The Commonwealth of Massachusetts
Department of Education

350 Main Street, Malden, Massachusetts 02148-5023   Telephone: (781) 338-3000

Preservice Performance Assessment for Practicum or Practicum Equivalent
Professional Standards for Teachers: See **603 CMR 7.08.**

Part I –*To be completed by the applicant.*   **Practicum:__X_____Practicum Equivalent: _____**

1. Legal Name: (print)_____2. SSN:
_____

3. Address: _____

4. Sponsoring Organization: <u>Simmons College</u> _____ _____ Program & Level: _____

5. Practicum/Equivalent Course Number: SPND 438 (Pre K – 8), SPND 439 (5 – 12), SPND 468 (Severe)   Credit Hours: _____
Course Title: <u>Practicum in Special Education</u> _____

6. Practicum/Equivalent Site: _____7: Grade Levels of Students: _____

8. Total number of practicum hours: 300+   Number of hours assumed full responsibility in the role: 300+

9. Other Massachusetts licenses held if any: _____

10. Have any components of the approved program been waived (see Regulations 7.03(1)(b)): Yes _____No_____x_____

Part II – *To be completed by the Program Supervisor*

Name: (print)_____Position/Title_____ _

The Applicant completed a practicum/equivalent designed by the Sponsoring organization as partial preparation for the following license:

Applicant's License Field: _____Grade Level: _____

Part III – *To be completed by the Supervising Practitioner*

Name: (print)_____Position: _____
_____

School System: _____License: Initial (# yrs. experience): _____or Professional: _____

Massachusetts License #: _____Field(s): _____

Part IV – *Initial 1, 2, and 3.*

1. Initial meeting held at which the Professional Standards and the procedures for evaluation were explained to the Applicant.

   Date: _____Applicant: _____ Program Supervisor: _____ Supervising Practitioner: _____

2. Meeting held midway through the practicum at which the Applicant's progress toward the Professional Standards was discussed.

   Date: _____Applicant: _____ Program Supervisor: _____ Supervising Practitioner: _____

3. Final meeting held to complete evaluation and to allow Applicant an opportunity to raise questions and make comments.

   Date: _____Applicant: _____ Program Supervisor: _____ Supervising Practitioner: _____

Part V
Candidate has successfully completed the Preservice Performance Assessment (Sections: 7.03(2)(a)(4) & 7.04(2)(b)(4)(b)) Yes: _____No: _____

Program Supervisor (sign): _____ Date: _____

Supervising Practitioner (sign): _____ **Date:** _____

Mediator (if necessary: see 7.04(4))(sign): _____ **Date:** _____

Please use this assessment in conjunction with the Preservice Performance Assessment Guidelines: the rating scale is described on page 4; evaluation questions relating to the standards are pages 5 - 12, and license-specific questions per standard B2c are pages 13-44.

Standard A - Plans Curriculum and Instruction	
Indicators	**Evidence**
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. **(**Specify Curriculum Framework title, learning standards, and concept and skills used [attach list if necessary]).	1.
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.	2.
3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.	3.
4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills.	4.
5. Plans lessons with clear objectives and relevant measurable outcomes.	5.
6. Draws on resources from colleagues, families, and the community to enhance learning.	6.
7. Incorporates appropriate technology and media in lesson planning.	7.
8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.	8.
9. Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.	9.

Rating:	**Explanation of Rating for Standard A - Plans Curriculum and Instruction**
	Upon review of evidence based on the above standards, the student exceeds, meets or does not meet the standard.

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: _____

Standard B – Delivers Effective Instruction	
Indicators	**Evidence**
1. Communicates high standards and expectations when <u>beginning the lesson</u>. a) Makes learning objectives clear to students. b) Communicates clearly in writing, speaking, and through the use of appropriately designed visual and contextual aids c) Uses engaging ways to begin a new unit of study or lesson. d) Builds on students' prior knowledge and experience.	1a 1b 1c 1d
2. Communicates high standards and expectations when <u>carrying out the lesson</u>. a) Uses a balanced approach to teaching skills and concepts of elementary reading and writing. 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).	2a 2b
c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions in Guidelines, pp. 13-44)	**2c (License-specific questions done on separate page)**
d) Employs a variety of reading and writing strategies for addressing learning objectives. e) Uses questioning to stimulate thinking and encourages all students to respond. f) Uses instructional technology appropriately. g) Uses effective strategies and techniques for making content accessible to English language learners. 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.	2d 2e 2f 2g 2h
3. Communicates high standards and expectations when <u>extending and completing the lesson</u>. a) Assigns homework or practice that furthers student learning and checks it. b) Provides regular and frequent feedback to students on their progress. c) Provides many and varied opportunities for students to achieve competence.	3a 3b 3c 3d
4. Communicates high standards and expectations when <u>evaluating student learning</u>. 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. *b)* Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.	4a 4b

Rating:	**Explanation of Rating for Standard B – Delivers Effective Instruction** **Upon review of evidence based on the above standards, the student exceeds, meets or does not meet the standard.**

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:** _____

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.	1.
2. Creates a physical environment appropriate to a range of learning activities.	2.
3. Maintains appropriate standards of behavior, mutual respect, and safety.	3.
4. Manages classroom routines and procedures without loss of significant instructional time.	4.

Rating:	**Explanation of Rating for Standard C – Manages Classroom Climate and Operation** **Upon review of evidence based on the above standards, the student exceeds, meets or does not meet the standard.**

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

Standard D – Promotes Equity	
Indicators	**Evidence**
1. Encourages all students to believe that effort is a key to achievement.	1.
2. Works to promote achievement by all students without exception.	2.
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.	3.
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.	4.
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.	5.

Rating:	**Explanation of Rating for Standard D – Promotes Equity** **Upon review of evidence based on the above standards, the student exceeds, meets or does not meet the standard.**

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: _____

Standard E – Meets Professional Responsibilities	
Indicators	**Evidence**
1. Understands his or her legal and moral responsibilities.	1.
2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.	2,
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.	3.
4. Collaborates with colleagues to improve instruction, assessment, and student achievement.	4.
5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.	5.
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.	6. 7.

Rating:	**Explanation of Rating for Standard E – Meets Professional Responsibilities** **Upon review of evidence based on the above standards, the student exceeds, meets or does not meet the standard.**

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: _____

License Specific Questions (Moderate)	
Indicators	**Evidence**
<u>Standard (b)2c</u> **Demonstrates adequate knowledge of and approach to the academic content of lessons.** 1. Does the candidate satisfactorily demonstrate an understanding of how the individual student's moderate disability(ies) affects progress in learning the academic content in the general curriculum program that their non-disabled peers learn? 2. Does the candidate appropriately use the information in the IEP of students with moderate disabilities to modify the academic content, methodology/delivery of instruction, and performance criteria (specially designed instruction) used in the general curriculum program that their non-disabled peers learn? 3. Does the candidate implement the specially designed instruction as required in the IEP to help the students learn the academic content in the general curriculum program that their non-disabled peers learn? 4. Does the candidate show a familiarity with the measurable annual goals and objectives/benchmarks in the student's IEPs? 5. Does the candidate demonstrate the ability to help the students with moderate disabilities learn the deficit skills detailed in the measurable annual goals and objectives/benchmarks in the student's IEPs? 6. Does the candidate's use of the assistive technology required in the student's IEP help the student learn the academic content in the general curriculum program that non-disabled peers learn? 7. Does the candidate's use of behavioral intervention strategies that are identified in the student's IEP help the student learn the academic content in the general curriculum program that non-disabled peers learn? 8. Does the candidate appropriately interpret the results of formal and informal assessments of students with moderate disabilities? 9. Does the candidate demonstrate familiarity with state and federal law in special education while working with the supervising practitioner, students' families, and agency representatives?	1. 2. 3. 4. 5. 6. 7. 8. 9.

Rating:	Explanation of Rating for License Specific Questions
	Upon review of evidence based on the above standards, the student exceeds, meets or does not meet the standard.

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:** _____

License Specific Questions (Severe)	
Indicators	**Evidence**
<u>Standard (b)2c</u> **Demonstrates adequate knowledge of and approach to the academic content of lessons.** 1. Does the candidate satisfactorily demonstrate an understanding of how the individual student's severe disability(ies) affects progress in learning the academic content in the general curriculum program that their non-disabled peers learn?	1.
2. Does the candidate appropriately use the information in the IEP of students with severe disabilities to modify the academic content, methodology/delivery of instruction, and performance criteria (specially designed instruction) used in the general curriculum program?	2.
3. Does the candidate implement the specially designed instruction as required in the IEP to help the students learn the academic content in the general curriculum program that non-disabled peers learn?	3.
4. Does the candidate show familiarity with the measurable annual goals and objectives/benchmarks in the IEP of students with severe disabilities and help these students achieve them?	4.
5. Does the candidate satisfactorily apply knowledge of the major dimensions of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) to the teaching of students with severe disabilities?	5.
6. Does the candidate's use of the augmentative communication, orthotic devices, medical technologies, and assistive technologies required in the students' IEP help the students learn the academic content in the general curriculum program that their non-disabled peers learn?	6.
7. Does the candidate's use of the behavioral intervention strategies that are identified in the students' IEP help the students make effective progress in the school?	7.
8. Does the candidate's use of behavioral intervention strategies required in the IEPs help maintain students with severe disabilities in the least restrictive learning environment?	8.
9. Does the candidate make the modifications to the classroom required in the students' IEPs?	9.
10. Does the candidate's modifications to the classroom help the students learn the academic content in the general curriculum program?	10.
11. Does the candidate appropriately interpret the results of formal and informal assessments of students with severe disabilities?	11.
12. Does the candidate demonstrate familiarity with state and federal law in special education while working with the supervising practitioner, students' families, and agency representatives?	12.

Severe (continued)

Rating:	Explanation of Rating for License Specific Questions **Upon review of evidence based on the above standards, the student exceeds, meets or does not meet the standard.**

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: _____

Summary Decision for Preservice Performance Assessment

Teacher candidate's *Preservice Performance Assessment* in the practicum or practicum equivalent meets the Professional Standards for Teachers: Yes _____ or No _____.

Candidate (sign): _____*License*: _____

Program Supervisor (sign): _____Date: _____

Supervising Practitioner (sign): _____Date: _____

Standard	Rating (from pp. 2-5)
(a) Plans Curriculum	
(b) Delivers Effective Instruction	
(c) Manages Classroom Climate	
(d) Promotes Equity	
(e) Meets Professional Responsibilities	

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

Summary Comments (integrated assessment of performance):

All standards identified in the Massachusetts Preservice Performance Assessment, including standards specific to the license, have been carefully reviewed. After the presentation and discussion of the candidate's documentation at the final three-way meeting, the evidence was judiciously rated by the Simmons College Supervisor and the student's Supervising Practitioner. Following the criteria and guidelines established by Simmons College and the MA Department of Elementary and Secondary Education, the candidate has satisfied the expectations of the standards and has met the competency requirements for initial licensure.

(See attached narrative or letter for candidate-specific information)

The sponsoring organization should maintain this assessment record as part of its candidate's permanent file. Copies do <u>not</u> have to be sent to the Department of Elementary and Secondary Education.