LESLEY UNIVERSITY

Graduate School of Education

PRACTICUM HANDBOOK

Middle School
High School

8/13

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Greetings,

We are happy to welcome you to the Lesley University Graduate School of Education practicum.

The practicum (student teaching) is a three-way relationship between the Lesley program supervisor, the supervising practitioner, and the practicum student. Lesley students are asked to assume increasing responsibilities in their classrooms, including four "takeover weeks" during the practicum. We hope that supervising practitioners will become their mentors and their guides.

Our students are asked to participate fully in all aspects of classroom and school life. Students will be observed by a Lesley program supervisor four times during the course of the practicum. Three-way conferences are held following the observations, so that the student, the supervising practitioner, and the Lesley supervisor can share comments and evaluations. Every effort is made by our students and supervisors to schedule this at a time that works best for their supervising practitioners. We greatly appreciate the guidance and feedback provided to our students.

In this handbook, you will find information to help 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 during the program will offer exciting opportunities for professional growth and development. We appreciate the efforts of everyone involved in making this a positive learning experience.

With best regards,

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Eligibility for the Practicum

To be eligible for the practicum, students must meet the following prerequisites:

- be officially accepted at Lesley, pass all courses taken, have a cumulative 3.0 grade average, and have no grades of "Incomplete."
- complete the required prepracticum courses in your program.
- complete a 75 hour Early Field Experience through the Field Placement Office or receive an approval letter from the Field Placement Office for documentation of your prior experience.
- pass all required Massachusetts Tests for Educator Licensure (MTEL)for the licensure sought.

Students must submit a legible and complete photocopy of MTEL score reports to the Field Placement Office prior to beginning their practicum. Mail to: Field Placement Office, GSOE, Lesley University, 29 Everett Street, Cambridge, MA 02138. Or hand deliver to the Field Placement Office, University Hall 2-074. Scores "reported to Lesley" do not reach us in a format appropriate for your file.

What to Expect: Overview of the Practicum

Background of Student Teachers

Students enrolled in the practicum have completed the majority of course work toward licensure. Although many Lesley students enter their programs with experience in schools, often as aides or even as teachers, others come with no background in education. In order to ensure that they have experience in schools before beginning a practicum, students are required to complete a 75-hour Early Field Experience or document other Classroom experience. In addition, according to Massachusetts licensure regulations, several pre-practicum courses include field-based assignments that give students exposure to a variety of classrooms and schools.

Planning for the semester

Students will work in classrooms full-time for a full semester. After an initial period of observation and orientation to the classroom set-up, routines, and to the children themselves, students 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 student teachers are expected to plan and teach the lessons. If it is appropriate to the field of licensure, students should teach more than one content area and gradually move to teaching all the areas of the curriculum. By the end of the semester, students are expected to take over full responsibility for planning and teaching. In some cases, the takeover weeks may be consecutive; in other cases, they may be separated to allow time for reflection in between. The nature and schedule of the takeover weeks will be collaboratively determined by the student teacher, the supervising practitioner, and the program supervisor.

Visits from the Program Supervisor

A program supervisor from Lesley will visit four times over the course of the semester. **In split placements, the supervisor will visit once in the shorter placement and three times in the longer placement (math/science or humanities)**. During each visit the program supervisor and supervising practitioner (if possible) will observe as the student teaches a planned lesson and will write observation notes to be shared in a three-way meeting following the observation. Students and supervising practitioners will want to schedule times when it is convenient to meet with the program supervisor directly following the observation. Generally, these conferences run 30-45 minutes in length. Progress in completing the Preservice Performance Assessment (PPA) should be addressed at each three-way conference. In addition to providing time to review the observation conducted prior to each meeting, conferences will serve the following purposes:

- The **first conference** is an opportunity to discuss the placement, expectations, and the range of responsibilities the student will assume. The program supervisor will outline all requirements and expectations for the practicum. Everyone should become familiar with the Professional Standards on p.14 and with the list of suggested activities that meet these standards on pp. 22-29. Discuss which of these activities are feasible within the setting, as well as other activities which relate to the standards. In addition they will also plan opportunities to include supplemental experiences, such as observations of other professionals in the building (e.g. reading teachers, occupational therapists, speech and language teachers). Future observation dates may be scheduled at this first conference. **The first observation/conference should occur by week 3 of the placement.**

- Prior to the **second conference**, the supervising practitioner and the student teacher should have independently filled out drafts of the Mid-Term Assessment Form (Appendix D), which identifies the student's strengths, areas of challenge, and

activities remaining to be planned in order to meet the Professional Standards. During this three-way meeting, in addition to discussing the observation, everyone will work together to create one consolidated Mid-Term Assessment, which will guide the student through the remaining weeks of the semester. **This observation/conference should occur during the second month of the placement.**

- The **third conference** provides an opportunity for a check-in and to discuss the student's readiness to assume full responsibility during the take-over weeks. (If the student is in a split placement, this will be discussed during the second conference.) **This observation/conference should occur during the third month of placement.**

- Prior to the **final conference**, the supervising practitioner and the student teacher should have independently filled out drafts of the Pre-service Performance Assessment Form, which directly evaluates in considerable detail how the student has met each of the Massachusetts Professional Standards for Teachers. At the last conference, final ratings for indicators and professional standards are written on the PPA. The document is signed by the team. Refer to the PPA/Rubric Procedures. **The final observation/conference should occur at the end of the placement during the last two to three weeks of the practicum.**

PPA and Rubric Procedures

- Student and Supervising Practitioner look at the PPA rubric at the beginning of the practicum. The PPA and Rubric are reviewed at each of the four three-way meetings.

- Student fills out evidence column as the semester progresses. This should be an ongoing part of the seminar. Student should bring the PPA with documentation of evidence to each meeting.

- When completing the Observation Form, supervisors should refer to the standard addressed, but do not need to rate using the rubric.

- At midterm assessment, student progress should be noted using the PPA and Rubric.

- A week before the final meeting, student submits the PPA with completed evidence cited to the Supervising Practitioner and Program Supervisor.

- Program Supervisor and Supervising Practitioner should bring the PPA with all indicators rated according to the rubric to the final meeting.

- License specific question chart should provide evidence related to standard (b)2c. Evidence on the chart should be provided by the student and signed off at the final meeting.

- The rating for each indicator should be written on the PPA in the left hand margin.

- Student must bring evidence collection to the final three-way conference, so that the program supervisor and supervising practitioner can verify its validity. If the student is on MAP/Chalk and Wire, she/he should bring a computer to share the evidence which has been uploaded for indicator.

- The rating at the bottom of each PPA standard should be an average of the rating of all indicators for that standard.

- The rating for each standard must be a 2.0 or above in order for a student to pass. If there is a rating of 1.0 for any indicator, the student most likely will not be able to pass the practicum. If a problematic rating on any indicator is anticipated, please notify the Field Placement Office immediately. The referral form (see Appendix E) should be completed whenever there is a concern about performance.

Practicum Seminar and Classroom Inquiry

Student teachers must meet the state standards in order to obtain a teaching license. The practicum provides an opportunity for student teachers to put into practice the theories they have learned in their coursework and demonstrate competency in meeting the state standards. Student teachers are enrolled in a two and a half hour weekly seminar in conjunction with the practicum. During the seminar, student teachers share experiences and support each other under the guidance of a seminar faculty member. They reflect on issues that arise from working in the classroom and deepen their understanding of connections between theory and practice. The student teachers expand and reinforce teaching skills and strategies, and use materials and resources, which address the Massachusetts Curriculum Frameworks and English Language Learners Benchmarks and Outcomes.

Student teachers are also asked to reflect on classroom practice with systematic inquiry. Why is a systematic inquiry paper included in the practicum and seminar? Inquiry is an approach to classroom evaluation that encourages teachers to ask questions and raise issues, which relate to students, teaching, or professional relationships. The program supervisor and seminar faculty guide student teachers in how to conduct action research. This entails asking student teachers to observe in the classroom, to pose a question that arises from their setting and try to answer that question. By systematically gathering data, trying some interventions and coming up with some results and conclusions, preservice teachers can gain valuable insight about their own practice. Student teachers are encouraged to share and discuss their inquiry question with their supervising practitioners. While the thinking, which goes into the project, is extensive, the actual written assignment is a brief summary paper describing the inquiry process.

The Preservice Performance Assessment (PPA) for the Practicum includes in Standard E, Meets Professional Responsibilities, the expectation that the candidate "maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications of findings as valid for application in classroom practice." Thus, the inquiry project provides the student teacher with evidence to fulfill this area for the Commonwealth of Massachusetts standards.

In addition to inquiry, discussions and assignments in seminar will focus on topics including the following:

- school culture
- using the Massachusetts Curriculum Frameworks to plan, deliver, and evaluate instruction
- classroom management and discipline
- cooperative learning and academic groupings
- social interactions among students

- elements of diversity- e.g., gender, race, ethnicity, disability, linguistic background, socioeconomic class
- teaching English language learners
- individual needs, interests, and learning strategies/styles
- inclusionary practices and the IEP
- formal and informal assessment, including MCAS
- legal/ethical issues (including 51A)
- communication with students, parents, and colleagues
- collaboration with teachers and parents
- resources within the school and the community
- professional growth and prevention of burnout

The Portfolio

During the period of their studies at Lesley, student teachers are engaged in the development of a professional portfolio. In addition to helping students assess their learning over the course of their program, the portfolio provides compelling evidence that the student has indeed met the Professional Standards for Teachers. Completion of the portfolio during the practicum is meant to be a capstone experience, providing an opportunity for students and faculty to review a student's growth over the entire period of time he or she has been in a teacher preparation program at Lesley. Students will provide evidence of having met the Professional Standards on the PPA. Students on Chalk and Wire/MAP (My Assessment Portfolio) will electronically input artifacts into the PPA. Students who are not on MAP will include an Evidence Collection. Samples of their students' work, demonstrating impact on student learning are included in the portfolio. Students are encouraged to share their portfolios with their supervising practitioners. The final portfolio will be reviewed and evaluated by the seminar leader at the end of the practicum.

Roles and Responsibilities

The student teacher, supervising practitioner (SP), and program supervisor work as a team during the practicum period. The roles of each are described below. Any questions or need for further clarification may be directed to the program supervisor or to the Field Placement Office (617-349-8197).

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THE ROLE OF THE STUDENT TEACHER

Student teachers 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, culminating in four "takeover" weeks, when they assume full responsibility for the class/classes. 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. They are expected to perform in accordance with the Massachusetts Professional Standards for Teachers:

***plans curriculum and instruction**
***delivers effective instruction**
***manages classroom climate and operation**
***promotes equity**
***meets professional responsibilities**

They are expected to demonstrate their knowledge of the subject matter required for their license. Student teachers meet with their supervising practitioners regularly for planning

and feedback and participate in four 3-way conferences with the Lesley program supervisor and their supervising practitioner. They also are required to attend a two and one half hour weekly seminar course and to complete all course requirements.

Responsibilities

The student teacher will:

- meet with the SP one to two weeks prior to the beginning of student teaching if possible.
- be familiar with the Massachusetts Professional Standards for Teachers on the PPA, the PPA rubric, the Massachusetts Curriculum Frameworks, and the English Language Proficiency Benchmarks.
- be at school for the regular school day (hours established for teachers) and will stay as long as is necessary to fulfill professional responsibilities
- notify the building administrator, supervising practitioner (SP) and the program supervisor in case of absence
- share in the performance of the SP's duties
- plan a teaching schedule with the SP
- participate increasingly in classroom activities, as suggested by the SP
- gradually assume responsibility for an increasing share of the teaching schedule
- assume the full teaching schedule for four weeks toward the middle and end of the student teaching experience if, in the judgment of the SP, he or she is ready to do so
- attend meetings and professional development activities that the SP attends, according to School Department and building policy
- attend parent-teacher conferences and communicate with parents at the discretion of the SP (but will not be required to hold parent conferences)
- engage in ongoing curriculum planning, based on the Massachusetts Curriculum Frameworks

- submit lesson plans to the SP for approval well in advance of lesson presentation and to the program supervisor at each observational visit (see Appendices A and B for lesson plan template and sample lesson plan)

- design and teach a curriculum unit (see template in Appendix C).

- design and use various evaluative procedures to assess student learning and plan appropriate instruction

- confer with the SP and program supervisor on a regularly scheduled basis.

- coordinate the scheduling of program supervisor observations and 3-way conferences

- attend the weekly practicum seminar and complete all requirements

Observation

The student teacher will take advantage of opportunities to observe and become familiar with:

- the school culture, school and classroom philosophies, the school system's mission statement, and school procedures
- the students' names and learning styles, their individual differences, behavior, attitudes, linguistic backgrounds, interests, hobbies, etc.

- various teaching methods, attitudes, classroom atmosphere, lesson plans, instructional materials, professional reference materials, school curricula and calendar, provisions for diversity and learning styles

- all forms of record keeping - attendance, cumulative records, report cards, office record cards and progress reports, Individualized Education Programs (IEPs), student portfolios, classroom data collection

- social interactions (student-teacher; student-student; student-other school personnel; among professionals)

- the school facility and grounds

- child study teams, special education and other support services

- other classrooms in the school as approved and/or arranged by the supervising practitioner

- classroom and school-wide educational technology

- use of audio-visual aids
- extra-curricular activities and before- and after-school programs
- school and community resources

Evaluation

The student teacher will:

- be observed teaching by the program supervisor at least four times. (In some cases more observations may be necessary. At the discretion of the program supervisor, SP, and the Field Placement Office, some students may need additional time in the classroom in order to successfully meet the state standards.)
- participate in four 3-way conferences with program supervisor, supervising practitioner, and student teacher to discuss student teaching performance, as explained under "Visits from the Program Supervisor" (p.5).
- confer with the supervising practitioner on at least a weekly basis to discuss all aspects of performance
- confer with the program supervisor on a regular basis to discuss performance

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THE ROLE OF THE SUPERVISING PRACTITIONER

The Supervising Practitioner (SP) is the teacher in the school under whose direction the student teacher works. SPs are expected to fully integrate the student teacher into their classroom, allowing them to assume increasing responsibilities, culminating in four "takeover" weeks. They provide information about the class and the curriculum, access to materials, and an orientation to the school. They are observed by the student teacher on an ongoing basis, demonstrate lessons, and model teaching practices. They observe the student teachers and meet with them regularly to confer about planning of lessons and units, and to give feedback and suggestions on all aspects of the student teacher's work and progress. They facilitate opportunities for participation with parents and in the school as a whole. Supervising practitioners are expected to participate in four 3-way conferences with the Lesley program supervisor and the student teacher regarding the student teacher's performance. Along with the Lesley program supervisor, they assess the student teacher's performance based on the Massachusetts Professional Teaching Standards and the License Specific Questions (in standard B) required for licensure and determine the student teacher's readiness for licensure. The rubric for assigning ratings on the Pre-Service Performance Assessment (PPA) is included in the SP's packet of information.

Responsibilities

The supervising practitioner (SP) will prepare for the student teacher's arrival and orientation and will, if possible, meet with the student teacher one to two weeks prior to the beginning of the practicum to:

- provide the opportunity for the student teacher to become familiar with school and classroom philosophies, culture, and procedures; classroom materials; community and school resources; students and their social interactions; the school building

- provide the student with essential materials - class texts, basic classroom supplies, class list(s), daily schedule, professional library references, curriculum guides, classroom technology, school calendar, seating chart, sample record forms (e.g., attendance, office records, report card)

- inform the student teacher about the individual needs of the students in the class/es and provide information about IEPs, if applicable

- discuss and, when appropriate, provide copies of classroom goals, objectives, weekly plans

- plan and implement a gradual and natural inclusion of the student teacher into the daily activities and routine of the class

The SP will provide demonstration lessons focusing upon methods, such as

- how to introduce a lesson
- techniques used to motivate, question, summarize, etc.
- ways to encourage pupil participation
- classroom management techniques
- use of educational technology and audiovisual aids
- various approaches to student assessment
- preparation of appropriate lesson plans and curriculum units in accordance with the Massachusetts Curriculum Frameworks

The SP will also:

- be familiar with the Massachusetts Professional Standards for Teachers and the Massachusetts Curriculum Frameworks

- encourage the student teacher to develop his/her own teaching techniques and style

- evaluate and discuss with student teacher all lesson plans submitted and lessons presented

- allow student teacher adequate planning and preparation time

- allow the student teacher to communicate with parents and attend parent conferences (but not require him/her to hold a conference with any parent)

- arrange for the student teacher to be a part of child study teams, IEP meetings, cluster or departmental teams, staff meetings, professional development activities, parent-teacher organizations, etc.

- allow the student teacher to gradually assume responsibility for an increasing share of the teaching schedule, culminating in a full teaching schedule for four weeks

Evaluation

The SP will:

- observe student teacher's classroom involvement and teaching, and provide feedback on an ongoing basis

- meet with student teacher at least weekly to discuss and evaluate any and all aspects of student teacher's work and progress, relating discussions to Professional Standards for Teachers and Massachusetts Curriculum Frameworks

- participate in four 3-way conferences with program supervisor and student teacher regarding student teacher's performance and progress

- inform and confer with school administrator, program supervisor and student teacher should any problem(s)/difficulties arise during the practicum. Will document problems on university's Student Teaching Referral Form (see Appendix F)

- evaluate student teacher's progress and performance based on the PPA and License-Specific Questions (see p.14).

- complete all evaluation forms required by university (including Mid-Term Assessment Form and Preservice Performance Assessment Form) and discuss them in meetings with the student teacher and the program supervisor

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THE ROLE OF THE PROGRAM SUPERVISOR:

The program supervisor is a faculty member from the University who observes the student teacher in his/her placement. Supervisors are the liaisons between the University and the school. They familiarize the SP with the PPA and rubric. They observe the student four times, give constructive feedback to the student, and conduct three-way conferences with the student teacher and the supervising practitioner. Along with the supervising practitioner, they assess the student teacher's performance based on the Massachusetts Professional Standards and the License-Specific Questions required for licensure and determine the student teacher's readiness for licensure.

Responsibilities

The Program Supervisor will:

- be familiar with the PPA, the PPA rubric, the Massachusetts Curriculum Frameworks, and the English Language Proficiency Benchmarks
- Participate in training for the Chalk and Wire (MAP) portfolio system
- ensure that the Supervising Practitioner (SP) and student teacher understand their roles and responsibilities
- ensure that the Supervising Practitioner (SP) and student teacher understand their roles and responsibilities
- become familiar with philosophies and procedures of the SP and school
- obtain a class schedule from the student teacher
- provide both SP and student teacher with his/her phone number(s) and e-mail address to be used if necessary
- confer with student teacher on a regular basis to discuss teaching performance, progress, concerns, etc.
- observe the student teacher at least four times; complete at least four observation forms, with SP and student teacher, complete Mid-Term Assessment and PPA based on the PPA rubric provided by the university, including cover sheet, License-Specific questions, and all other forms of documentation included in the student’s packet.

- arrange the visitation schedule to allow ample time for conference with SP and student teacher as soon as possible following student teacher's lesson to discuss performance, progress, etc.

- confer with SP, student teacher, and Field Placement Office should any problem(s)/difficulties arise during the student teacher's practicum

- document problems on the University's Student Teaching Referral Form

- communicate with the Field Placement Office on a regular basis and attend program supervisor meetings; use the Lesley email address assigned to them

- upon completion of practicum, return properly completed forms for each student to the Field Placement Office by the designated deadline. Seminar faculty do not post grades on LOIS; grades are posted by the Field Placement Office.

Evaluation

The program supervisor will:

- discuss expectations and goals for the student teacher, school and classroom goals, and evaluation procedures at the first conference

- complete and give student teacher copies of all observation forms and Mid-Term Evaluation and Preservice Performance Assessment forms and when appropriate assess the PPA on Chalk and Wire (MAP)

- participate in four 3-way conferences with SP and student teacher as soon as possible after observation, at the beginning, middle, and end of the practicum period; when necessary, additional observations and conferences will be scheduled

- evaluate the student teacher on the PPA using the rubric and the appropriate License-Specific Questions

- give constructive feedback to the student teacher

- confer both individually and together with SP and student teacher regarding evaluation of all aspects of student teacher's practicum

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THE ROLE OF THE 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 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 student teacher and provide feedback on performance

- Invite and facilitate the student teacher'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, student teacher, and the Field Placement Office should any problem(s)/difficulties arise during the student teacher's placement

Professional Behavior in School Settings

As Lesley students 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 students 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:

- Always dress professionally and be aware of school dress codes.
- Punctuality is essential at all times.
- Student teachers should introduce themselves to the principal/ department chair.
- If student teachers aren't sure about something, they should ask.
- It's important to demonstrate a willingness to be part of all aspects of the school community.

Professional Standards For Teachers

Listed below are the Professional Standards for Teachers, established by the Massachusetts Department of Elementary and Secondary Education. By the end of the practicum period, the supervising practitioner (SP), and program supervisor must sign a form stating that the student teacher has met each of these standards. The final Pre-Service Performance Assessment requires both an assessment of performance on the standards, as well as all associated indicators, and documentation of evidence used to make this judgement.

We suggest that very early in the semester the student teacher and SP review the suggested activities and examples of documentation listed under each standard and discuss how each might fit into the practicum experience. The listed activities are examples of ways that student teachers can demonstrate that they have met the standards. We recommend that students try to complete as many of the listed activities as possible and check them off as they complete them noting what artifacts will be put in the Evidence Collection or MAP as evidence. There is room for the student teacher to add informal log notes describing how each activity is completed. Other relevant activities may also be added to demonstrate the student's performance in each of the standards.

I. Subject Matter Knowledge Requirements:

The effective teacher is knowledgeable in the field proposed for licensure. In your packet, you will find the License-Specific Questions form for your specific license (early childhood, elementary, etc.) which must be completed and signed.

II. Professional Standards for Teachers

***Plans Curriculum and Instruction**

***Delivers Effective Instruction**

***Manages Classroom Climate and Operation**

***Promotes Equity**

***Meets Professional Responsibilities**

Sample Activities That Meet the Professional Standards

Following are examples of suggested activities that enable student teachers to demonstrate that they have met the five state standards for licensure in the Commonwealth of Massachusetts. Other activities may be added as well.

We suggest that very early in the semester the student teacher and SP review the suggested activities listed under each standard and discuss how each might be fit into the practicum experience. We recommend that students try to complete as many of the listed activities as possible and check them off as they complete them. There is room for the student teacher to add informal log notes describing how each activity is completed. *KEEPING THIS RUNNING LOG WILL GREATLY EASE THE PROCESS OF COMPLETING THE PRESERVICE PERFORMANCE ASSESSMENT FORM REQUIRED BY THE MASSACHUSETTS DEPARTMENT OF EDUCATION.*

(a.) PLANS CURRICULUM AND INSTRUCTION

The student teacher has:

___used the Massachusetts Curriculum Frameworks (noting the page numbers and date of publication) and any other relevant content standards to prepare lessons (a1)
___developed and taught a curriculum unit

___used formal and informal assessment procedures to assess student learning and modify instruction accordingly, designing lessons for the full range of students being taught (a2)

___made use of reading and writing resources appropriate to the full range of learners in class (a3)

___planned lessons with prerequisite skills, concepts, and vocabulary in mind (a4)

___planned lessons with clear objectives and measurable outcomes in mind for the full range of students, with learning activities and homework reflective of those objectives (a5)

___used colleagues, families, and community members as resources (a6)

___infused appropriate technology into teaching (a7) and used it effectively during lessons (b2)

___referred to IEPs to plan strategies to integrate into lessons for students with special needs (a8)

(b.) DELIVERS EFFECTIVE INSTRUCTION (Communicates high standards and expectations when launching, carrying out, and completing a lesson, and when evaluating student learning)

Launching

___built lessons on students' prior knowledge and experience (b1)

___made lesson objectives clear to the students before lessons began (b1)

___communicated clearly in speaking and writing, using correct grammar and spelling (b1)

___began lessons in an engaging way (b1)

___ made effective use of body language and nonverbal and verbal cues

<u>Carrying out the lesson(s)</u>

__made the connections within and between lessons clear and transitioned effectively between them

___balanced the teaching of skills and concepts (b2)

___provided reading materials suitably challenging for students with different learning levels and paces

___reinforced phonemic awareness along with comprehension

___used a variety of groupings (1:1 to whole-class) and strategies, ranging from lecture to cooperative learning (b2)

___employed teaching techniques appropriate to the size of the class and type of lessons being taught

___created learning centers in the classroom

___used a variety of reading and writing activities to achieve the objectives of lessons (b2)

___made use of appropriate ELL strategies (b2)
  ___adapted and explained content material as needed
  ___provided students regular practice in applying English language knowledge and content

Completing the lesson(s)

___used probing questioning to stimulate thinking and problem-solving and illicit responses from all students (b2)

___assigned homework that built upon lessons taught in class (b3)
  ___modified assignments for varying levels of students

___regularly provided oral and written feedback to students on their progress (b3)
  ___made appropriate use of praise

___provided many and varied opportunities for students to succeed (b3)
  ___planned multi-sensory activities and experiences
  ___repeated, restated, reworded concepts, directions, questions
  ___organized games that reinforced concepts taught
  ___integrated the arts in the teaching

Evaluating the lesson(s)

___used formal and informal assessments to evaluate student learning and plan for further instruction (b4)

___used varied approaches to evaluation and assessment (e.g., requiring oral response, visual choice response, and written response)

___adapted and modified classroom assessment tools to meet individual needs

___employed alternative forms of assessment (e.g. portfolios, projects)

___kept records to help convey students' achievements in parent meetings, on report cards, on progress reports, etc. (b4)

(c) MANAGES CLASSROOM CLIMATE

The student teacher has:

___created an environment conducive to teaching (e.g., established rapport, demonstrated patience, encouraged participation) (c1)

___created an environment flexible enough for a range of learning activities (c2)

___arranged the physical environment of the classroom to promote community, learning, and safety

___maintained high standards of behavior and mutual respect (c3)

___employed a variety of strategies for managing/responding to individual student behavior

___promptly and consistently responded to inappropriate behavior

___established routines and procedures and paced lessons efficiently (c4)

(d.) PROMOTES EQUITY

The student teacher has:

___helped students see that hard work pays off (d1)
___been available for extra help outside of class time

___promoted achievement by ALL students (d2)
___designed lessons and provided materials relating to interests and diverse backgrounds of students

___used a variety of techniques and personal experiences to involve students in discussions and exchange which celebrate differences

___prepared and presented lessons using abundant examples, illustrations, and metaphors to promote the understanding of students from a variety of backgrounds

___selected books, articles or supplementary materials which respond to special needs or multi-cultural populations

___consulted with specialists regarding needs/adaptations for children in the class with special needs

___assessed differences in students' background, skills, proficiency in English etc. to determine the need for modifications (d3)

___examined and reflected upon his/her own attitudes with regard to differences and made an effort to be sensitive to these issues

___helped students see themselves as part of a local, state, and national community (d4)

(e.) MEETS PROFESSIONAL STANDARDS

The student teacher has:

___discussed with SP the legal and moral responsibilities faced by teachers in schools (e1)

___demonstrated familiarity with Chapter 766, Title IX, IDEA, No Child Left Behind, etc.

___attended at least one IEP meeting

___been involved in the development and implementation of an IEP

___dressed and behaved in a professional manner (e1)

___taught with enthusiasm for his/her discipline (e2)

___shown interest in keeping up with new developments in his/her field (e3)

___attended relevant professional development meetings

___made an effort to learn about the community and its resources

___planned relevant field trips

___collaborated with colleagues for the good of the students (e4)

___observed and interviewed allied specialists (e.g., speech and language, physical therapist, occupational therapist)

___observed and interviewed specialist teachers (e.g. art, music, health, physical education)

___communicated with parents and involved them in their child's instruction (e5)

___participated in parent conferences (e5)

___prepared written communication for parents (e5)

___reflected on his/her performance and demonstrated willingness to adapt teaching in response to feedback and supervision (e6)

___discussed appropriate use of the internet whenever it was incorporated into lessons (e7)

Using the Referral Form

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

Lesley University School of Education Mediation Policy

In the case of disagreement between the supervising practitioner and program supervisor over a student teacher's attainment of the standards during the practicum and eligibility for licensure, a mediator will be chosen.

The mediator will be someone with appropriate educational credentials and experience in teaching and working with student teachers.

The supervising practitioner and program supervisor will agree on the choice of mediator.

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

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

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

If the student does not pass the practicum (student teaching), his/her case will be considered by the academic dean, in the usual manner for students in academic difficulty.

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

Voucher Policy

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 student 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 (617/349-8399).

- Vouchers are mailed to the SP or the school system of the SP (arrangement made by system). It is the responsibility of the SP to find out how his/her school or system intends to use the voucher. It is also the SP's responsibility to check with his/her school or system to see if an expected voucher has been received from Lesley. Lesley's policy is to not replace lost, misplaced, or missing vouchers.

- Representatives with signing authority of the school (director, principal, or superintendent) may assign the voucher only to a current employee. Additional transfer of the voucher is prohibited. Sale of the voucher is prohibited.

- Vouchers may be used only within the time period indicated, which is one calendar year from the semester in which the voucher is issued. No extensions of this time period are permissible. Vouchers cannot be used retroactively.

- One full or two half vouchers may be redeemed to waive tuition for payment of one course only. The amount waived may not exceed three semester hours of academic credit and will be determined by the number of credits given for the course chosen.

- Vouchers cannot be redeemed for the Ph.D. Program of Studies, Independent Study Contract Courses, Master of Fine Arts Program (Art Institute of Boston and Graduate School of Arts & Social Sciences) or the Audubon Expedition Institute (bus program). Vouchers cannot be redeemed for *non-credit* courses, seminars, or institutes.

- Original completed vouchers must be submitted to the Student Accounts Office by the last date of the add/drop or the semester in which the voucher is being used. Vouchers will be applied to your student account after the add/drop date. Person to whom the voucher has been assigned should make a copy of the original voucher for their records.

- The individual using the voucher must pay fees, such as registration, materials, field experience, etc., in full at the time of registration. Cash refunds are not given for a voucher used for a course. In the event that a course is cancelled or filled, the voucher will be returned to the student to use prior to its expiration date.

- Policies surrounding the *Voucher for Tuition Waiver* are subject to change.

APPENDICES

LESSON PLAN TEMPLATE: Appendix A

LESLEY UNIVERSITY GRADUATE SCHOOL OF EDUCATION

LESSON TITLE:

Teacher's Name: 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.

Massachusetts English Language Development (ELD) World Class Instructional Design and Assessment (WIDA) standards- Kindergarten- Grade 12

Please write out the standard appropriate for the content of your lesson, the language domain(s) and the language proficiency level(s) of your students.
e.g. Standard 3: The language of mathematics
Language Domain: Speaking
English Language Proficiency level: 3- Developing

Behavioral Objectives/Learning Outcomes for students:

• **Content:** MA Curriculum Frameworks: Arts, English Language Arts, Foreign Languages, Comprehensive Health, Mathematics, History and Social Science, Science and Technology/Engineering)

• **Language**: language objectives identify the specific features of language (word level, phrase level and discourse level) for students to demonstrate their language learning. They can be written in the form of a Model Performance indicator (MPI), (WIDA 2007 and 2012)

SWBA:
(e.g. students will be able to write directions to compare the length of objects following a model with a partner using adjectives with suffixes –er and –est to describe the length of objects).)

Materials: (Please attach any handouts to lesson plan):

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.

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?)

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?)

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Professional Standards for Teachers met by this lesson plan:

I. Basic subject matter knowledge in the curriculum frameworks

- **a. Plans Curriculum and Instruction**
- **b. Delivers Effective Instruction**
- **c. Manages Classroom Climate and Operation**
- **d. Promotes Equity**
- **e. Meets Professional Responsibilities**

INTERDISCIPLINARY TEACHING UNIT: Appendix B

LESLEY UNIVERSITY SCHOOL OF EDUCATION

Student Teaching Practicum

1. **Introduction,** overview, populations taught, and general goals

2. **Behavioral Objectives/ Learning Outcomes** (1.content, 2. English Language and process)
   Graphic Organizer (web) include theme, curriculum areas, language areas, activities, and skills

3. **Materials**, include books, charts, audiovisuals, technology, materials in student's native language, and handouts to the students

4. **Five Lesson Plans**, (see Template in Appendix A)

5. **Include in the unit a Culminating Activity**

6. **Evaluation (critique)** of each lesson after lesson completion
with suggestions, if needed, for how you would change the lesson next time for both content and language.

7. **Overall evaluation/analysis** of integrated unit, including
a. reflections on provisions made for varied learning levels {abilities} and styles, multiple intelligences and English language proficiency
b. students' progress and understanding of material (learning outcomes/performance goals met or not met)
c. progress as teacher (can be used in portfolio)
d. how you would change unit for next time

8. **Annotated Bibliography** - give credit to all sources, including supervising practitioner's input

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Professional Standards for Teachers

I. Basic subject matter knowledge in the curriculum frameworks

II.
- **a. Plans Curriculum and Instruction**
- **b. Delivers Effective Instruction**
- **c. Manages Classroom Climate and Operation**
- **d. Promotes Equity**
- **e. Meets Professional Responsibilities**

OBSERVATION FORM: Appendix C

Visit Number _____

Lesley University

Student Teaching Observation Form

DATE: _____ SEMESTER: _____

Student's Name:_____ Supervisor's Name: _____

1. Describe subject matter, concept or content of lesson:

2. **Positive** aspects of the lesson and **suggestions** for improvement: As appropriate, please code your observations according to the Professional Standards for Teachers listed below:

(a)	Plans curriculum and instruction	(d)	Promotes equity
(b)	Delivers effective instruction	(e)	Meets professional responsibilities
(c)	Manages classroom climate		

MID-TERM ASSESSMENT FORM: Appendix E

LESLEY UNIVERISTY

DATE:_____

MIDTERM ASSESSMENT

This should be done in conjunction with a review of the Final Evaluation Form.

STRENGTHS

SUGGESTIONS FOR IMPROVEMENT

EXPERIENCES NEEDED

_____ Student's signature

_____ Program Supervisor's signature

_____ Supervising Practitioner's signature

STUDENT TEACHING REFERRAL FORM: Appendix F

Directions:

For Use By: Program Supervisors and Supervising Practitioners

Purpose: Advise Field Placement Office or Program Supervisor of a field problem concerning the Student Teacher.

Suggested:
1. Use at any time during the practicum experience when needed.
2. Use at mid-term to notify the Program Supervisor and or Field Placement Office of student(s) experiencing problems.

DATE: _____ _____ _____ SEMESTER (circle) *Fall* *Spring*
month *day* *year*

STUDENT'S NAME:_____

SCHOOL:_____

SUPERVISING PRACTITIONER:_____

CONCERNS: (State problem and give your recommendations for solution.)

Please return to:
Jean Gumpert, Associate Director
OR
Yvonne Zollman Mosca, Assistant Director
Lesley University – Graduate School of Education
Field Placement Office

Name: _____

Title: _____

School: _____
City System School

29 Everett Street
Cambridge, MA 02138-2790