) and 7.09 (1). The Preliminary license is valid for five years of employment. This license is equivalent to a provisional educator certificate as defined in M. G. L. c. 71 § 38G.

Pre-practicum: Early field-based experiences in a variety of educational settings, integrated into courses or seminars that address either the Professional Standards for Teachers as set forth in 603 CMR 7.08 or the Professional Standards for Administrators as set forth in 603 CMR 7.10. For candidates serving an apprenticeship or employed as educator of record, these experiences may occur simultaneously with the practicum or practicum equivalent.

Program Supervisor: The supervisor from the sponsoring organization, under whose immediate supervision the candidate for licensure practices during a practicum.

Sponsoring Organization: College, university, school district, professional association, or other organization that provides, or seeks to provide, approved preparation programs.

Subject Matter Knowledge Requirements: Topics from the content of a discipline or field. These topics do not necessarily coincide with academic courses or imply a specific number of credit hours.

Supervising Practitioner: The educator who has at least three full years of experience under an appropriate Initial or Professional license, under whose immediate supervision the candidate for licensure practices during a practicum. For the educator of record, a comparably qualified educator will function as the supervising practitioner during the practicum equivalent.