

**Salem State University
School of Education**

**Office of Licensure and Field Placement
Early Childhood
Practicum Handbook**



The mission of the Education Unit at Salem State University is to develop inquisitive, reflective and culturally responsive teachers and leaders who value collaborative professional communities and whose practice engages students in transformative learning

Table of Contents

Message from the Associate Dean of Education.....	3
Message from the Office of Licensure and Field Placement.....	4
Mission Statement	5
Education Unit Teaching Proficiencies.....	5
Code of Ethics of the Teaching Profession	7
Office of Licensure and Field Placement Policies	9-14
Roles and Responsibilities.....	16
Student Teacher's Professional Image.....	17
ECE Sample Time Frame.....	19
ECE Practicum Guidelines for the Cooperating Practitioner.....	22
Mandatory Reporting.....	24
Early Childhood Education (ECE) student teaching portfolio.....	26
Core Lesson Plan and Rubric (new).....	35
Core Unit Plan and Rubric (new).....	41
Practicum Seminar in Early Childhood Education Assignments.....	50
Practicum Forms and Descriptions.....	54
Pre-Service Performance Assessment Packet.....	60
The Professional Standards for Teachers (PST) Evaluation Questions.....	72
Formative Observation Report.....	82
Early Childhood License Specific Questions.....	83
Professional Attributes Scale.....	85
SIOP Assessment Rubric.....	92

Message from the Associate Dean School of Education

Welcome! to your Student Teaching Practicum. Congratulations on your success in meeting the high standards of our licensure programs. Salem State has a 150-year-old history as a respected preparer of new educators and a resource for the greater educational community of professionals and families in the region. In undertaking your practicum, you will be completing a rigorous program not only approved by the Commonwealth of Massachusetts' Department of Education but also voluntarily accredited by the National Council for Accreditation of Teacher Education, a distinction shared by a handful of teacher education programs in the state. As a member of the Interstate Compact we enjoy reciprocity with most other states in the nation, which means that your program here, and your practicum, will be recognized as excellent preparation around the country.

In your study at Salem State, I trust you have met faculty who are expert in their specialty areas, whose research and practice have contributed to your professional knowledge base. I hope you have had, or are about to have, the opportunity to complete a field experience in one or more of our exemplary laboratory schools with their various models and emphases. Given our strong requirements for a thorough grounding in the liberal arts and sciences, you must also feel knowledgeable about the subject matter you will be conveying to the next generation of learners.

In other words, in choosing to pursue a career in “the noble profession,” you’ve come to the right place, and you’ve done well. I wish you the best of luck in your student teaching practicum. I know you’ll be glad to be finally “trying your wings” in the classroom full-time. Please remember that while you’re there, you are a representative of the University. Conduct yourself as a new professional, fulfill your responsibilities with energy and commitment, and have fun!

Sincerely,

A handwritten signature in cursive script that reads "Mary-Lou Breitborde".

Mary-Lou Breitborde, Ed.D.
Associate Dean of Education

Message from the Office of Licensure and Field Placement

Dear Student Teacher, Supervising Practitioner, and Program Supervisor:

I am honored to welcome you to the practicum experience at Salem State University. This handbook has been prepared to assist student teachers, supervising practitioners, and program supervisors in supporting prospective teachers along the path to professional practice. A rigorous academic and field experience is provided to help students expand their content and professional knowledge. This foundation ensures successful learning experiences for the students whose lives are touched by our emerging teachers.

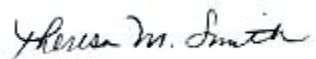
It should be noted that practicum candidates have completed a screening process for program admission and eligibility for admission into a field experience. Candidates have met the following requirements as they apply to their program.

- matriculation into an undergraduate initial licensure program with a major in one of the disciplines offered through the School of Arts and Sciences or an approved post-baccalaureate/graduate initial licensure program
- a passing score on the Communication and Literacy portion of the MTEL
- a passing score on the appropriate MTEL subject matter test(s) (for the license sought)
- successful completion of all prerequisite courses and prepracticum field experiences
- a 2.75 or better cumulative grade point average
- a 3.0 or better cumulative grade point average in the major
- coordinator or department chair recommendation for admission to the practicum
- a minimum of 75 clock hours of field-based experiences prior to the practicum

Over the course of the semester the student teacher, supervising practitioner, and program supervisor work collaboratively to make the student teaching practicum a rich and rewarding learning experience. This handbook provides information regarding University policies, practicum requirements for licensure, the student teacher's roles and responsibilities, student teaching portfolio requirements, lesson and unit plan formats, and practicum evaluation forms. In order to ensure endorsement for certification and licensure by the Massachusetts Department of Education, all parties (teacher, practitioner, and supervisor) must complete the necessary paperwork outlined in this handbook.

The Office of Licensure and Field Placement is here to assist you! Please do not hesitate to contact our office at 978.542.6472 or wpearson@saleemstate.edu if you have further questions or concerns. I wish you success in your journey to becoming a teacher and thank our supervising practitioners and program supervisors for their continued support in preparing our future professionals.

Sincerely,



Theresa M. Smith, Director

Mission Statement

The mission of the Education Unit at Salem State University is to develop inquisitive, reflective and culturally responsive teachers and leaders who value collaborative professional communities and whose practice engages students in transformative learning

Education Unit Teaching Proficiencies

In an effort to clarify the knowledge, skills, and dispositions required of the professional education candidates at Salem State University, the faculty, for more than two years, worked together to develop and refine a set of teaching proficiencies to define what candidates need to know and be able to do in their work with students. In this work, the Unit's members considered our own goals/philosophy in light of state and national standards for educator preparation and licensure.

The teaching proficiencies defined by the Unit are,

- 1. The candidate takes an inquiry stance toward education, asking reflective questions about his/her own teaching and learning, avoiding assumptions, and investigating his/her own educational organization's mission to educate.*
- 2. The candidate plans effective and developmentally appropriate lessons and units that show substantive disciplinary knowledge and modes of inquiry, and that address the learning standards of organizing curriculum frameworks.*
- 3. The candidate selects, evaluates and draws on results of formal and informal assessments to plan teaching-learning activities, adapt instruction, and confirm students' progress toward learning outcomes.*
- 4. The candidate stimulates student inquiry and learning through instruction that uses a variety of engaging strategies and materials, including integrating technology, in ways that are developmentally appropriate and ethically responsible.*
- 5. The candidate creates a classroom environment that encourages questions, invites interaction, supports positive social relations and fosters self-motivation.*
- 6. The candidate designs and delivers instruction that addresses the needs of diverse learners and promotes high standards and achievement for all students.*
- 7. The candidate fosters an appreciation of our multicultural nation, an understanding of the global community and world issues, and respect for individual differences.*

8. *The candidate continually reflects critically on his/her practice in light of current research, informed discussion with colleagues and, most importantly, its effect on student learning.*
9. *The candidate involves families and communities in curriculum and instruction as rich resources for teaching and learning.*
10. *The candidate acts professionally and ethically, in full awareness of the needs of students and the intellectual, legal, and ethical responsibilities of educators.*

Code of Ethics of the Teaching Profession National Education Association

PRINCIPLE I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

**Adopted by the NEA 1975 Representative Assembly*



Practicum Placement: Policy and Procedures

Adhering to Massachusetts state regulations for approved educator preparation programs as well as the standards of the National Council for Accreditation of Teacher Education (NCATE) and policies of Salem State University and its School of Education, the Office of Licensure and Field Placement (OLFP) has final responsibility for placing students in practica leading to Salem State endorsement for initial licensure. While the OLFP will make every effort to satisfy student interests and needs, we must also meet state, national and University requirements and consider additional factors, including our responsibility to our laboratory schools and to our local school districts, and the availability of qualified program supervisors.

The following general rules apply to practicum site placement and scheduling:

I. Placement location

- Students are invited to submit requests for placements in particular schools or districts on the Application to Student Teaching Practicum. While we will attempt to meet critical needs, the OLFP has final responsibility for placement.
- The practicum site must allow the student to learn and practice the scope of the professional responsibilities of the license.
- The supervising practitioner supervising the practicum student must hold a professional license in that field or have an initial license in the field with at least three years of work under the license.
- The practicum site must use the Massachusetts Curriculum Frameworks in the design of its curriculum.

II. Job sites as practicum sites

In some circumstances, students may request that their paid positions as educators constitute their practicum site. In light of state requirements and academic guidelines, the conditions for satisfying such requests follow:

- The practicum site must allow the student to advance professionally by applying the knowledge and skills that embody the framework of Salem State's licensure program, with guidance and supported from a qualified supervising practitioner.
- The practicum site must allow the student to complete the hours, activities and assignments required by the licensure program.
- The supervising practitioner evaluating the practicum student must hold a professional license in the field or an initial license with at least three years of work under the license.

- The supervising practitioner must be able to carry out the requirements and responsibilities set by Salem State and must be able to assess the practicum student objectively and with reference to Salem State, state and district/school standards.
- The practicum site must use the state Curriculum Frameworks in the design of its curriculum.
- The student must provide the OLFP with a letter from the school principal providing permission to the student to use his or her work site as a practicum site and attesting to the school's ability to satisfy the conditions listed above.

III. Practicum schedule

- Unless otherwise specified by the student's program, the practicum is a full-time, full-semester, five-day-per-week experience. The student is required to keep the same hours as those required of the supervising practitioner.
- Students with substantial* work experience in the role, field and level of the license may apply to the OLFP for a Reduction in Student Teaching (waiver) for up to one-half the required practicum hours. The waiver application will require documentation of previous experience and evidence/examples of the quality of the student's performance in the work.
Please see <http://www.salemstate.edu/academics/schools/1643.php> for the Request for a Reduction in Student Teaching form (waiver application).
- In rare circumstances, students may be allowed to modify the practicum schedule. Students requesting an alternative schedule must apply in writing to the Director of the OLFP stating the reasons for the request and providing documentation as necessary. In no case will students be allowed to complete fewer than the hours required by the program.

IV. Appeals

- Students may appeal a decision by the OLFP regarding practicum placement site, practicum schedule, or half-practicum waiver to the Associate Dean of Education. The Associate Dean has responsibility for licensure programs and compliance with national accreditation and state approval requirements. Decisions related to academic program requirements should be appealed to the department chair housing the program and then to the dean of the academic school (undergraduate programs) or School of Graduate Studies (graduate programs).

**Students with substantial and documented previous work experience in the role of the license may apply to the OLFP for a Reduction in Student Teaching (half-practicum waiver). Generally, the OLFP requires documentation of two years full-time work experience in the role of the license as equivalent to a half-practicum. Please see <http://www.salemstate.edu/academics/schools/1643.php> for information on the waiver application process.*



School of Education Polices for Student Teaching

1. Placement Process and Eligibility

To be eligible for a student teaching practicum, a candidate must have completed all prerequisite courses in his or her program, must have a 2.75 overall grade point average and a 3.0 in the major, have passed all parts of the MTEL, be recommended by the program coordinator/department chair, and have completed pre-practicum experiences of at least 75 hours. The Office of Student Teaching and Licensure is responsible for student teaching practicum placements. That office submits all requests for practicum placements to school principals and/or his/her designee(s) and Pre-school Directors and then notifies practicum students about their placements and any agency requests for interviews and reporting time. School System/Agency and student inquiries relative to placements should be directed to this office (978-542-6472).

2. Criminal Offender Registration Information (CORI)

Individual districts may ask you to complete a Criminal Offender Registration Information check (CORI). You are required by state law to complete this form accurately and in a timely manner. You may be denied access to the school until the CORI is approved. If this happens, you are required to make up any missing days.

3. Attendance

The student teaching practicum experience is for most programs at least 300 hours in the field site. Student teachers are expected to keep the same hours as their supervising practitioner; for example, if teachers are required to be in school 30 minutes before the start of the school day and stay 30 minutes after students dismissal, you must keep those hours, as well.

The Office of Licensure and Field Placement will provide you with the student teaching practicum calendar, including beginning and ending dates and vacation times. Unless informed otherwise by the University, you are required to follow the public/pre-school calendars. Authorized absences for such activities as University Registration and/or required meetings are indicated in the separate Practicum Calendar. If you are going to be absent because of illness, you must follow the policies concerning notifying both the school/agency and your supervisor.

At the discretion of your program supervisor and supervising practitioner, you may be required to make up absences that total not more than four days per semester. Absences totaling five days or more per semester must be made up on a schedule mutually agreed to by the program supervisor and the supervising practitioner. Your school or center may expect you to attend such events as in-service meetings, parent-teacher conferences, and faculty meetings. The teacher expects you to participate as fully as possible in the role of a teacher, provided cooperating agency policies are not violated.

4. Program Requirements for the Practicum

This handbook describes both the general requirements for all practicum students and the requirements specific to each licensure program. You will be asked to document your time and your activities in the practicum and complete all assignments generated by your practicum supervisor and seminar leader. You should begin compiling the good work you do in the practicum—the lessons you plan and teach, the materials you create, the notes you take, and case studies or other assignments required in your program—in a Student Teaching Portfolio, which will serve as evidence of your practicum work and keep you organized. You will probably be able to use materials from your Portfolio in future interviews for your teaching position. Later in this handbook, you will find a list and description of the assignments to be carried out in your practicum placement and documented in your Portfolio. These assignments are meant to prepare you for the particular roles and responsibilities of your license and to satisfy the national and state standards governing your field.

5. Obtaining Your License

Near the end of the practicum semester, the Office of Licensure and Field Placement will notify you of a general informational meeting about how to apply for license. As a state-approved institution, Salem State will communicate directly with the state Dept. of Elementary and Secondary Education and endorse you for licensure. You will have to formally apply to the OLFP for your license and provide materials to support it.

It is essential that you attend this licensure information meeting, so look for the email announcement about time and place.

5. Academic Workload

You are encouraged to plan your course schedule so that you enroll only for the 12 credits of student teaching field experience (6 credits in the graduate programs) during the semester you are completing your practicum. You are also encouraged to arrange your finances so that you can minimize the need for working in the evening and on weekends. The practicum requires a full time commitment to the classroom. If you are to take full advantage of this opportunity to demonstrate what you have learned in your education and arts and sciences courses and earn your recommendation for employment, you must make the student teaching practicum your highest priority. When outside activities interfere with the requirements of the field experience, your practicum work will suffer and you endanger your licensure endorsement. .

6. Assessment and Grading

You will be visited several times during the semester by your program supervisor, and your teaching formally evaluated in three of those visits. Your supervisor will use a Pre-Service Performance Assessment (PPA) form to evaluate your teaching, using the five professional standards of the Mass. Dept. of Elementary and Secondary Education. These standards measure your ability to plan instruction, deliver instruction in ways effective with all students and assess their learning, create a positive and productive classroom, treat students equitably, and act with professionalism. These five standards appear again on the culminating Pre-Service Performance Assessment, on which your performance during the whole semester will be evaluated. Both your program supervisor and your supervising practitioner must judge that you have met all these standards by the end of the practicum period in order for Salem State to endorse you for licensure.

Salem State University uses a pass/fail system for evaluating the student teaching practicum experience. Candidates who perform satisfactorily and earn a recommendation for licensure will be awarded a passing grade. The program supervisor is legally responsible for assignment of grades. Supervisors will also request input and seek recommendation from the supervising practitioner and the seminar leader concerning a student's grade. Your passing grade includes a successful practicum experience, a well developed portfolio of evidence, and attendance/participation in the accompanying student teaching seminar.

7. Participation in School Activities

Student teachers are expected to keep “teachers’ hours” in their assigned schools. During the time the student teacher is assigned to a classroom, the expectation is that the student teacher will participate in the full spectrum of professional activities. These activities may include, but are not limited to, attending faculty meetings and professional development opportunities; observing special education team evaluation meetings; participating in the parent conference process, attending showcase/project fairs (science, geography, etc.) and other Prek-12 student activities. Understanding that student teaching is the final experience in the initial teacher preparation program, the University and the PK-12 professional community have a responsibility to ensure that every student teacher is provided with a full range of professional experiences to best prepare him/her for the role of classroom teacher.

8. Substitute Teaching

If the supervising practitioner will be out of the classroom, the school district is expected to provide an appropriate substitute teacher for the classroom, the same as they would if the student teacher were not assigned to that room. The student teacher will be expected to provide the same level of instruction in collaboration with the district substitute teacher as would have happened if the supervising practitioner were present. In some school districts, administrators may ask student teachers to serve as substitute teachers; in others, this is not allowed. Salem State policy is that, if asked, a student teacher may act as the substitute teacher in the classroom to which he/she is assigned, but no earlier than four weeks into the practicum experience. The student teacher must have demonstrated to the program supervisor the ability to function effectively in managing a classroom. The supervisor must approve all substitute teaching requests for student teachers. The total substituting days must not exceed two days per quarter placement and four days per semester placement. This policy is not intended to contradict or supersede any local bargaining agreement clause that may be in effect.

9. Safety Guidelines (Universal Precautions)

The School of Education is aware that teachers come in close contact with children on a daily basis. The following safety guidelines, as proposed by the United States Public Health Service for the handling of blood and bodily fluid of all persons, not just those previously known to have HIV infection, shall be followed by all Salem State University students.

Universal Precautions

Universal Precautions is an aggressive, standardized approach designed by the Centers for Disease Control to help prevent the spread of AIDS, hepatitis B (HBV), and other blood borne diseases. Viruses that cause blood borne diseases are spread by contact with blood and certain other body fluids. Universal Precautions are methods based on the simple fact that there is no way to be sure a person is not infected with AIDS, hepatitis B, and other bloodborne disease, so it is safest to handle everyone's blood and body fluids as if they are infected.

Universal Precautions Cover:

blood	spinal fluid
peritoneal fluid	saliva from dental work
vaginal secretions	joint or synovial fluid
pleural fluid	semen
blood products	amniotic fluids

Universal Precautions Do Not Cover*

saliva	tears
feces	sputum
sweat	nasal secretions
urine	vomit

**unless you can see blood in them*

The Basic Methods

- Avoid contact with blood and body fluids, if possible.
- When you cannot avoid contact, protect yourself. Latex gloves are recommended, but they are not always available. Rubber gloves and plastic bags are helpful in providing some protection. Whenever possible, have the person control their own bleeding by applying direct pressure to the wound with paper towels, tissues or other clean disposable towels.

- If blood or body fluids get on your skin, wash with soap and water immediately.
- Discard or decontaminate anything that has had direct contact with blood or body fluids. Know the specific facility policies on proper disinfecting and disposal of contaminated objects. When disposing of any paper items with visible blood on them, protect yourself and others by disposing them in plastic bags, tying the trash bag, and placing it inside another trash bag. To clean up blood on objects or on the floor, lay paper towels on it to absorb as much as possible. Then disinfect with bleach.
- Learn about post-exposure follow-up and the importance of reporting possible exposure incidences between children.

Following these simple guidelines will be helpful in protecting you and others. When an emergency arises, it is important to be able to help, and to do so without fear.

Be Aware and Protect Yourself!

Student teachers should contact the school nurse in your district regarding specific universal precautions and school system policies.

10. Job Action

You are assigned to classrooms in the public schools to complete the practicum experiences required in your certification program at Salem State. You are not an employee of the district. Therefore, you should not participate in a job action. If a job action occurs at your practicum site, you are to notify your program supervisor and report to the School of Education Office on the third floor of the Sullivan Building on North Campus for further instructions.

11. Compensation to Supervising Practitioners: Vouchers

One full tuition credit voucher will be awarded for each student placed for a full semester of student teaching. A full voucher is issued, therefore, for each full-semester student placement regardless of the number of assignments a student may have. For an eight-week assignment, a half voucher is issued. Tuition credit vouchers are awarded at the end of the semester in which he/she mentored a Salem State practicum student. Course vouchers are valid for the tuition only of one graduate or continuing education course and are not transferrable. All course fees associated with the class selected are the responsibility of the person using the voucher. Vouchers must be presented with registration materials to the Registrar's Office at Salem State. Vouchers are good for one year from the date of issue and Practicum students should make their supervising practitioners aware of this policy.

Compensation to Cooperating Practitioners: PDPs

In accordance with Massachusetts General Laws, Chapter 71, section 38G, all educators licensed in Massachusetts and are subject to re-licensure requirements. To acknowledge the importance of their role as a mentor to a pre-service student teacher, the Massachusetts Department of Education allows for the awarding of professional development points to supervising practitioners. The Office of Licensure and Field Placement following the completion of the student teaching semester will issue Professional Development Certificates in the amount of fifteen (15) PDPs for supervising practitioners.

Student –at- Risk

Students will be informed if they are in danger of failing the practicum as soon as possible. If a supervising practitioner or program supervisor has concerns about the student's practicum performance, the Student-at-Risk process will be initiated. If the student-at-risk process is initiated, the supervising practitioner and program supervisor will be asked to complete the student-at-risk report outlining the areas of concerns within the Pre-Service Performance Assessment. At a mutually agreeable time, the student will meet with the Field Supervisor, the Education Chair or designee and the Director of the Office of Licensure and Field Placement. At the meeting, we will discuss the strengths and weaknesses of the student's practicum performance thus far based on the five standards of teaching in the Pre-service Performance Assessment. Depending on the number of standards not being met and the student's willingness to work harder to meet the outstanding standards, we will discuss options for completion or resolution. Options include continuation of the practicum, extension of the practicum, withdrawal from the practicum or failure of the practicum.

Roles and Responsibilities

Office of Licensure and Field Placement

The Office of Licensure and Field Placement functions as a central communication, coordination, monitoring and record-keeping resource for students, faculty, supervisors, other Salem State administrative offices and cooperating agencies. Specific questions or concerns regarding the practicum may be forwarded to the Office at 978/542-6472.

Student teachers are required to attend a licensure informational meeting during the semester in which they student teach at which time applications are distributed and directions for completion are provided. Please see the Licensure section of this handbook for instructions on how to apply for Massachusetts Educational Personnel Licensure.

The Student Teacher

As the culminating experience of a student's preparation as a teacher, the student must assume the most active part and responsibility for his/her practicum.

At a minimum, the student teacher:

- keeps at least the mandated 'teacher hours' and involves him/herself in the life of the classroom and school
- gains insight as far as is possible into the many facets of the school/agency and the community in which he/she is teaching and appreciates the cooperation of the host school and its personnel who provide for the student teaching experience
- becomes acquainted with the philosophy of the school/agency, department and supervising practitioner relative to education
- becomes an integral part of the school/agency and its community
- knows definitely what is expected of him/her by the supervising practitioner and the program supervisor
- presents to the supervising practitioner and/or the program supervisor lesson plans, tests, etc. which he/she is to administer for analysis and approval as required by the supervising practitioner and program supervisor
- is receptive to constructive criticism and seeks suggestions from the supervising practitioner and program supervisor
- evaluates him/herself objectively and realistically
- attends to the needs, interests and abilities of the students he/she is teaching
- cooperates in every way possible with any and all employees of the school/agency
- participates in the required Three-Way Conferences
- is punctual and observes regular attendance (arrives before students arrive and departs after students leave the building) at his or her assignment
- recognizes his/her responsibility as a mandatory reporter of child abuse or neglect (see section on Mandatory Reporting)
- maintains a professional demeanor (see box)

Student Teacher's Professional Image

Your school or agency is opening its doors to you and devoting time and energy to helping to prepare you professionally. Please remember that you are a representative of Salem State University and a guest in your school. Your behavior, your language, your demeanor and your appearance are important indicators of how serious you are in undertaking the important work of an educator and how well you will be able to work with learners, their families, and your colleagues. As a guest in your school, you must adjust to its expectations; do not expect the school to adjust to you.

Personal Appearance

Make sure you present a professional image in the way you dress. Every student teacher should dress according to the policies and expectations of their school/agency placement site. Dress comfortably, but conservatively. . Now may be the time for that new tie or pair of shoes.

Communication and Speech

In all cases and with all people (learners, school staff, and supervisors), you are expected to use language that is respectful, clear and appropriate. For the learners in your charge, you are a role model. To the school staff, you are a beginning colleague and a learner yourself. Be unfailingly polite, think about your vocabulary, and model good language use. If something upsets you, take time before reacting, and react professionally. Your program supervisor, your supervising practitioner and your seminar leader are good sources of help in finding the right way to express an idea or a concern.

With your faculty colleagues, be friendly and professional. Try to avoid conversations that include criticism or issues that are too personal. Make suggestions and ask questions, but avoid criticism yourself. Be a good listener. You are there primarily to learn from others.

Participation in the Life of the School

Your first commitment is to the learners in your classroom and your own development as a teacher; however, during the course of your practicum there will be many opportunities to involve yourself in school and classroom activities. Join with school/agency staff in professional activities, and search out ways to interact with parents and families. Volunteer to help with the Open House or Family Night; you will find yourself learning a lot from the experience and having fun, as well.

The Supervising Practitioner

The University recognizes that the supervising practitioner is a primary influence in determining the direction and outcome of each individual's experience as a practicum student. The University also recognizes that the supervising practitioner's first responsibility is the children in his or her classroom. The University is aware that working with practicum students is time-consuming but believes this role is also stimulating and worthwhile.

At a minimum, the supervising practitioner:

- provides orientation for the student teacher to the classroom
- provides the student teacher with a work area
- introduces the student teacher to the children and provides important information about the children
- shows the student teacher available instructional resources including building facilities, technology, curriculum guides, faculty and student handbooks, media and supply area
- introduces the student teacher to other personnel in the school/agency
- plans with the student teacher and supervisor, the student teacher's involvement during the practicum (**Students must assume a minimum of 135 hours as a total of direct instructional responsibility in order to qualify for licensure. For ECE students this should be evenly split between both placements**)
- gives the student teacher gradual responsibility in the classroom, recognizing that student teachers differ in their readiness to assume responsibility for a classroom
- engages in joint problem solving about pedagogical issues
- observes student teaching and confidentially (not in front of the children) gives specific suggestions for improvement
- oversees student teacher instructional planning and checks lesson plans
- holds regular conferences, at least twice a week, to guide the student in lesson planning and self-evaluation to discover needs, strengths, weaknesses and growth relative to teaching
- encourages the student teacher to try new methods or approaches and assists in the evaluation of these methods
- models teaching subject areas before the student teaches the subject
- models classroom management skills that lead to a positive classroom environment
- includes the student teacher in parent conferences, team meetings, student evaluation meetings, and professional development programs
- models professional attitudes and ethics
- encourages the student teacher to use a variety of assessment and evaluative tools to assess student learning
- shares with the student his/her knowledge and resources related to the subject field
- participates in the three required "Three-Way Conferences" and student teacher evaluation process
- complies with the policies and procedures for student teaching including the substitute teaching policy detailed in this Handbook

Sample ECE Practicum Time Frame

The First Week

- Introduce the student teacher as soon as possible to the students, the teaching, administrative, and support staff, the custodian, and other student teachers in the building.
- Take a tour of the building.
- Visit the faculty lounge with the student teacher and introduce her to colleagues.
- Inform the student teacher of expected arrival and departure times, how to report an absence, appropriate attire, and all school procedures, including the use of the facilities.
- Provide the student teacher with the teaching schedule, a plan book (if appropriate), and copies of faculty and student handbooks and curriculum guides. Find her a workplace and storage space.
- Discuss with the student teacher your system for classroom management and assessment/grading.
- Schedule planning and evaluation meetings, at least twice a week.
- Have a conversation about mutual hopes and expectations.

The Following Two Weeks

For the first three weeks of the practicum, the emphasis should be on the student teacher's close observation of the teaching methods and strategies of the cooperating practitioner. She may assist with attendance, playground, cafeteria, story reading, reading groups, learning centers, and get to know individual students. She should be teaching at least one lesson by the end of the first week. Invite the student teacher to attend faculty meetings and parent conferences. The student teacher should not be left unattended during this time.

By Week Four

By this time, the responsibilities of the student teacher should have increased. She should have assumed additional responsibilities for bulletin board displays, assessment, etc. and should have responsibility for teaching about one-third of the lessons each day. The student teacher may be left unattended for short periods of time.

Week Five and Onward

She should be responsible for about seventy percent of the daily lessons. The classroom teacher may want to leave the Student Teacher unattended for longer periods of time. During one of the student's last weeks, the student teacher should have total responsibility for teaching all classes and other related activities conducted by the regular classroom teacher.

The Program Supervisor

The supervisor's role is to collaborate with cooperating school/agency personnel in order to assist his/her students to develop into successful beginning teachers.

At a minimum, the program supervisor:

- attends the Supervisor/Student Teacher Orientation meeting at the beginning of each semester and specially scheduled supervisor meetings
- represents the teacher education program at Salem State and serves as direct liaison between the University and cooperating school/agency staff
- makes a minimum of 6 visits to assigned semester practicum students and three contact visits with assigned half-semester practicum students. The supervisor plans for and schedules at least 3 evaluative observations for a full practicum in cooperation with the student teacher and supervising practitioner. These observations should range over the duration of the practicum and allow the student teacher to demonstrate a variety of teaching skills in several knowledge areas with a variety of learners
- establishes a means of communication with student teachers and supervising practitioners, including sharing phone and email contact information
- schedules and oversees 3 Three-Way Conferences (student teacher, supervisor and supervising practitioner) during the practicum to assess progress, proficiencies, areas of need, and strategies for improvement
- assists with and mediates as appropriate any problems arising between the student teacher and the cooperating staff
- informs the Office of Licensure & Field Placement about the student teacher's progress, any problems and special highlights of the student teacher's experience
- reviews the Student Teaching Portfolio and assesses lessons and teaching units using School of Education (SED) rubrics. Submits the results to SED's comprehensive assessment system
- submits completed practicum forms to the Office of Licensure & Field Placement

The Seminar Leader

The seminar leader facilitates discussion and exploration of topics important to groups of students seeking the same or similar licenses. Meeting regularly with the group, the seminar leader:

- facilitates a discussion of topics, issues and concerns common to all participants
- reviews elements of good theory- and research-based practice
- assists practicum students in completing the specific program requirements of the placement
- reviews student work, including Student Teaching Portfolios
- informs the Office of Licensure & Field Placement about problems and concerns
- advises students on job-seeking skills and career and licensure information

The Mediator

In spite of good communication between the supervising practitioner and the program supervisor should obviate the need for a mediator, when there is a disagreement between them concerning the student teacher's final evaluation (proficiency in the five DOE standards), the DOE mandates resolution by a third person. The Coordinator of the Office Licensure & Field Placement will serve in this role. Should he/she not be available to perform this role or if he/she has a conflict of interest, the Associate Dean of the School of Education or his/her designee will serve in the role.

ECE Practicum Guidelines for the Cooperating Practitioner

The College recognizes that the cooperating practitioner is a primary influence in determining the direction and outcome of each individual's experience as a practicum student. The College also recognizes that the cooperating teacher's first responsibility is to the children in his or her classroom. The College is aware that working with practicum students is time-consuming but believes this role is also stimulating and worthwhile.

At a minimum, the cooperating teacher should provide for the student teacher:

Orientation

- Orient her to the classroom.
- Provide her with a work area.
- Show her instructional resources including building facilities, technology, curriculum guides, faculty and student handbooks, media and supply area.

Introductions

- Introduce her to the children and provide important information about the children.
- Introduce her to other personnel in the school.

Meetings

- Hold regular conferences, at least twice a week, to guide her in lesson planning and self-evaluation to discover needs, strengths, weaknesses and growth relative to teaching.
- Include her in parent conferences, team meetings, student evaluation meetings, and professional development programs.
- Participate in the three required "Three-Way Conferences" that are part of the student teacher's evaluation process.

Modeling

- Model teaching subject areas before the student teaches the subject.
- Model classroom management skills that lead to a positive classroom environment.
- Model professional attitudes and ethics.

Oversight

- In cooperation with the student teacher and the college supervisor, plan her involvement during the practicum.
- Give her gradual responsibility in the classroom, recognizing that student teachers differ in their readiness to assume responsibility for a classroom.
- Oversee her instructional planning and check lesson plans.

Coaching and Support

- Encourage her to try new methods or approaches and assist in the evaluation of these methods.
 - Encourage her to use a variety of assessment and evaluative tools to assess student learning.
- Share with her your knowledge and resources.
- Observe her teaching and then, confidentially (i.e., not in front of the children), give her specific suggestions for improvement.
- Engage in joint problem solving about pedagogical issues.

Finally, we ask cooperating teachers to comply with the policies and procedures for student teaching, including the substitute teaching policy detailed in the Student Teaching Handbook.

MANDATORY REPORTING

(Massachusetts G.L.C.119, S.51A)

Any physician, medical intern, hospital personnel engaged in the examination, care or treatment of persons, medical examiner, psychologist, emergency medical technician, dentist, nurse, chiropractor, podiatrist, osteopath, public or private school teacher, educational administrator, guidance or family counselor, day care worker or any person paid to care for or work with a child in any public or private facility, or home or program funded by the Commonwealth or licensed pursuant to the provisions of chapter twenty-eight A, which provides day care or residential services to children or which provides the services of child care resource and referral agencies, voucher management agencies, family day care systems and child care food programs, probation officer, clerk/magistrate of the district courts, parole officer, social worker, foster parent, fire-fighter or policeman, office for children licenser, school attendance officer, allied mental health and human services professional as licensed pursuant to the provisions of section one hundred and sixty-five of chapter one hundred and twelve, drug and alcoholism counselor, psychiatrist, and clinical social worker, who in his professional capacity shall have reasonable cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from abuse inflicted upon him which causes harm or substantial risk of harm to the child's health or welfare including sexual abuse, or from neglect, including malnutrition, or who is determined to be physically dependent upon an addictive drug at birth, shall immediately report such condition to the department by oral communication and by making a written report within forty-eight hours after such oral communication; provided, however, that whenever such person so required to report is a member of the staff of a medical or other public or private institution, school or facility, he shall immediately either notify the department or notify the person in charge of such institution, school or facility, or that person's designated agent, whereupon such person in charge or his said agent shall then become responsible to make the report in the manner required by this section. Any such hospital personnel preparing such report may take or cause to be taken, photographs of the areas of trauma visible on a child who is the subject of such report without the consent of the child's parents or guardians. All such photographs or copies thereof shall be sent to the department together with such report.

Any such person so required to make such oral and written reports who fails to do so shall be punished by a fine of not more than one thousand dollars.

Any person who knowingly files a report of child abuse that is frivolous shall be punished by a fine of not more than one thousand dollars.

Said reports shall contain the names and addresses of the child and his parents or other person responsible for his care, if known; the child's age; the child's sex; the nature and extent of the child's injuries, abuse, maltreatment, or neglect, including any evidence of prior injuries, abuse maltreatment, or neglect; the circumstances under which the person required to report first became aware of the child's injuries, abuse, maltreatment or neglect; whatever action, if any, was taken to treat, shelter, or otherwise assist the child; the name of the person or persons making such report; and any other information which the person reporting believes might be helpful in establishing the cause of the injuries; the identity of the person or persons responsible thereof, and such other information as shall be required by the department.

Any person required to report under this section who has reasonable cause to believe that a child has died as a result of any of the conditions listed in said paragraph shall report said death to the department and to the district attorney for the county in which such death occurred and to the medical examiners as required by section six of chapter thirty-eight. Any such person who fails to make such a report shall be punished by a fine of not more than one thousand dollars.

In addition to those persons required to report pursuant to this section, any other person may make such a report if any such person has reasonable cause to believe that a child is suffering from or has died as a result of such abuse or neglect. No person so required to report shall be liable in any civil or criminal action by reason of such report. No other person making such report shall be liable in any civil or criminal

action by reason of such report if it was made in good faith; provided, however, that such person did not perpetrate or inflict said abuse or cause said neglect.

Any person making such report who, in the determination of the department or the district attorney may have perpetrated or inflicted said abuse or cause said neglect, may be liable in a civil or criminal action.

No employer of those persons required to report pursuant to this section shall discharge, or in any manner discriminate or retaliate against, any person who in good faith makes such a report, testifies or is about to testify in any proceeding involving child abuse or neglect. Any such employer who discharges, discriminates or retaliates against such a person shall be liable to such person for treble damages, costs and attorney's fees.

Within sixty days of the receipt of a report by the department from any person required to report, the department shall notify such person, in writing, of its determination of the nature, extent and cause or causes of the injuries to the child, and the social services that the department intends to provide to the child or his family.

Any privilege established by sections one hundred and thirty-five A and one hundred and thirty-five B of chapter one hundred and twelve or by section twenty B of chapter two hundred and thirty-three, relating to confidential communications shall not prohibit the filing of a report pursuant to the provisions of this section or the provisions of section twenty-four.

The Student Teaching Portfolio

As part of the student-teaching practicum, students are required to assemble and submit to their Program Supervisors and Seminar Leaders a student-teaching portfolio that reflects the practicum experience. The portfolio documents the student teacher's practicum experience and is an important self-assessment tool. It consists of general assignments and assignments specific to particular programs. Parts of the portfolio can also be used in employment interviews. *Make sure to include samples of student work to demonstrate the effect of your teaching on student learning.* Student teachers should produce both a paper version and an electronic version (e.g., a CD) of their Portfolio.

The portfolio must:

- be professionally presented
- include documentation that you have met the standards of your particular educational field
- document a variety of teaching approaches and circumstances
- incorporate instructional, information and presentation technology
- include differentiation and demonstrate your responsiveness to diversity
- link classroom practice to theoretical knowledge and research in your field
- show involvement of families and respect for the community

The Early Childhood Education (ECE) student teaching portfolio should include the following information:

I) Background information

1. Resume
2. College transcripts
3. Weekly practicum reports
4. Philosophy of education
5. Sample cover letter for job application

II) Evidence of strong command of content knowledge.

1. Copy of the Mass DOE content requirements for your license
2. Sample assignments from your content preparation courses
3. Copy of your MTEL score reports
4. Background materials for lessons and units taught

III) Evidence that you have met the five state teaching standards:

Standard A - Plans Curriculum and Instruction

1. Samples of Unit and Lesson Planning

Standard B – Delivers Effective Instruction

1. Evidence of student learning generated by the sequential lessons you wrote and taught.
2. Practicum Case Study
3. Supervisor observations
4. Field Notes/Reflections on teaching a) a whole group and b) an individual child
5. Photographs of bulletin boards and other student teacher-designed teaching materials

Standard C – Manages Classroom Climate and Operation

1. Field Notes/Reflections on classroom management with

a) a large group and b) an individual child

Standard D – Promotes Equity

1. SIOP observation results
2. Family and Community Involvement plan
3. Field Notes/Reflections on
 - a) promoting equity,
 - b) teaching a child with a Special Need, and
 - c) if possible, participation in the development of an IEP or IESP

Standard E – Meets Professional Responsibilities

1. Study of School Services Form
2. Field Notes: Include at least one field note/reflection on:
 - student teacher-parent interaction
 - student teacher-staff interaction
 - department/staff meetings
3. Evidence of communication with families

IV) Documents attesting to potential for professional excellence

1. PPA and the accompanying formal observations by College Supervisor
2. letter of recommendation from Cooperating Practitioner(s)
3. letter of recommendation from College Supervisor(s)
4. letter of recommendation from Building Principal/Asst. Principal/Chair
5. Self assessment and Final Reflection

The following table a) lists all of the items that must be included in the Student Teaching Portfolio at the end of the semester and b) indicates who will oversee and evaluate each item (the Supervisor or the Seminar Leader). However, both the Seminar leader and Supervisor will look at all items in your portfolio when evaluating your overall performance. The Supervisor may ask you to perform other tasks in order to demonstrate competency in certain areas.

Principal Portfolio Items	Who will oversee/evaluate ?
Resume & Cover Letter	Seminar Leader
Philosophy of Education	Seminar Leader
Field Notes	Supervisor
Unit and Lesson Plans	Supervisor
Case Study	Seminar Leader
Evidence of Student Learning from Sequential Lessons	Seminar Leader
Self Assessments, including Final Reflection	Seminar Leader
Family and Community Involvement Plan	Seminar Leader
Observational Instruments	
Pre-Service Performance Assessment (PPA)	Supervisor
Sheltered Instruction Observation Protocol (SIOP)	Supervisor
Professional Attributes Scale (PAS)	Supervisor
Other Items	
References/Recommendations	

Another way to organize items to be included in the Portfolio

(HP = Individuals doing a half-practicum)

Items to Produce	Items to Collect
Resume & Cover Letter	Supervisor's Observations
Philosophy of Education	Pre-Service Performance Assessment (PPA)
Sample Unit and Lesson Plans	Sheltered Instruction Observation Protocol (SIOP)
Sequential Lessons with Evidence of Student Learning <i>HP may include this as part of their unit.</i>	Professional Attibutes Scale (PAS)
Case Study	Samples of student work
Self Assessments, including Final Reflection	Recommendations
Family and Community Involvement Plan	College transcripts
Field Notes <i>HP: Write the field notes as noted below.</i>	Weekly practicum reports
Study of School Services	Mass DOE content requirements
	Sample assignments from content preparation courses
	Background materials for lessons and units taught
	Copy of your MTEL score reports
	Communications with families
	Photographs or samples of teaching materials you developed

Field Notes: Include at least one field note/reflection on each of the following:
(HP should do one from each group.)

- 1) a) teaching a whole group lesson
b) teaching an individual child
- 2) a) classroom management with a large group
b) classroom management with an individual child
- 3) a) student teacher-parent interaction
b) student teacher-staff interaction

- 4) a) department/staff meetings
- b) promoting equity
- c) participation in the development of an IEP

Descriptions of Selected Portfolio Tasks

Field Notes

At the end of every day, jot down some notes to remind you about what happened. These can be observations, questions, hypotheses, or reflections focused on the children, the teacher and/or your own responses and performance. You may choose to record these ideas as handwritten notes, drawings, or even on tape. You will be able to refer to these notes as you prepare the assignments required for your fieldwork and your Portfolio this semester. At the end of the semester, include these informal Field Notes with your Portfolio. (Please note, your supervisor may provide further guidelines regarding journal entries.)

Include at least one field note/reflection on

- teaching a whole group lesson
- teaching an individual child
- classroom management with a large group
- classroom management with an individual child
- student teacher-parent interaction
- student teacher-staff interaction
- department/staff meetings
- promoting equity
- participation in the development of an IEP

(Supervisor to oversee and evaluate.)

Practicum Case Study

With your cooperating teacher's input, select a child to study, preferably one who has some (but not too many) learning challenges. Assess that child's learning in the following ways.

1. Conduct a formal assessment of the child, preferably, but necessarily, a DRA.
2. Conduct three 15-minute observations on three different days, during an activity where the child appears to be struggling. Be sure to use objective, descriptive, non-evaluative language to describe the child's behavior. No hypotheses or assumptions.
3. Interview the child to determine his or her own thoughts and feelings about school.

In 2-3 pages, discuss what you have learned. For example, what does s/he already know? What can s/he do with assistance? With what kinds of tasks or information does s/he usually struggle? What does s/he need to learn how to do? What are his or her thoughts about school and how to be an effective learner?

Next, design a plan of instruction to help the child achieve greater success in this area of learning. Include some or all of the following information, as appropriate: short-term and long-term goals, grouping for instruction, differentiated tasks or materials, potentially beneficial teaching-learning strategies, sources of support.

Do this for one placement only. More information about this assignment is included in the syllabus for the seminar.

(Seminar Leader to oversee and evaluate.)

SIOP Observation

Your supervisor will use the Sheltered Instruction Observation Protocol (SIOP) to evaluate your teaching ability in one of his or her observations. The SIOP will measure your ability to engage students in learning using a variety of techniques using clear communication, and to modify instruction for all learners, including English Language Learners. Review the SIOP instrument with your supervisor well in advance of your lesson to make sure your planning and delivery addresses the SIOP criteria for good teaching.

(Supervisor to oversee and evaluate.)

Family and Community Involvement Plan

For one placement only, describe how both the school and the cooperating teacher involve parents in their children's education. Describe at least three other strategies that, if adopted, would further enhance parent involvement in that classroom and at least one other strategy that might increase parent involvement in that school. Refer to Joyce Epstein's description of Six Types of Family Involvement in your narrative.

(Seminar Leader to oversee and evaluate.)

Philosophy of Education

In 1-3 pages (or more, if you wish), describe your beliefs about education. Use the following questions as guides, but don't limit yourself to these questions:

- What is the purpose of the public school in society?
- What knowledge, skills, and dispositions should children acquire? (Besides the frameworks, which you should mention but not list exhaustively, what else should children learn in school?)
- How do children learn?
- What is good teaching?

Include in your philosophy your ideas about how to create a positive learning community. For example, how would you characterize the ideal relationship between teacher and student? Among students? How should classroom rules and norms be determined? How does the physical structure of the classroom affect climate? What strategies and structures prevent behavior problems from occurring? How would you respond to the problems that do occur?

In developing your philosophy, refer to seminal educators and educational thinkers you have read in your time at Salem State. In other words, whose shoulders do you stand on?

(Seminar Leader to oversee and evaluate.)

Samples of Unit and Planning and Evidence of Student Learning

Unit plan with at least three lesson plans

-For one of your placements, write a unit plan (see format in Student Teaching Handbook) and implement as much of it as possible. Write up at least three lesson plans from this unit. (Individuals doing a half-practicum may do their sequential lessons, described below, as part of this unit.)

(Field Supervisor will oversee and evaluate the unit and lesson plans.)

Three sequential lessons, with analysis of student learning

-In the other placement, design a sequential series of learning experiences that teach a discrete skill or knowledge (e.g., how to write a list, double digit addition, using proper spacing between words, how to engage in a group discussion, how to make a scientific observation, etc.). A good way to do this is teach the first lesson and then analyze the children's performance (i.e., what did they get or not get?). Based on your analysis of this first lesson, design and teach the second. As before, analyze the results of this lessons. Based on your analysis of what children did or did not learn from the second lesson, design and teach the third lesson and then analyze children's performance.

Write a reflection about these three sequential lessons where you describe 1) what the children learned from these lessons, 2) what they still need to learn, and 3) what you learned about teaching. (You may teach more than three lessons if you wish.)

(Seminar leader will oversee and evaluate this component.)

NB: When supervisors comes to observe you teach, they typically expect you to provide them with a lesson plan you wrote for the activity they are observing, even if it is not part of your unit or sequential lessons.

Self-Assessments, including Final Reflection

Review the course of your semester of student teaching. Refer to your field notes, your various reflections, and the learning activities you designed and implemented. Look through the criteria for good teaching represented in the Salem State School of Education Teaching Proficiencies, the state DESE's PPA and the SIOP protocols. Refer also to the NAEYC's Code of Ethics for the profession of teaching. Evaluate the extent to which you meet the standards for our program and for your profession. How have you grown professionally and personally this semester? What have been your particular strengths/successes? How have you learned from your challenges and failures? What do you anticipate learning in the future?

(Seminar Leader to oversee and evaluate.)

Please remember that, although the Seminar Leader and Supervisor will oversee and evaluate different parts of the items that go into your portfolio, both will examine the entire portfolio at the end of the semester in order to evaluate your overall performance.

Lesson Plan Template
Salem State University
School of Education

I. Setting the Stage: What are your measurable objectives and assessment?

- A. Curriculum Framework Standards: Which MA Curriculum Frameworks address your topic content and objectives?**
 - List MA and/or National Curriculum Frameworks that connect to the lesson's goals.
- B. Generative Topic: What is the focal concept or skill of the lesson?**
 - That interests the teacher and students,
 - Is important to the discipline, and
 - Is connected in an obvious way to other disciplines and the curriculum frameworks.
 - (optional) Is connected to what was learned in a previously lesson or to a broader teaching unit context.
- C. Measurable Objectives: What do you want students to know and be able to do?**
 - Present the measurable, observable outcomes (i.e., student performances of understanding) that demonstrate what they will know and be able to do by the end of the lesson.
- D. End of Lesson Assessment: How are you going to assess student's understanding?**
 - Provide the assessment tools that assess the lesson plan's measurable outcomes (from the lesson's objectives).

II. Content of the Lesson

- A. Content and Skills: What do you know about what you are planning to teach?**
 - Map or outline the underlying principles, concepts, skills, or strategies that you will teach in an organized fashion
 - Define key terms (vocabulary for the lesson) using your own words.
 - Question(s) that connect to an overarching unit question.
- B. Rationale: Why teach the lesson?**
 - Explain, as you would to a student, why they need to know the content/skills presented in the lesson.
 - Connect the reasoning to students' lives and to the overarching goals of the content area.

III. Knowledge of Students: Why does knowing your students matter?

- Describe the class characteristics, including grade/age level, class/group size, and any other relevant details.
- Describe the characteristics of students and a general approach to address students' needs and interests.

IV. Preparation for the Procedures:

Materials: What materials, resources, and technology will you need?

- List the student and teacher supplies needed to implement your lesson.
- Note what materials need to be prepared in advance.

V. Sequence of Teaching-Procedures

A. Beginning of the Lesson: How will you immediately engage all of your students in the content?

- Address how students will be grouped.
- Plan a hook or anticipatory set that will motivate learning, surface misconceptions, and promote inquiry.
- Provide clear and sequential directions.
- Include Formative Assessment
- Address how this lesson component will be differentiated based on student characteristics mentioned in knowledge of students
- Address timing.

B. Middle of Lesson: What are your students doing (e.g., speaking, writing, drawing, performing, documenting, observing) to explore the content?

- Provide logical, sequenced instruction.
- Provide integrated or interdisciplinary learning experiences that engage students in generating knowledge, using varied methods of inquiry.
- Provide opportunities for students to apply and practice what is learned.
- Provide challenging learning experiences that transition students from lower to higher order thinking skills.
- Include Formative Assessment
- Address how this lesson component will be differentiated based on student characteristics mentioned in knowledge of students
- Address timing.

C. Extension and Enrichment Activities during Class Time: How will you extend the learning of students who finish tasks early?

- Plan and create extension and enrichment activities clearly linked to the concepts and skills taught in the lesson plan for students who complete their work early.

D. End of Lesson: How will you help all students process the experience?

- Summarize and reinforce content taught.
- Encourage reflection and connection to past and future lessons.
- Provide clear, sequential directions to allow for closure.
- Include Formative assessment.
- Address how this lesson component will be differentiated based on student characteristics mentioned in knowledge of students
- Address timing.

VI. Reflection after Teaching: What did you learn from teaching the lesson?

A. Looking at Student Performance

- To what extent did students meet measurable objectives and what is the evidence?
- What were some common student misconceptions?
- Based on student performance, what areas of instruction / topics / activities need revision or elaboration?

B. Looking at Teaching

- Prompting questions include (you should answer most of these):
- What went well?
- What were the challenges?
- What did you learn (about yourself, students, and content) from doing the lesson?
- What would you do differently?

Lesson Plan Rubric Salem State University

Lesson Plan Template Salem State University	Level 4: Target	Level 3: Proficient	Level 2: Developing	Level 1: Unacceptable
IA. Curriculum Frameworks: Which MA Curriculum Frameworks connect to your goals?	Lists MA and/or National Curriculum Frameworks that connect to the lesson's goals. Topic, question and objectives align with the frameworks.	Lists MA and/or National Curriculum Frameworks that connect to the lesson's goals.	Lists MA and/or National Curriculum Frameworks that are at least somewhat connected to the lesson's goals.	Frameworks are not connected to the lesson's goals.
IB. Generative Topic: What is the big idea?	The topic interests the teacher and is meaningful to the students and based on principles of effective teaching (activates students' prior knowledge). There is a generative topic is based on the curricular goals and connects across the curriculum and to the Massachusetts curriculum frameworks. The topic is specific to the lesson.	The topic interests the teacher and is meaningful to the students and based on principles of effective teaching (activates students' prior knowledge). Generative topic is based on curricular goals and specific to the lesson.	Generative topic is connected to the frameworks but is too broad and/or not specific enough to focus the lesson and/or does not build on student interest.	The generative topic is unfocused/unwieldy/unimportant/unconnected to generate student background or interest. The connection to the frameworks is strained.
IC. Measurable Objectives: What do you want students to know and be able to do?	Presents the measurable, observable outcomes (i.e., student performances of understanding) that demonstrates what students will know and be able to do by the end of the lesson. All lesson objectives are included, are appropriate to the developmental level of the students and content of the lesson and promote inquiry and deep learning.	Presents the measurable, observable outcomes (i.e., student performances of understanding) that demonstrate what they will know and be able to do by the end of the lesson.	Student outcomes are stated, focus on performance but are not measurable/comprehensive/ specific enough.	Student outcomes are unclear and/or do not emphasize student performance.
ID. Summative Assessment: How are you going to assess student's understanding?	Summative assessment (s) is closely aligned with lesson's measurable objectives and standards. The assessment(s) is used to plan, evaluate and strengthen instruction in order to promote continuous intellectual/social/emotional/and physical development of students.	Summative assessment (s) is closely aligned with lesson's measurable objectives and standards and/or is used to plan, evaluate and strengthen instruction for students' continuous learning and development.	Summative assessments are limited and/or only loosely address student learning objectives.	Summative assessments are narrow in scope and effect and/or not connected to student learning objectives.
IIA. Mastery of Content and Skills: What do you know about what you are planning to teach?	Map or outline scaffolds the underlying principles, concepts, or strategies students are supposed to acquire. The content and skills are defined in the candidates' own words, demonstrating that they know, understand and can use the concepts in their planning and implementing of lessons. The concepts are defined in terms that are meaningful to the students, and connections drawn to the students' lives and community. Concepts and skills are connected to the generative topic, essential question(s), and objective(s).	Map or outline scaffolds the underlying principles, concepts, or strategies students are supposed to acquire. The content and skills are defined in the candidates' own words, demonstrating that he or she knows, understands and can use the concepts in their planning and implementing of lessons. Concepts and skills are connected to the generative topic, essential question(s), and objective(s).	Map or outline scaffolds the underlying principles, concepts, or strategies students are supposed to acquire.	Few or no concepts or skills listed and/or do not build upon one another or connect to objectives
IIB. Rationale: Why teach the lesson?	Writes how he or she would explain to a student why the student needs to know the content/skills presented in the lesson. Strong connection to the generative topic, essential question(s), and objective(s). Connects the reasoning to students' lives and to the overarching goals of the content area.	Writes how he or she would explain to a student why he or she needs to know the content/skills presented in the lesson. Connects the reasoning to students' lives and to the overarching goals of the content area.	Explains why the students need to know the content and skills, but does not connect the content to students' lives and the overarching goals or connects to their lives but does not explain why they need to know the content or skills.	Does not clearly explain why information is relevant/rationale does not address the content learning objectives.

Lesson Plan Template Salem State University	Level 4: Target	Level 3: Proficient	Level 2: Developing	Level 1: Unacceptable
III. Knowledge of Students: Why does knowing your students matter?	Provides comprehensive information about students, including cognitive, social, emotional, and physical developmental levels. Demonstrates understanding of the cultures, academic levels, and passions and interests of the students and shows how the lesson plan adapts to create instructional opportunities for the diverse population.	Provides comprehensive information about students, including their cognitive, social, emotional, and physical developmental levels.	Basic information about students is provided.	The statement describing student(s) is inadequate, uninformative or not included.
IV. Materials: What materials, resources, and technology will you need?	Lists the student and teacher supplies needed to implement the lesson. Note what materials need to be prepared in advance.	Lists the student and teacher supplies needed to implement the lesson.	List is not complete or includes materials for teachers or students only.	List does not represent materials that will or may be needed.
VA. Beginning of the Lesson: How will you immediately engage all of your students in the content?	Describes how students will be grouped. Plans a hook or anticipatory set that will motivate learning, bring misconceptions to the surface, and promote inquiry. Provides clear and sequential directions. Addresses timing.	Describes how students will be grouped. Plans a hook or anticipatory set that will motivate learning, bring misconceptions to the surface, and promote inquiry. Provides clear and sequential directions.	Describes how students will be grouped. Plans a hook or anticipatory set that will motivate learning, bring misconceptions to the surface, and promote inquiry.	Introduction is inadequate or not evident.
VB. Middle of Lesson: What are your students actively DOING (e.g., speaking, writing, drawing, performing, documenting, observing) to explore the content?	Lesson presents suitable challenges to learners at varying skill and developmental levels. The activities help promote critical thinking and problem solving and use a variety of instructional strategies that promote active and engaged learning. The learning activities have a clear connection to the essential question(s). Instruction is carefully sequenced and includes integrated or interdisciplinary learning experiences that engage students in generating knowledge, using varied methods of inquiry. Provides opportunities for students to apply and practice what is learned. They provide challenging learning experiences that guide students from lower to higher order thinking skills. Plan addresses timing.	Lesson presents suitable challenges to learners at varying skill and developmental levels. Interesting and substantive learning activities link to one another and build on previously acquired concepts. Instruction is carefully sequenced and includes integrated or interdisciplinary learning experiences that engage students in generating knowledge, using varied methods of inquiry. Provides opportunities for students to apply and practice what is learned.	Lesson provides sequenced instruction linked to the essential question and lesson objectives, and integrated or interdisciplinary learning experiences that engage students in generating knowledge, using varied methods of inquiry.	Lesson activities are not logically sequenced and/or do not address the essential question and/or do not provide integrated or interdisciplinary learning experiences and/or do not engage students or promote critical thinking or inquiry.
VC. Extension and Enrichment Activities During Class Time: How will you actively extend the learning of students who finish tasks early?	Develops extension and enrichment activities clearly linked to the concepts and skills taught in the lesson plan for students who complete their work early. Promotes enrichment of the content, based on the students' developmental level and needs. Reflects knowledge of how to motivate students while meeting curricular goals and making connections across the disciplines. Develops materials needed for extension and enrichment activities.	Develops extension and enrichment activities clearly linked to the concepts and skills taught in the lesson for students who complete their work early. May not promote enrichment of the content, based on the students' developmental level and needs. Materials needed for activity may not be developed.	Develops extension and enrichment activities.	The extension activities are missing or not connected to the content of the lesson. May limit description to homework assignment.
VD. End of Lesson: How will you help all students actively process the experience?	Summarizes and reinforces content taught. Encourages student reflection and connection to past and future lessons and to lesson objectives. Provides clear, sequential directions for closure activities/experiences. Addresses timing.	Summarizes and reinforces content taught. Encourages reflection and connection to past and future lessons and to the lesson objectives. Provides clear, sequential directions to allow for closure.	Summarizes and reinforces content taught. Encourages reflection and connection to past and future lessons.	Ends the lesson without reference to the content taught or to lesson objectives or past/future learning.

Lesson Plan Template Salem State University	Level 4: Target	Level 3: Proficient	Level 2: Developing	Level 1: Unacceptable
VIA. Reflection: Looking at Student Performance	<ul style="list-style-type: none"> ○ Reflects in-depth on the lesson plan with regard to student performance. <ul style="list-style-type: none"> ○ revision or elaboration? 	<p>Reflects in depth but misses 1 of the three questions posed:</p> <ul style="list-style-type: none"> ○ After looking at student work and other formative assessments, Answers the following questions: <ul style="list-style-type: none"> ○ To what extent did students meet measurable objectives? What is the evidence? ○ What were some common student misconceptions, if any? To what extent were they corrected? ○ Based on student performance, what areas of instruction / topics / activities need 	<p>Reflects on the lesson plan without attention to all the questions posed and without depth of review and analysis of student work.</p>	<p>Little or no reflection or too brief, lacking depth and analysis.</p>
VIB. Reflection: Looking at teaching	<ul style="list-style-type: none"> ○ Reflects in-depth on the lesson plan: <ul style="list-style-type: none"> ○ 	<p>Reflects in depth but misses one of the four questions posed:</p> <ul style="list-style-type: none"> ○ What went well? ○ What were the challenges? ○ What did you learn (about yourself, students, and content) from doing the lesson? ○ What would you do differently? 	<p>Reflections on the lesson without depth and/or misses two or more of the questions posed. Lacks depth of view and analysis of h/er teaching.</p>	<p>Little or no reflection or too brief, lacking depth and analysis.</p>

A **generative topic** is a topic that is accessible to students (related to their lives), important to the subject matter discipline, and linked to diverse concepts. Generative topics deepen students' learning and pique their curiosity by leading to opportunities for further study and understanding. A sample generative topic is "The Boston Tea Party as Political Protest." The generative topic gives rise to an **essential question**, a broad question addressing a major issue, problem, theme or concern. Essential questions are open-ended, objective, meaningful and substantive. They invite inquiry and higher-order thinking. An essential question related to the above generative topic might be, "What is the place of protest in the U.S. political system?"

A consideration of the **student group profile** informs the lesson design. Are there students on IEPs who need accommodations? ELL learners who need specific language objectives? Advanced learners needing a challenge? Is there a range of learning styles and intelligences represented? Are there students whose cultural backgrounds might contribute to this lesson? What individuals or groups need special attention?

Lesson **goals** refer to the standards that the lesson will meet: e.g., the learning strands and performance standards of the Mass. Curriculum Frameworks or national subject matter standards. **Objectives** are measurable, observable outcomes—student performances that demonstrate what they will know and be able to do by the end of the lesson. The **content** (information/knowledge) that one expects students to learn should be clear, and the **key concepts** that are part of that content. Using the example of the Boston Tea Party lesson for fifth grade students, sample goals might be "Explain how the French and Indian War led to an overhaul of British imperial policy (History/Social Science Learning Standard 5.15); and/or "Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution" (5.16) and/or "Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today" (5.27). **Sample objectives** for this lesson might be, "Students will enact a debate between a British colonial governor and a group of American colonial taxpayers that depicts multiple perspectives and arguments concerning the Tea Act," or, "Students will demonstrate their understanding of the rights, results and constraints that apply to political protests by completing a guided Venn Diagram comparing the Boston Tea Party to an example of a twentieth-century political protest." **Sample Key concepts** that students are responsible for in this lesson might include, "representative democracy," "empire," "colony," and "right of assembly." Language objectives for ELL learners are contained in the Massachusetts English Language Proficiency Benchmarks for English Language Learners. For this lesson, **sample language objectives** might be: "Students will give formal oral presentations that focus on specific academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation" (Academic Interaction, S.4.7 Early Intermediate to Intermediate), or, "Determine the word meaning or the effect on meaning of selected prefixes and suffixes" (Vocabulary S.1.19).

The **learning activities** section of the lesson plan describes everything that the teacher and students will do during the lesson. Activities should align with the lesson objectives. This section includes special materials and resources for all students or particular individuals and/or groups, as well as references to how students will be grouped in order to differentiate learning as needed. The teacher will begin the lesson by motivating students, building on their backgrounds, and informing them about the goals (what they can expect to learn). The section should end with a closing or culminating activity. **The extension and enrichment activities** section of the plan asks what will happen after the lesson ends. To sustain the learning of new content or skills, students need opportunities to use it in a variety of contexts or new ways, and link it to future learning. Extension and enrichment activities might include, homework, projects, reflections, further reading, Internet searches, posters, journal entries, PowerPoint summaries, or a brief description of a follow-up lesson. These activities might apply to all students or to particular individuals or groups with specific learning needs.

Assessment includes both informal and formal strategies for the ongoing monitoring of students' understanding during the lesson, and summary evaluation of their success. Assessment might be differentiated for groups or individuals. Examples of ongoing, formative, assessment tools/strategies: guided questions, graphic organizers, list-making, observation checklists, and anecdotal records. Summative assessments might include tests, reports, portfolios, projects, presentations and simulations.

In the **Reflection** section of the lesson plan, students review their planning or implementation of the lesson and assess themselves. They reflect on what they learned from the process, what was successful and why, what challenges or failures resulted, and why, what they might repeat, or do differently.

Core Unit Plan Template
Salem State University
School of Education

I. Setting the Stage

A. Curriculum Framework Standards: Which MA Curriculum Frameworks/Common Core Standards address your topic content and objectives?

- List MA and/or national curriculum standards that connect to the Unit's goals.

B. Generative Topic: What is the focal concept or skill of the unit?

- That interests the teacher and students,
- Is important to the discipline,
- Is an enduring understanding that captures the essence of the entire unit, and
- Is connected in an obvious way to other disciplines and the curriculum frameworks.

C. Topical Essential Question(s): What question(s) to students will guide their exploration and activities in the unit?

- Question(s) that promote inquiry throughout the entire unit.
- The overarching guiding question (s) for the entire unit.

D. Summative Assessment: How will you assess students' learning at the end of the unit?

- Provide the final capstone tool that assesses the unit plan's goals and key learning outcomes.
- Final assessment should be connected to the generative topic, essential question(s), frameworks, and content goals.
- Information from the final assessment tool should be suitable to use as a guide for lesson revision or ongoing instruction.

II. Content of the unit

A. Content and Skills: What do you know about what you are planning to teach?

- Map or outline the underlying principles, concepts, skills, or strategies covered in your topic for the entire unit in an organized fashion.
- Define key terms (vocabulary for the lesson) using your own words.
- Scaffold concepts to demonstrate sequencing (or development) of concepts and skills

B. Rationale: Why teach the unit?

- Explain, as you would to a student, why they need to know the content/skills presented in the unit.
- Connect the reasoning to students' lives and to the overarching goals of the content area.

III. Knowledge of Students: Why does knowing your students matter?

- Describe the class characteristics, including grade/age level, class/group size, and any other relevant details.
- Describe the characteristics of students and a general approach to address students' needs and interests.
- Assess and describe students' prior knowledge on the content of the unit

IV. Overview of Lessons

Lesson plan #	A. Curriculum Framework Standards	B. Content	C. Measurable Objectives	D. End of Individual Lesson Assessment	E. Teaching activities of the lesson
F. Differentiation:					

V. References for the Teacher, References for the Student: Where did you find your information and resources? What reference materials/resources will you provide to students?

- Provide a list of internet, journal, and text resources used in planning the unit, including but not limited to trade books, text books, curriculum packages.

VI. Reflection after Teaching: What did you learn from teaching the Unit?

A. Looking at Student Performance (Evidence of student learning)

- To what extent did students meet the objectives of the unit? What is your evidence?
- What data sets of student work did you analyze? What did you find?
- Based on your evidence, what areas of instruction / topics / activities need revision or elaboration?

B. Looking at Your Teaching (Reflection)

- What went well? How do you know?
- What were the challenges?
- What did you learn (about yourself, students, and content) from teaching the Unit?
- What would you do differently?

Unit Plan Template
Salem State University
School of Education

	TARGET	PROFICIENT	DEVELOPING	UNACCEPTABLE
IA. Curriculum Frameworks: Which MA Curriculum Frameworks connect to your goals?	Lists MA frameworks/common core standards and/or national standards that connect to the unit's goals. Topic and question align with standards.	Lists MA frameworks/common core standards and/or national standards that connect to the unit's goals or topics align with state standards.	Lists MA frameworks/common core standards and/or national standards Lists MA and/or National Curriculum Frameworks that are at least somewhat connected to the unit's goals and/or some frameworks are missing, and/or does not align clearly with the topic or question.	Frameworks are not connected to the unit's goals.
IB. Generative Topic: What is the big idea?	The topic is meaningful to the students and activates students' prior knowledge. The generative topic is based on the curricular goals and links to other areas of the curriculum and to the Massachusetts curriculum frameworks core standards. The topic is specific to the unit.	The topic is meaningful to the students and activates students' prior knowledge; And/or the generative topic is based on the curricular goals and links to other areas of the curriculum and to the Massachusetts curriculum frameworks/common core standards.	Generative topic is connected to the frameworks/standards but is too broad and/or not specific enough to focus the unit and/or may not build on student interest.	The generative topic is unfocused/unwieldy/unimportant/unconnected to generate student background or interest. The connection to the frameworks is strained.
IC. Topical Essential Question(s): What question(s) to students will guide their exploration and activities in the unit?	Question(s) promote inquiry are the guiding question (s) for the entire unit, and are open ended, engaging and accessible to students. Lists questions that are carefully linked to the topic and the frameworks of the unit.	Question(s) promote inquiry in the entire unit and guide the entire unit. Questions may be loosely linked to the topic and the standards/frameworks. Questions may not be accessible to the students, or address the broad scope of the unit.	Questions promote inquiry but do not encompass the scope of the entire unit	Questions are not connected to the topic or frameworks/standards of the unit.

	TARGET	PROFICIENT	DEVELOPING	UNACCEPTABLE
ID. Summative Assessment: How are you going to assess student's understanding?	Summative assessment (s) is closely aligned with unit plan's frameworks, topic, and essential question. The assessment(s) is used to plan, evaluate and strengthen instruction in order to promote continuous intellectual/social/emotional/and physical development of students. The assessment is accessible to all types of learners without substantive modification.	Summative assessment(s) is aligned with the frameworks/standards, topic and essential question. The assessment may not be used to plan and/or evaluate instruction in order to promote continuous learning.	Summative assessments are limited and/or only loosely address student learning objectives.	Summative assessments are narrow in scope and effect and/or not connected to student learning objectives.
IIA. Mastery of Content and Skills: What do you know about what you are planning to teach?	Map or outline scaffolds the underlying principles, concepts, or strategies students are supposed to acquire throughout the unit in an organized and cohesive manner. The content and skills are defined in the candidates' own words, demonstrating that they know, understand and can use the concepts in their planning and implementing of unit plan's units. The concepts are defined in depth and in terms that are meaningful to the students, and connections are drawn to the students' lives and community. Concepts and skills are connected to the frameworks, generative topic, and essential question(s).	Map or outline scaffolds the underlying principles, concepts, or strategies students are supposed to acquire throughout the unit in an organized and cohesive manner; And/or the content and skills are defined in the candidates' own words, demonstrating that they know, understand and can use the concepts in their planning and implementing of unit plan's units; And/or the concepts are defined in depth and in terms that are meaningful to the students, and connections are drawn to the students' lives and community; And/or concepts and skills are connected to the frameworks, generative topic, and essential question(s).	Map or outline scaffolds the underlying principles, concepts, or strategies students are supposed to acquire.	Few or no concepts or skills listed and/or do not build upon one another or connect to objectives

	TARGET	PROFICIENT	DEVELOPING	UNACCEPTABLE
IIB. Rationale: Why teach the unit?	Articulates how he or she would explain to a student why the student needs to know the content/skills presented in the unit. Strong connection to the framework(s), generative topic, and essential question(s). Connects the reasoning to students' lives and to the overarching goals of the content area.	Articulates how he or she would explain to a student why the student needs to know the content/skills presented in the unit; And/or strong connection to the framework(s), generative topic, and essential question(s); And/or connects the reasoning to students' lives and to the overarching goals of the content area.	Explains why the students need to know the content and skills, but does not connect the content to students' lives and the overarching goals or connects to their lives but does not explain why they need to know the content or skills.	Does not clearly explain why information is relevant/rationale does not address the content learning objectives.
III. Knowledge of Students: Why does knowing your students matter?	Provides comprehensive information about students, including cognitive/academic, social, emotional, and physical developmental levels. Demonstrates understanding of the cultures, exceptionalities, disabilities and passions and interests of the students	Provides information about students, including cognitive/academic, social, emotional, and physical developmental levels and/or cultural, linguistic background, exceptionalities, disabilities, academic levels, and passions and interests of the students	Some information about students is provided.	The statement describing student(s) is inadequate, not informative or not included.
OVERVIEW OF LESSONS CHART				
IVA. MA and/or National Frameworks/Common Core Standards connected to each lesson	Lists MA and/or national Curriculum Frameworks/standards that link to the lesson's goals. Topic, question and objectives align with the frameworks. All content frameworks are present that are being taught in the teaching activities.	List frameworks/standards that connect to the lesson goals.	List frameworks/standards that are loosely connected to the lesson goals.	Relevant frameworks/standards are not listed and/or not connected to lesson goals.
IVB. Content: List of content of each individual lesson	Creates comprehensive and detailed list of concepts for each individual lesson and articulates the relationships among them. Aligns concepts with the teaching activities. Concepts scaffold coherently over the course of the unit.	Lists and accurately describes concepts which are scaffolded, and incorporates them throughout lessons in logical order.	Provides partial list of concepts covered, may not be described accurately or scaffolded and addressed where appropriate.	Few or no concepts listed and/or disconnected from unit activities and/or not scaffolded.

	TARGET	PROFICIENT	DEVELOPING	UNACCEPTABLE
IVC. Objectives of each lesson: What do you want students to know and be able to do?	<p>Presents the measurable, observable outcomes (i.e., student performances of understanding) that demonstrate what students will know and be able to do by the end of the lesson.</p> <p>All lesson objectives are:</p> <ul style="list-style-type: none"> • Age appropriate to the developmental level of the students and content of the lesson; • Promote inquiry and deep learning. • Objectives scaffold the concepts in each lesson over the course of the unit. • Objectives relate only to the targeted skills/strategies or content. They do not incidentally evaluate other skills. 	<p>Presents the measurable, observable outcomes (i.e., student performances of understanding) that demonstrate what students will know and be able to do by the end of the lesson.</p>	<p>Student outcomes are stated, focus on performance but are not measurable/comprehensive/specific enough.</p>	<p>Student outcomes are unclear and/or do not emphasize student performance.</p>
IVD. Assessment: Individual lesson plan assessment connected to the lessons' objectives.	<p>Lists assessment used in this lesson. It should be connected directly to the objectives. Assessment should also be mentioned in the teaching activities, indicating that the assessment is being implemented in the lesson. The assessment is accessible to all types of learners without substantive modification.</p>	<p>List assessment used in this lesson. It should be connected directly to the objectives. The assessment can be easily modified to be accessible to all types of learners.</p>	<p>Lists assessments but does not directly link them to the objectives</p>	<p>Assessments are not connected to the objective or the activities.</p>
IVE. Teaching activities of the lesson: Outline of Beginning, middle, end	<p>Outlines general activities used in the lesson plan. BRIEFLY reviews the beginning-middle- end of the lesson. Connects activities to the lesson's frameworks, objectives and content. There is a variety of effective teaching strategies used across lessons in the unit.</p>	<p>Outlines general activities used in the lesson plan. BRIEFLY reviews the beginning-middle- end. Connects activities to the lesson's objectives and content. Uses a variety of teaching strategies.</p>	<p>Outlines general activities used in the lesson plan. BRIEFLY review the beginning-middle- end. May not use effective or a variety of teaching strategies.</p>	<p>Teaching activities are not well organized and/or do not present models of effective teaching</p>

	TARGET	PROFICIENT	DEVELOPING	UNACCEPTABLE
IVF. Differentiation: How will you accommodate the range of exceptional learners (referring to your “knowledge of students”) in each lesson?	Summative assessment (s) is closely aligned with unit plan’s frameworks, topic, and essential question. The assessment(s) is used to plan, evaluate and strengthen instruction in order to promote continuous intellectual/social/emotional/and physical development of students. The assessment is accessible to all types of learners without substantive modification.	Lists question(s) that promote inquiry of the entire unit, are the guiding question (s) for the entire unit; and/or are open ended, engaging and accessible to students; And/or lists questions that are carefully linked to the topic and the frameworks of the unit. The assessment can be easily modified to be accessible to all types of learners.	Indicates one modification to teaching activities that meet the needs in the classroom, taking into account student’s interests as well as IEP’s.	Lacking modification for lesson.
V. References for the Teacher, References for the Student: Where did you find your information and resources? What reference materials/resources will you provide to students?	Provides a reference list for both the teacher and the students. Include at least 7 resources, including internet, journal, and/ or text resources used in planning the unit and overview of lessons chart. The text can include, but is not limited to, trade books, text books, and/or curriculum packages. Internet and text resources are clearly linked to the unit plan’s outcome goals. Follows APA, MLA, CSE guidelines in citations.	Provides a reference list for both teacher and students that includes at least 5 websites and/or text resources used to develop the unit plan and overview of lessons chart. Internet and text resources are clearly linked to the unit plan’s outcome goals.	Provides a reference list for either teachers or students that includes fewer than 5 websites and/or text resources used to develop the unit plan and overview of lessons chart.	Provides a brief list of various resources that are not clearly related to the unit plan’s learning outcomes or the bibliography is not included.

	TARGET	PROFICIENT	DEVELOPING	UNACCEPTABLE
VIA. Reflection: Looking at Student Performance	<ul style="list-style-type: none"> ○ Reflects in-depth on the lesson plan with regard to student performance. ○ Presents findings from analysis of student work data sets. ○ Demonstrates evidence of impact on children's learning based on analysis of assessment data. ○ After looking at student work and other formative assessments, Answers the following questions: <ul style="list-style-type: none"> ○ To what extent did students meet measurable objectives? What is the evidence? ○ What were some common student misconceptions, if any? To what extent were they corrected? ○ Based on student performance, what areas of instruction / topics / activities need revision or elaboration? 	<p>Reflects in depth but misses 1 of the three questions posed:</p> <ul style="list-style-type: none"> ○ After looking at student work and other formative assessments, Answers the following questions: <ul style="list-style-type: none"> ○ To what extent did students meet measurable objectives? What is the evidence? ○ What were some common student misconceptions, if any? To what extent were they corrected? ○ Based on student performance, what areas of instruction / topics / activities need 	<p>Reflects on the lesson plan without attention to all the questions posed and without depth of review and analysis of student work.</p>	<p>Little or no reflection or too brief, lacking depth and analysis.</p>

	TARGET	PROFICIENT	DEVELOPING	UNACCEPTABLE
VIB. Reflection: Looking at teaching	<ul style="list-style-type: none"> ○ Reflects in-depth on the lesson plan: <ul style="list-style-type: none"> ● What went well? ● What were the challenges? ● What did you learn (about yourself, students, and content) from doing the lesson? ● What would you do differently? 	<p>Reflects in depth but misses one of the four questions posed:</p> <ul style="list-style-type: none"> ● What went well? ● What were the challenges? ● What did you learn (about yourself, students, and content) from doing the lesson? ● What would you do differently? 	<p>Reflections on the lesson without depth and/or misses two or more of the questions posed. Lacks depth of view and analysis of h/er teaching.</p>	<p>Little or no reflection or too brief, lacking depth and analysis.</p>

Practicum Seminar in Early Childhood Education Assignments

Additional Assessment Meeting Standards NAEYC Standards Addressed: 1, 2, 3, 4 & 5

PRACTICUM CASE STUDY

Directions to Students

Purpose

In this assignment, you will use multiple assessments (and assessment techniques) to understand how to help a child succeed in school. This assignment addresses parts of each of the five NAEYC Standards you are expected to master in this program

1) Select a target child

Begin by selecting, with your cooperating teacher's input, a child to study, preferably one who presents some (but not too many) challenges. Obtain signed parental permission to interview the child.

2) Conduct, and write up, three assessments

a) Conduct a formal assessment of the child using a standardized instrument, preferably one that is used in the school where you are placed. Given the importance of literacy in the early years, students are strongly encouraged to administer the Developmental Reading Assessment (DRA). However, if the school does not use that instrument, then inquire about using a standardized instrument that teachers use in your school.

b) Conduct three 15-minute observations (on three different days) of the child during an activity where the child appears to be struggling. (Be sure to use objective, non-evaluative language to describe the child's behavior.)

c) Interview the child about school.

3) Analyze your data

Discuss, in two to three pages, what you have learned about the child. Discuss, for example, what she already knows how to do on her own? What can she do with assistance? What does she need to learn how to do? Where is she usually successful? Where does she usually struggle? How does she feel about school? What, in her mind, is the purpose of school?

4) Write a Plan for Instruction

Answer, in two to three pages, the following question: What can be done to help this child succeed in school?

Here are some questions you may want to address in your discussion: What does she need to learn in the near-term? The far-term? How should she be grouped for instruction? How should teachers differentiate instruction for her? Identify any types of demonstrations or modeling from which she might benefit. How might her parents be included?

5) Share your results with, and get feedback from, your cooperating teacher.

6) Write a brief (one- to two-page) reflection on what you learned from this activity.

Reminder:

As in all observations, do not use the child's real name in any write-ups or in class discussions; instead, use a pseudonym.

Practicum Case Study
Child Interview

Before you begin the interview, explain to the child that one of your assignments as a student teacher is to interview a student in order to find out what children think about school. Thank him or her in advance for helping you do some of your homework.

Feel free to rephrase these questions if necessary. Also, feel free to ask follow-up questions or to add other questions.

- 1) What is the purpose of school?

- 2) What do you like best about school? Why?

- 3) Which activities seem easy at school? Why?

- 4) Which activities seem hard? Why?

- 5) What do you like to do at home?

- 6) When at home, how often do you:
 - Read?
 - Go to the library?
 - Watch television?
 - Play video games?

- 7) What do I need to be a good teacher?

- 8) What do children need to do to be good students?

- 9) What can I do to help you learn during the next few weeks?

(When done, thank the child again for helping you do your homework.)

Date _____

Dear _____

I am a student teacher in _____'s class this month. A very important part of our learning is to understand what children do in school as well what they think about school. To that end, I am required to complete the following three activities with a child: 1) administer a formal assessment, 2) conduct an interview, and 3) observe during some learning activities. From these exercises, I will develop an instructional plan to assist that student in building on his or her strengths and working on his or her needs.

I am asking for your permission to work with your child on these activities for approximately 1-2 hours over the next two weeks.

The information will remain confidential. Your child's name will not be used in the report issued to my professor. You are entitled to all of the information I have gained, and I will share it with the classroom teacher if you so wish.

Sincerely, _____

I give my permission for you to work with my child _____.
I understand that all information will be kept confidential and that I am entitled to all of the information.

Signature _____ Date _____

Practicum Evaluation Forms

The program supervisor is responsible for distribution and return of forms to the Office of Licensure and Field Placement.

Practicum Verification Form

Each student teacher will complete this form during the first week of student teaching.

Weekly Internship Report

The student teacher will submit a brief record of classroom involvement per week signed by the program supervisor or supervising practitioner.

Study of School Services

The student teacher will survey and meet with support staff, documented in this form signed by the principal or supervising practitioner.

Formative Observation Report

The program supervisor completes the form for each formal observation of the student teacher. These forms should be used for reference in the 3 Three-Way Conferences addressing student teacher progress. Students and supervising practitioners should receive their copies of the form immediately after each observation.

Scoring Rubric--Sheltered Instruction Observation Protocol (SIOP)

This rubric will be used to assess the incorporation of SIOP methods in your lesson/unit plans to guide instruction of English Language Learners (ELL) in your classroom.

This report is completed jointly by the supervisor and supervising practitioner, then discussed with the student during a "three-way conference". Copies of Form C should be distributed to all parties immediately following completion. The Student Teaching Performance Assessment Rubrics (lesson and unit plan) assist the supervising practitioner and the program supervisor in completing form C.

Pre-Service Performance Assessment (seven pages)

This is the final practicum report that will accompany your licensure application to the Department of Education. It requires information from all three persons. It is recommended that each person complete his/her appropriate section on the copy of the form in this handbook in preparation for completing the multiple carbon copies at the end of the student's experience. The student and the supervising practitioner must receive a copy of this form immediately following completion by the program supervisor and supervising practitioner. For Early Childhood and Special Education majors, this report must be filed for each student teaching placement.



Practicum Verification Form

**** Return to Licensure and Field Placement Office by September 20, 2013**

Practicum/Clinical Student:

Last, First MI

Salem State University ID #: _____ Birthdate: _____ - _____ - _____

Program of Study: _____

Supervising Practitioner: _____

Supervising Practitioner Email: _____

MA License#: _____ Years of Experience: _____

Level: Professional
Initial (at least 3 yrs)
Circle one

Practicum Site: _____

Site Address: _____

Principal/Director: _____

Program Supervisor: _____

TO BE COMPLETED BY: Teacher Intern on Weekly Basis
Required in Practicum Student's File at the end of the semester with final paperwork

WEEKLY INTERNSHIP REPORT

Student Teacher:		Student Number:	
Grade/Subjects Taught:		School:	
Supervising Practitioner (SP):		Supervisor or SP:	
Report Activities for Week Beginning:			
Summary of Activities for the Week:			
Summary of Hours for the Week	Hours Brought Forward from Previous Week	Hours for Current Week	Sub-Totals (To Be Forwarded)
1. Hours of observation (Example: Observing the SP or CMT teach)			
2. Hours of participation in teaching (Examples: Teaching a lesson/team teaching with the SP or CMT, assisting with lunchroom duty, hall monitoring, or bus duty)			
3. Hours of responsible teaching (Example: Teaching by yourself)			
4. Hours in school activities after school hours (Examples: Faculty meetings, sports events, PTA meetings, seminars. Do Not Include your individual tasks such as grading tests or preparation time.)			
5. Hours in conference with SP, CMT and/or program supervisor			
TOTAL HOURS:			
Hours absent from internship this week			

Note: Round off hours to nearest half hour expressed in decimal form. (Example 1-1/2 hours = 1.5)
 Most school days are approximately 7.0 hours long.

SAMPLE

WEEKLY INTERNSHIP REPORT			
Teacher Intern: <i>Student A Teacher</i>		Student Number: <i>000-00-000</i>	
Grade/Subjects Taught: <i>3/all</i>		School: <i>School U.S.A.</i>	
Supervising Practitioner (SP) or CMT: <i>Ms. Teacher</i>		Supervisor or CMT: <i>Dr. University</i>	
Report Activities for Week Beginning: <i>Sep. 11, 2000</i>			
Summary of Activities for the Week:			
<i>Assisted w/small reading groups</i>			
<i>Constructed bulletin board display</i>			
<i>Worked individually with students in Math</i>			
<i>Took lunch count daily</i>			
<i>Read story and led discussions each day</i>			
<i>Planned and taught process writing each day</i>			
<i>Attended faculty meeting</i>			
Summary of Hours for the Week	Hours Brought Forward from Previous Week	Hours for Current Week	Sub-Totals (To Be Forwarded)
1. Hours of observation (Example: Observing the SP teach)	<i>7</i>	<i>4</i>	<i>11</i>
2. Hours of participation in teaching (Examples: Teaching a lesson/team teaching with the SP or CMT, assisting with lunchroom duty, hall monitoring, or bus duty)	<i>29</i>	<i>28</i>	<i>57</i>
3. Hours of responsible teaching (Example: Teaching by yourself)	<i>1</i>	<i>4</i>	<i>5</i>
4. Hours in school activities after school hours (Examples: Faculty meetings, sports events, PTA meetings, seminars. Do Not Include your individual tasks such as grading tests or preparation time.)	<i>0</i>	<i>1</i>	<i>1</i>
5. Hours in conference with SP and/or program supervisor	<i>2</i>	<i>3</i>	<i>5</i>
TOTAL HOURS:	<i>39</i>	<i>40</i>	<i>79</i>
Hours absent from internship this week		<i>0</i>	

Note: Round off hours to nearest half hour expressed in decimal form. (Example 1-1/2 hours = 1.5)
Most school days are approximately 7.0 hours long.

STUDY OF SCHOOL SERVICES

Name: _____

School: _____

PART 1. GUIDANCE, TESTING, EVALUATION AND REPORTING

(Confer with Guidance Counselor or other appropriate personnel. If school has no Guidance Director, find out what system and services are used.)

CHECK

1. Purpose of Guidance Program
2. Procedure for obtaining service
3. Services of the Guidance Program
4. Teacher's role in guidance
5. Standardized tests/purpose
6. School's grading/reporting policies
7. School's promotion and retention policies

Signature (Guidance Counselor/Other)

PART II. INSTRUCTIONAL MATERIALS AND EQUIPMENT

(Confer with Media Coordinator or other appropriate personnel.)

CHECK

1. Available Media Center materials relating to your
Subject area or grade level
2. Media Center hours for students and teachers
3. Procedures for using Media Center (Class/student teachers)
4. Procedures for instruction of students in using the Media Center

Signature (Media Center Coordinator/Other)

(For the remainder of Part II confer with the Technology Coordinator or other appropriate personnel. Please note that signature here certifies that you are able to successfully use and operate the pieces of equipment indicated here.)

equipment

CHECK

1. Types of Audio-Visual media and materials available as school and
county-wide and school policies regarding use of videos
2. Computer resources, policies and procedures
3. Scheduling of computer lab
4. Operation of DVD and other video equipment
5. Policy for using copier
- 6.. Others as appropriate (specify)

Signature (Technology Coordinator/Other)

STUDY OF SCHOOL SERVICES

PART III. HEALTH SERVICES

(Confer with Clinic Director or other appropriate personnel)

CHECK

1. Available health services at school
2. Available through school referral
3. Procedures for teacher with ill/injured child
4. School safety precautions/regulations
5. Other country/community services available to students

Signature Clinical Director/Other

PART IV. OTHER SPECIAL SERVICE AREAS ROLES AND RESPONSIBILITIES

(Confer with these key service people or other appropriate personnel in order to learn about their services and guidelines for their working relationships with teachers)

INITIALS

1. Curriculum Resource Teacher or Assistant Principal for Curriculum
2. Learning Disability Teacher
3. Speech Pathology Teacher
4. Special Education Teacher
5. Gifted Program Teacher
6. Other Special Program Personnel

PART V. OTHER SCHOOL INFORMATION

(Confer with Principal or other appropriate personnel)

CHECK

1. School policies/regulations relating to teacher behavior & appearance
2. School policies/regulations relating to student behavior & appearance
3. Procedures for severe discipline referrals
4. Faculty meetings (time-how used-etc.)
5. Local professional organizations and services
6. Board of Public Instruction Organization-County Structure (roles and relationships)
7. School Organization for Instruction:
 - a. Grouping
 - b. Departmentalization
 - c. Chain of Command
 - d. Curricular
 - e. Extra-curricular offerings
8. Information about community served by the school
9. Teacher evaluation procedures and in-service opportunities
10. School and country employment opportunities and procedures to follow

Signature (Principal/Other)



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Pre-service Performance Assessment Form for Teachers 603 CMR 7.08 Professional Standards for Teachers

Part 1 – To be completed by the candidate Practicum Practicum Equivalent

First Name:		Last Name:	
Street Address:			
City/Town:		State:	Zip:
Sponsoring Organization:			
MEPID: _____ or License #:			
Program & Level:			
Practicum/Equivalent Course Number:			Credit hours:
Practicum Course Title:			
Practicum/Equivalent Site:		Grade Level(s) of Students:	
Total Number of Practicum Hours:		Number of hours assumed full responsibility in the role:	
Other Massachusetts licenses held, if any:			
Have any components of the approved program been waived? 603 CMR 7.03(1)(b) <input type="checkbox"/> Yes <input type="checkbox"/> No			

Part 2- To be completed by the Program Supervisor

Name:	
The Candidate completed a Practicum / Practicum Equivalent designed by the Sponsoring Organization as partial preparation for the following license:	
Candidate's License Field:	Grade Level:
To the best of my knowledge (per the Supervising Practitioner's Principal/Evaluator) the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his/her most recent evaluation. <input type="checkbox"/> Yes <input type="checkbox"/> No	

Part 3- To be completed by the Supervising Practitioner

Name:	Position:
School District:	
License: <input type="checkbox"/> Initial <input type="checkbox"/> Professional	# of years of experience under license:
MEPID: _____ or License #:	License Field(s):

Part 4 – Initial 1, 2, 3

1. Initial meeting held at which the Professional Standards and the procedures for evaluation were explained to the candidate.			
Date:	Candidate:	Program Supervisor:	Supervising Practitioner:
2. Meeting held midway through the practicum at which the Candidate's progress toward the Professional Standards was discussed.			
Date:	Candidate:	Program Supervisor:	Supervising Practitioner:
3. Final meeting held to complete evaluation and to allow the Candidate the opportunity to raise questions and make comments.			
Date:	Candidate:	Program Supervisor:	Supervising Practitioner:

Part 5

Candidate has successfully completed the Pre-service Performance Assessment 603 CMR 7.03(2)(a)(4) & 7.04(2)(4)(b) <input type="checkbox"/> Yes <input type="checkbox"/> No	
Program Supervisor:	Date
Supervising Practitioner:	Date
Mediator (if necessary see: 603 CMR 7.04(4))	Date

Pre-service Performance Assessment Professional Standards for Teachers: See 603 CMR 7.08

Please use this assessment in conjunction with the Pre-service Performance Assessment for Teachers guidelines: the rating scale; evaluation questions relating to the standards; and the license-specific questions per standard (b)2c. **Candidates must complete the Evidence column for evaluation by the program supervisor and supervising practitioner.**

Standard A - Plans Curriculum and Instruction	
Indicators	Evidence
<p>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. <i>(Specify Curriculum Framework title, learning standards, and concept and skills used [attach list if necessary]).</i></p>	
<p>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.</p>	
<p>3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.</p>	
<p>4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills.</p>	
<p>5. Plans lessons with clear objectives and relevant measurable outcomes.</p>	

6. Draws on resources from colleagues, families, and the community to enhance learning.	
7. Incorporates appropriate technology and media in lesson planning.	
8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.	
9. Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.	
Rating:	Explanation of Rating for Standard A - Plans Curriculum and Instruction:

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name:	License:
Program Supervisor (initial):	Date:
Supervising Practitioner (initial):	Date:

**Pre-service Performance Assessment for Practicum or Practicum
Equivalent
Professional Standards for Teachers: See 603 CMR 7.08**

Standard B – Delivers Effective Instruction	
Indicators	Evidence
<p>1. Communicates high standards and expectations when beginning the lesson.</p> <p>a. Makes learning objectives clear to students.</p>	
<p>b. Communicates clearly in writing, speaking and through the use of appropriately designed visual and contextual aids.</p>	
<p>c. Uses engaging ways to begin a new unit of study or lesson.</p>	
<p>d. Builds on students' prior knowledge and experience.</p>	
<p>2. Communicates high standards and expectations when carrying out the lesson.</p> <p>a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.</p>	

<p>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).</p>	
<p>c. Demonstrates an adequate knowledge of and approach to the academic content of lessons. (<i>Please attach documentation that license-specific questions were used to evaluate candidate knowledge</i>)</p>	
<p>d. Employs a variety of reading and writing strategies for addressing learning objectives.</p>	
<p>e. Uses questioning to stimulate thinking and encourages all students to respond.</p>	
<p>f. Uses instructional technology appropriately.</p>	
<p>g. Uses effective strategies and techniques for making content accessible for English language learners.</p>	
<p>h. Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.</p>	

<p>3. Communicates high standards and expectations when extending and completing the lesson.</p> <p>a. Assigns homework or practice that furthers student learning and checks it.</p>	
<p>b. Provides regular and frequent feedback to students on their progress.</p>	
<p>c. Provides many and varied opportunities for students to achieve competence.</p>	
<p>4. Communicates high standards and expectations when evaluating student learning.</p> <p>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.</p>	
<p>b. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.</p>	

<p>Rating:</p>	<p>Explanation of Rating for Standard B – Delivers Effective Instruction:</p>
-----------------------	--

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name:	License:
Program Supervisor (initial):	Date:
Supervising Practitioner (initial):	Date:

**Pre-service Performance Assessment for Practicum or Practicum Equivalent
Professional Standards for Teachers: See 603 CMR 7.08**

Standard C – Manages Classroom Climate and Operation	
Indicators	Evidence
1. Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.	
2. Creates a physical environment appropriate to a range of learning activities.	
3. Maintains appropriate standards of behavior, mutual respect, and safety.	
4. Manages classroom routines and procedures without loss of significant instructional time.	

Rating:	Explanation of Rating for Standard C - Manages Classroom Climate and Operation:
----------------	--

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name:	License:
Program Supervisor (initial):	Date:
Supervising Practitioner (initial):	Date:

**Pre-service Performance Assessment for Practicum or Practicum Equivalent
Professional Standards for Teachers: See 603 CMR 7.08**

Standard D – Promotes Equity	
Indicators	Evidence
1. Encourages all students to believe that effort is a key to achievement.	

<p>2. Works to promote achievement by all students without exception.</p>	
<p>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 judgment to determine if instructional adjustments are necessary.</p>	
<p>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.</p>	
<p>5. Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.</p>	

<p>Rating:</p>	<p>Explanation of Rating for Standard D- Promotes Equity:</p>
-----------------------	--

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; 4=NA/Not Applicable.

<p>Candidate's Name:</p>	<p>License:</p>
<p>Program Supervisor (initial):</p>	<p>Date:</p>
<p>Supervising Practitioner (initial):</p>	<p>Date:</p>

Pre-service Performance Assessment for Practicum or Practicum Equivalent
Professional Standards for Teachers: See 603 CMR 7.08

--

Standard E – Meets Professional Responsibilities	
Indicators	Evidence
1. Understands his or her legal and moral responsibilities.	
2. Conveys knowledge of and enthusiasm for his/her academic discipline to 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.	
4. Collaborates with colleagues to improve instruction, assessment, and student achievement.	
5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.	
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.	
7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.	

Rating:	Explanation of Rating for Standard E – Meets Professional Responsibilities:
----------------	--

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name:	License:
Program Supervisor (initial):	Date:
Supervising Practitioner (initial):	Date:

**Pre-service Performance Assessment for Practicum/Practicum
Equivalent
Professional Standards for Teachers: See 603 CMR 7.08**

Summary Decision for Pre-service Performance Assessment

To be completed and agreed upon by both the supervising practitioner and the program supervisor

Teacher candidate's *Pre-service Performance Assessment* in the practicum/practicum equivalent meets the Professional Standards for Teachers: Yes No

Candidate (sign):	MEPID: or License #:
Program Supervisor (sign):	Date:
Supervising Practitioner (sign):	Date:

Standard	Rating
Standard A- Plans Curriculum and Instruction	
Standard B- Delivers Effective Instruction	
Standard C- Manages Classroom Climate and Operation	
Standard D- Promotes Equity	
Standard E- Meets Professional Responsibilities	

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

The Professional Standards for Teachers (PST) Evaluation Questions

Evaluation questions for the Professional Standards for Teachers are designed to support the professional judgment of the supervising practitioner and program supervisor. The following evaluation questions must be used with the Pre-service Performance Assessment Form by the program supervisor and supervising practitioner. Supervisors may elect to include additional evaluation questions where appropriate.

Standard 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?

9. Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

Evaluation Questions:

- Does the candidate employ WIDA ELD standards instructional tools and other relevant data about English language proficiency (for example, ACCESS scores) when planning lessons to help ELLs at different proficiency levels meet the MA standards and develop academic language for all disciplines?
- Does the lesson plan have language objectives that consider all levels of language proficiency?
- Does the candidate employ appropriate support, materials and strategies to make standards accessible and promote language learning?
- Do lesson and unit activities, assignments, and assessments align with identified language and content objectives – where applicable?

Standard 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, speaking, and through the use of appropriately designed visual and contextual aids.

Evaluation Questions:

- Does the candidate communicate clearly in writing and speaking?
- Does the candidate utilize visual and contextual aids to make instruction comprehensible to ELLs at different proficiency levels?
- Does the candidate modulate his or her use of language to make instruction comprehensible, but also promote language development of students at different proficiency levels?

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. (Appendix C)

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

Evaluation Questions:

- 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. 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?

f. 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?

g. Uses effective strategies and techniques for making content accessible for English language learners.

Evaluation Questions:

- Does the candidate use proven research-based strategies and techniques to adapt or modify grade level content material in ways that make it more comprehensible for students at different proficiency levels while maintaining appropriate rigor?
- Does the candidate emphasize academic and content related language and give students frequent opportunities to English in relevant academic contexts?
- Does the candidate’s speech model proper English usage when working with English language learners despite modifications to make instruction more comprehensible?

h. Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.

Evaluation Questions:

- Does the candidate provide explicit instruction in both social and academic language, along with opportunities to practice both types of language and receive feedback on improvement?
- Does the candidate choose and implement assessments appropriate for students’ proficiency level?
- Does the candidate design appropriate tasks, supports and scaffolding in response to the needs and proficiency levels of ELL students?

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?

Standard C: Manages Classroom Climate and Operation

1. Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.

Evaluation Questions:

- Does the candidate use strategies to create environments that reduce the environmental “affective filter?”

- Does the candidate have appropriate linguistic expectations for students based on their English language proficiency level, as evidenced by lesson planning and delivery?
- Does the candidate utilize flexible grouping strategies (homogeneous, heterogeneous groups, etc.) to promote a classroom culture of inclusion?
- Does the candidate demonstrate the ability to recognize when classroom management issues stem from cultural issues and address them appropriately?

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?
- 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?)

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?)

Standard 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 class time?
 - 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 judgment 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?
- 5. Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.**

Evaluation Questions:

- Does the candidate serve as a cultural mediator to help bridge cultural differences and promote student success?
- Can the candidate demonstrate that he or she has communicated with students’ parents and families to gather information for lesson planning and assessment?
- Does the candidate regularly communicate with parents about students’ academic progress and English language development, as well as strategies for supporting students at home?

- Does the candidate design activities and assignments that draw on cultural and linguistic “funds of knowledge” of students’ family and culture?
- Does the candidate explicitly make connections between students’ native language and English during instruction, when possible?

Standard 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 supervising 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 supervising 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?



FORMATIVE REPORT FORM

Student: _____ SSU ID: _____

Field Site: _____ Grade/Subject: _____

Observer: _____ Date: _____

FORMATIVE DATA:

<p>Rating Scale 1-Does not meet the standard 2-Meets the standard 3-exceeds the standard N/A-Not applicable</p>

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

Observer's signature: _____ Date: _____

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.

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	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?
<input type="checkbox"/>	<input type="checkbox"/>	Has the candidate demonstrated an adequate knowledge of child development to plan and implement developmentally appropriate learning experiences?
<input type="checkbox"/>	<input type="checkbox"/>	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?
<input type="checkbox"/>	<input type="checkbox"/>	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?
<input type="checkbox"/>	<input type="checkbox"/>	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?
<input type="checkbox"/>	<input type="checkbox"/>	Is the candidate able to demonstrate connections across curricula through the use of thematic lesson plans or other methods integrating subject matter content?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of Individualized Family Service Plans (IFSPs) as well as IEPs when delivering content instruction?

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

Salem State University
Education Unit



Professional Attributes Scale

This scale reflects the standards of behavior for educational professionals and for educator preparation programs at Salem State University. At various times in your educator preparation program, you will be asked to assess yourself on these standards. Your instructors, program supervisors and supervising practitioners will assess you as well. You will be expected to demonstrate a growing level of proficiency on these standards at several points in your program, and to achieve full proficiency by the time you are ready to begin your educational career.

This is to certify that I have read this document.

Name of Student Signature Date

ID Number Course

Name of Faculty Member Signature Date

1. Communication and Collaboration

	Exemplary	Proficient	Developing	Unacceptable	Notes
Uses Feedback	Critically reviews feedback, makes and evaluates impact of changes.	Makes effective use of feedback.	Generally seems responsive to feedback.	Rejects or fails to integrate feedback.	
Collaborates with Colleagues	Actively contributes across team settings and with specialists.	Actively contributes in team setting.	Works effectively and occasionally contributes.	Does not work effectively with others.	
Community and Classroom	Creates a caring and supportive environment that maximizes learning for all students.	Creates a caring and supportive environment that supports all students.	Creates a caring environment that is supportive for some, but not all, groups of students.	Does not create a caring environment that supports students in general, or across a variety of groups or with a variety of learning needs.	
Communication with Family	Communicates effectively and regularly with families about individual student's progress as well as class activities and progress.	Communicates with families about student learning and behavior, providing both positive feedback & collaborative problem resolution.	Some communication with families about class activities and student learning. Some successful efforts to engage families.	Does not communicate with family.	Not assessed in Methods or Block.
Written and Verbal Communication with Students	Provides regular feedback to students both verbally and in writing. Makes all expectations and directions clear. Provides students with model of effective communication.	Students given periodic updates, directions and expectations are clear students are provided model of effective communication.	Needs to improve written and/or verbal communication and/or provide more or better feedback to students.	Does not provide students with updates on their progress. and/or quality of communication is poor.	Not assessed in Methods or Block.
Rating:	Comments:				

Key : 4 = Exemplary, 3 = Proficient, 2 = Developing, 1 = Unacceptable

2. Professional Demeanor

	Exemplary	Proficient	Developing	Unacceptable	Notes
Comfort in Front of Class	Conducts h/self in a manner typical of more experienced professionals. Represents the professional well.	Consistently seems comfortable and confident in all situations. Takes on appropriate role vis-a-vis students.	Some level of comfort in the role of a teacher. Sometimes interacts with students as an adult professional.	Often seems uncomfortable in the role of a teacher teacher-student interactional behavior.	Not assessed in Methods or Block.
Attitude^p	Enthusiastic, motivated and faces challenges believing they can be solved.	Enthusiastic and motivated to teach and learn.	Inconsistently positive and/or motivated to teach and to learn.	Lacks positive attitude and motivation.	
Poise	Models effective behaviors and attitudes for students. Keeps emotions in check in challenging situations.	Appears self-assured and mature. Keeps emotions under control.	Sometimes lacks restraint over emotions or lacks poise in front of the class when difficult situations arise.	Appears to lack composure in front of class during routine situations.	
Professional Behavior	Uses professional language and standards of polite behavior in all interactions, converses on role-appropriate topics, is composed, tactful and sensitive in communicating w/ students, colleagues and families.	Exhibits professional behavior in all settings and interactions, uses appropriate language and addresses role-appropriate topics, is polite and respectful, and maintains composure.	Begins to exhibit professional behavior. At times uses informal or inappropriate language in professional interactions or academic writing. May cross professional boundaries of topics or form of communication.	Frequently uses informal or inappropriate language, lacks composure, and/or shows lack of respect or understanding for professional boundaries of communication, in topic or form.	
Professional Appearance^p	Always exhibits neat, professional attire.	Consistently exhibits neat, professional attire.	Sometimes dresses inappropriately.	Often dresses inappropriately or is unkempt.	
Rating:	Comments:				

Key: 4 = Exemplary, 3 = Proficient, 2 = Developing, 1 = Unacceptable

3. Responsibility

	Exemplary	Proficient	Developing	Unacceptable	Notes
Time Management^p	Manages time well and exercises good judgment in allotting time to professional tasks and teaching/learning activities.	Manages time well and completes tasks and teaching and learning activities in allotted time.	Inconsistently completes teaching and learning tasks on time and/or has some problems prioritizing tasks.	Often late with teaching or learning tasks and/or does not prioritize tasks well.	
Responsibility for the Subject Matter^p	Takes a critical inquiry stance towards subject matter, presents subject matter fairly and accurately.	Presents important matter fairly and accurately and provides opportunity for student inquiry.	Some problems with breadth, accuracy, depth or balance in subject matter presentation and/or needs to encourage more student and teacher inquiry into subject matter.	Consistently lacks accuracy, depth, breadth or balance in subject matter presentation.	
Planning for Diverse Student Needs	Develops lesson plans using common core well in advance with progressive units that are differentiated to meet diverse needs of students.	Designs well thought out lessons in line with the common core that meet the diverse needs of students.	Usually prepared to teach with a well thought lesson that meets some student needs.	In lesson planning, consistently displays lack of consideration of the diversity of learner needs.	
Responsiveness^p	Recognizes and moves to prevent issues from arising that relate to others' needs, feelings and points of view.	Responsive to others' feelings, needs and points of view.	Occasionally lacks good judgment or does not recognize others' feelings, needs and points of view.	Does not acknowledge the needs, feelings and points of view of others.	
Attendance^p	Always in attendance.	Attends consistently.	Occasional absences with notification.	Frequently absent with no notification.	
Punctuality^p	Always on time.	Consistently on time.	Usually on time.	Frequently late.	
Rating:	Comments:				

Key: 4 = Exemplary, 3 = Proficient, 2 = Developing, 1 = Unacceptable

4. Effort and Initiative

	Exemplary	Proficient	Developing	Unacceptable	Notes
Initiative Within School	Appropriately engages self in departmental work given role within the school.	Takes some initiative within department.	Works well with some guidance.	Depends on others for ideas or directions.	
Creativity	Uses a variety of models and innovative techniques to create and adjust lesson plans to suit the needs of all students while stimulating student creativity.	Uses a variety of models in planning teaching and learning activities and stimulates student creativity.	Demonstrates creativity after being given suggestion or model.	Does not demonstrate creativity in planning lessons or activities.	Not assessed in Methods or Block.
Reflective^p	Regularly reflects on performance and critically considers and evaluates performance in and out of the classroom.	Reflects critically on his/her performance and looks for ways to improve.	Sometimes thinks about performance and ways to improve teaching and/or fails to implement plans for change.	Does not reflect on performance or look for ways to improve.	
Initiative in Teaching	Actively seeks advice and feedback. Asks questions, poses possible solutions, attempts new approaches. Involves h/self in the work that needs doing in the life of the school outside the classroom.	Seeks feedback and advice, poses questions, suggests solutions, attempts new strategies. Involves h/self in work that needs doing in the classroom.	Takes some initiative in seeking feedback and advice, posing questions about teaching and learning, and attempting new strategies.	Does not vary much from regular routine. Does not make suggestions and/or does not initiate ideas and/or does not pose questions.	
Openness to New Ideas^p	Seeks out suggestions from peers and other professionals to help in development of new approaches and shows enthusiasm in using these new ideas.	Responsive to new ideas and is willing to implement them.	Considers new ideas but is reluctant to use them in teaching and learning.	Not receptive to new ideas or refuses try new techniques.	
Rating:	Comments:				

Key: 4 = Exemplary, 3 = Proficient, 2 = Developing, 1 = Unacceptable

	Exemplary	Proficient	Developing	Unacceptable	Notes
Oral Expression^P	Remains articulate, clear and expressive even in challenging or stressful situations.	Articulate and expressive.	Makes some usage and grammatical errors.	Consistently makes usage and grammatical errors.	
Written Expression^P	Written work is clear, organized and free of grammar and usage errors.	Work is relatively free of grammar and usage errors.	Written work contains grammatical errors or usage errors and/or needs improved organization.	Writing is unclear and disorganized.	
Student Expression in Classroom	Creates a safe and supportive setting where students are free and willing to express themselves.	Encourages student expression of ideas.	Listens to student ideas but does not encourage student expression.	Does not listen to student ideas and does not give students the chance to express ideas.	
Expression of Professional Standards	Demonstrates deep understanding of all state and professional standards by both integrating them into lessons and by using them in practice.	Articulates the professional, state and institutional standards in writing and by applying them to teaching practice.	Inconsistently or incompletely articulates professional, state or institutional standards in writing or fails to apply them to teaching practice.	Does not adhere to professional standards either in or outside of the classroom.	
Rating:	Comments:				

Key: 4 = Exemplary, 3 = Proficient, 2 = Developing, 1 = Unacceptable

Dimensions given ^P designation are those in which student must achieve a proficient rating before being able to move onto practicum.

Benchmarks

Dimension	Curriculum Block/Methods	Practicum
1a. Uses Feedback		
1b. Collaboration		
1c. Community		
1d. Communication with Family	Not Assessed	
1e. Communication with Students	Not Assessed	
2a. Comfort	Not Assessed	
2b. Attitude		
2c. Poise	Not Assessed	
2d. Professional Behavior		
2e. Appearance		
3a. Time Management		
3b. Subject Matter		
3c. Diverse Planning		
3d. Responsiveness		
3e. Attitude		
3f. Punctuality		
4a. Initiative in School		
4b. Creativity	Not Assessed	
4c. Reflective		
4d. Initiative in Teaching	Not Assessed	
4e. Open to New Ideas		
5a. Oral Expression		
5b. Written Expression		
5c. Student Expression		
5d. Professional Standards		
Total		

Key: 4 = Exemplary, 3 = Proficient, 2 = Developing, 1 = Unacceptable

Course	Level of Achievement
EDU 100/105/110/252A	Advisory and self-assessment with no restrictions
EDU 208A/254A	Advisory and self-assessment with no restrictions
Methods Course/Junior Block	Dimensions denoted with ^P (see below) rated proficient or higher, all other applicable dimensions rated developing or higher
Practicum	All dimensions rated proficient or higher

Dimensions given ^P designation are those in which student must achieve a proficient rating before being able to move onto practicum.

Effective Fall 2012

**Scoring Rubric for:
Sheltered Instruction Observation Protocol (SIOP)
SIOP (Sheltered Instruction Observation Protocol) Teaching Strategies**

(Adapted from: Echevarria, J., Vogt, M., & Short, D. (2000). *Making content visible for English language learners: The SIOP model*. Boston: Allyn & Bacon.)

4=Exceeds Standard; 3=Meets Standard; 2=Needs Improvement; 1=Below Standard; NA=Not Applicable

Preparation **Circle Appropriate Rating: 4 3 2 1 NA**

1) Language and content objectives are clearly written, developmentally appropriate, and differentiated.

Building Background and Meaning **Circle Appropriate Rating: 4 3 2 1 NA**

- 1) Concepts explicitly linked to students' background experiences and culture.
- 3) Links explicitly made between past learning and new concepts.
- 4) Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to use).

Comprehensible Input **Circle Appropriate Rating: 4 3 2 1 NA**

- 5) Speech appropriate for students' proficiency level (e.g., slower rate and enunciation, and simple sentences for beginners).
- 6) Explanation of academic tasks is clear.
- 7) Uses a variety of techniques to make concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies **Circle Appropriate Rating: 4 3 2 1 NA**

- 8) Consistent use of scaffolding techniques throughout lesson that assists and supports student understanding (e.g., think-alouds).
- 9) Teacher uses a variety of question types, including those that promote higher-order thinking skills (e.g., literal, analytical and interpretive questions).

Interaction **Circle Appropriate Rating: 4 3 2 1 NA**

- 10) Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts.
- 11) Consistently provides sufficient wait time for student responses and frequently checks for understanding.

Practice/Application

Circle Appropriate Rating: 4 3 2 1 NA

12) Provides hand-on materials and/or manipulatives for students to practice using new content and language knowledge.

13) Tasks are differentiated to match all levels of student proficiency.

Lesson Delivery

Circle Appropriate Rating: 4 3 2 1 NA

14) Pacing of the lesson appropriate to the students' ability level.

15) Language and content objectives are clearly and explicitly supported.

Review/Assessment

Circle Appropriate Rating: 4 3 2 1 NA

16) Teacher reviews key content concepts and language, assesses what students learned, and provides feedback on students' work.