

The Commonwealth of Massachusetts Department of Education

350 Main Street, Malden, Massachusetts 02148-5023	Telephone: (781) 338-3000
Preservice Performance Assessment for Practicur	n or Practicum Equivalent
Professional Standards for Teachers: See 603 CMR 7.08.	

1. Legal Name: (print)	Program & Level: ND 439 (5 – 12), SPND 468 (Severe) Credit Hours:
 4. Sponsoring Organization: <u>Simmons College</u> 5. Practicum/Equivalent Course Number: SPND 438 (Pre K – 8), SPN Course Title: <u>Practicum in Special Education</u> 6. Practicum/Equivalent Site:	Program & Level: ND 439 (5 – 12), SPND 468 (Severe) Credit Hours:
 5. Practicum/Equivalent Course Number: SPND 438 (Pre K – 8), SPN Course Title: <u>Practicum in Special Education</u> 6. Practicum/Equivalent Site:	ND 439 (5 – 12), SPND 468 (Severe) Credit Hours:
Course Title: <u>Practicum in Special Education</u> 6. Practicum/Equivalent Site:	
8. Total number of practicum hours: 300+ Numb	7: Grade Levels of Students:
•	
9 Other Massachusetts licenses held if any	per of hours assumed full responsibility in the role: 300+
>. Sener massachusetts neenses neu 11 any.	
10. Have any components of the approved program been waived (see R	Nox
Part II – To be completed by the Program Supervisor	
Name: (print)	Position/Title
The Applicant completed a practicum/equivalent designed by the Spon	nsoring 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:
	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 pro	ncedures for evaluation were evalained to the Applicant
Date:Applicant: Program Supervisor	
2. Meeting held midway through the practicum at which the Applicant	
Date:Applicant:Program Superviso	
3. Final meeting held to complete evaluation and to allow Applicant an Date: Applicant: Program Superviso	

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.

	riculum and Instruction
Indicators	Evidence
 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.
Rati	ing 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: ______

Indicators Evidence 1. Communicates high standards and expectations when beginning the lesson. 1a a) Makes learning objectives clear to students. 1b a) Makes learning objectives clear to students. 1b b) Communicates clearly in writing, speaking, and through the use of appropriately designed visual and contextual aids 1c c) Uses argaing ways to begin a new unit of study or lesson. 1d d) Builds on students' prior knowledge and expectations when carrying out the lesson 2a 2. Communicates high standards and expectations when carrying out the lesson more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches to as discussion, problem solving, cooperative learning, and research projects (among others). 2a c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions in Guidelines, pp. 13-44) 2d d) Uses instructional technology appropriately. 2d g) Uses effective strategies and detentinges for addressing learning objectives. 2d g) Uses effective strategies and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language learners at various levels of English language transe when extending and completing the lesson. 3a a) Accurately measures student achievement of, and checks it. 3a b) Provides many and varied opporunities for students to achicive	Sta	Standard B – Delivers Effective Instruction		
 beginning the lesson. a) Makes learning objectives clear to students. b) Communicates learly in writing, speaking, and through the use of appropriately designed visual and contextual aids c) Uses engaging ways to begin a new wint of study or lesson. 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 trategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approach is not estimate to the standards and expectations when exactly projects (among others). c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions done on separate page) c) Less questioning to simulate thinking and encourages all students to respond. f) Uses effective strategies and techniques for making content accessible to English language learners at various levels of English language learners at extending and demolective strategies on techniques for student learning and checks it. b) Provides many and varied opportunities for student to sufficience between social and cademic language and the importance of this difference that furthers student learning. a) Accurately measures student and expectations when evaluating student learning. b) Provides many and varied opportunities for student to so chieve competence. 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 use second to sto partice with a variety of formal and informal assessments. Accurately measures s			Evidence	
 beginning the lesson. a) Makes learning objectives clear to students. b) Communicates learly in writing, speaking, and through the use of appropriately designed visual and contextual aids c) Uses engaging ways to begin a new wint of study or lesson. 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 trategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approach is not estimate to the standards and expectations when exactly projects (among others). c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions done on separate page) c) Less questioning to simulate thinking and encourages all students to respond. f) Uses effective strategies and techniques for making content accessible to English language learners at various levels of English language learners at extending and demolective strategies on techniques for student learning and checks it. b) Provides many and varied opportunities for student to sufficience between social and cademic language and the importance of this difference that furthers student learning. a) Accurately measures student and expectations when evaluating student learning. b) Provides many and varied opportunities for student to so chieve competence. 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 use second to sto partice with a variety of formal and informal assessments. Accurately measures s	1. (Communicates high standards and expectations when	1a	
 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 of lesson. d) Builds on students² 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. b) Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, protected approaches such as discussion, problem solving, cooperative learning, and research projects (among others). c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions done on separate page) 2c (License-specific questions done on separate page) 2c (License-specific questions done on separate page) 2d (License-specific questi			1b	
 b) Communicates clearly in writing, speaking, and through the use of appropriately designed visual and contextual aids c) Uses enderstarted 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 to the academic content of lessons. (See license-specific questions done on separate page) c) Demonstrates an adquate knowledge of and approach to the academic content of lessons. (See license-specific questions done on separate page) c) Demonstrates an adquate knowledge of and approach to the academic content of lessons. (See license-specific questions done on separate page) c) Uses usticning to textual technology appropriately. g) Uses effective strategies and techniques for making content accessible to English language learners at various levels of English language porticiency and litrery. d) Assign homework or practice that furthers student learning and checks it. b) Provides many and varied opportunities for students to achieve competence. 4. Communicates high standards and expectations when evaluating student learning. a) Accurately measures student achievement of, and progress toward, the learning the stoward, the learning objectives with a variety of formal and informal assessments, and user secutios to plan turter dist or formal and informal assessments, and user secutions to the progress. c) Communicates high standards and expectations when evaluating statement is to plan provide to plan the averted port of the statement is planguage learners. c) Communicates high standards and ex	a)	Makes learning objectives clear to students.	1c	
 c) Uses engaging ways to begin a new unit of study or lesson. d) Builds 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. b) Employs a variety of content-based and content-oriented teaching solving, cooperative learning, and research projects (among others). c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions done on separate page) c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions done on separate page) c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions done on separate page) c) Uses outent of lessons. (See license-specific questions done on separate page) c) Uses instructional technology appropriately. g) Uses effective strategies and techniques for making content accessible to English language learners. h) Demonstrates an ademic 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. 3. Communicates high standards and expectations when extending and completing the lesson. a) Accurately measures student achivement of, and progress toward, the learning objectives with a variety of formal and informal assessments. and uses results to plan further a) Accurately measures student achivergent of, and progress toward, the learning objectives with a variety of formal and informal assessments. 	b)		1d	
d) Builds on students' prior knowledge and experience. 2. Communicates high standards and expectations when carrying out the lesson. 2a a) Uses a balanced approach to teaching skills and concepts of elementary reading and writing. 2a 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 c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions done on separate page) 2c d) Employs a variety of reading and writing strategies for addressing learning objectives. 2d e) Uses questioning to stimulate thinking and encourages all studentis to respond. 2g f) Uses instructional technology appropriately. 2d g) Uses effective strategies and techniques for making content accessible to English language learners. 2d 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 proficiency and literacy. 3a a) Assigns homework or practice that furthers student learning and checks it. 3a b) Provides regular and frequent feedback to students on achieves moding objectives with a variety of formal and informal assessments, and uses researche approa		use of appropriately designed visual and contextual aids		
 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. 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). c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions done on separate page) c (License-specific questions done on separate page) c (License-specific questions done on separate page) c (License-specific questions done on separate page) d to the academic content of lessons. (See license-specific questions done on separate page) d) Uses instructional technology appropriately. g) Uses effective strategies and techniques for making content accessible to English language learners. h) Demonstrates an alougae and the importance of this difference in planning, differenciating and delivering effective instruction for English language perforeinely and literacy. 3. Communicates high standards and expectations when extending and completing the lesson. a) Assigns homework or practice that furthers student learning and checks it. b) Provides regular and frequent feedback to students to achieve competence. c) Communicates high standards and expectations when evaluating student learning. a) Accurately measures student achievement of, and progress toward, the learning bioetives with a variety of formal an informal assessments, and uses results to plan further 	c)	Uses engaging ways to begin a new unit of study or lesson.		
 carrying out the lesson. 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). c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions done on separate page) c) Less questioning to stimulate thinking and encourages all students to respond. f) Uses affective strategies and techniques for making content a 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 proficiency and literacy. a) Assigns homework or practice that furthers student learning and checks it. b) Provides regular and frequent feedback to students to respond. a) Accurately measures student achivement of, and progress toward, the learning. a) Accurately measures student achivement of, and progress toward, the learning and informal assessments, and uses results to plan further 	d)	Builds on students' prior knowledge and experience.		
 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 to the academic and particle, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others). c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions in Guidelines, pp. 13-44) d) Employs a variety of reading and writing strategies for addressing to stimulate thinking and encourages all students to respond. f) 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. 3. Communicates high standards and expectations when extending and completing. a) Accurately measures student achievement of, and progress toward, the learning. a) Accurately measures student achievement of, and progress toward, the learning abjectives with a variety of formal and informal assessments, and uses results to plan further 				
 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 leacher-directed strategies for addressing learning objectives. c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions done on separate page) c) Less of the academic content of lessons. (See license-specific questions done on separate page) c) Uses questioning to stimulate thinking and encourages all students to respond. g) Uses instructional technology appropriately. g) Uses effective strategies and techniques for making content accessible to English language learners at various levels of English language tearners at various levels of English language proficiency and literacy. a) Assigns homework or practice that furthers student learning and checks it. b) Provides regular and frequent feedback to students on achieve competence. 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 b) Provides many and varied opportunities for formal and informal assessments, and uses results to plan further 	carr			
 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). c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions in Guidelines, pp. 13-44) 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 at various levels of English language proficience and encourages and the importance of this difference in planning, differentiating and delivering effective instruction for English language parters at various levels of English language proficience and encourages and the importance of this difference. 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. 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 	a)		2a	
 teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approach addressing learning, and research projects (among others). C Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions done on separate page) C interpret to the academic content of lessons. (See license-specific questions done on separate page) C demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions done on separate page) C (License-specific questions done on separate page)			2b	
 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). c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions done on separate page) d) Employs a variety of reading and writing strategies for addressing learning to bigctives. c) 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 learners at various levels of English language perfociency and literacy. 3. Communicates high standards and expectations when extending and completing the lesson. 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. 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 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 	b)			
 to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others). c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions done on separate page) 2c (License-specific questions done on separate page) 2d 2d 2				
 problem solving, cooperative learning, and research projects (among others). c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions done on separate page) 2c (License-specific questions done on separate page) 2d 2d 2				
 projects (among others). c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See 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. 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. d. 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 				
 c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions done on separate page) 2c (License-specific questions done on separate page) 2d 2e 2g 2d 2g 2d 2g 2h 2h				
to the academic content of lessons. (See license-specific questions in Guidelines, pp. 13-44)2dd) Employs a variety of reading and writing strategies for addressing learning objectives.2de) Uses questioning to stimulate thinking and encourages all students to respond.2fg) Uses effective strategies and techniques for making content accessible to English language learners.2gh) 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 proficiency and literacy.3a3. Communicates high standards and expectations when extending and completing the lesson.3aa) Assigns homework or practice that furthers student learning and checks it.3ab) Provides regular and frequent feedback to students on their progress.3dc) Provides many and varied opportunities for students to achieve competence.3da) Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further4a4b				
questions in Guidelines, pp. 13-44)2dd)Employs a variety of reading and writing strategies for addressing learning objectives.2de)Uses questioning to stimulate thinking and encourages all students to respond.2gf)Uses instructional technology appropriately. g)2hg)Uses effective strategies and techniques for making content accessible to English language learners.2hh)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 proficiency and literacy.3aa)Assigns homework or practice that furthers student learning and checks it.3bb)Provides regular and frequent feedback to students on their progress.3dc)Provides many and varied opportunities for students to achieve competence.3d4)Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further4a	c)		2c (License-specific questions done on separate page)	
d) Employs a variety of reading and writing strategies for addressing learning objectives.2d 2ee) Uses questioning to stimulate thinking and encourages all students to respond.2f 2gf) Uses instructional technology appropriately. g) Uses effective strategies and techniques for making content accessible to English language learners.2hh) 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.3a3. Communicates high standards and expectations when extending and checks it.3ab) Provides regular and frequent feedback to students on their progress.3ac) Provides many and varied opportunities for students to achieve competence.3dextuating 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 further4a				
addressing learning objectives.2ee)Uses questioning to stimulate thinking and encourages all students to respond.2ff)Uses instructional technology appropriately. g)2hg)Uses effective strategies and techniques for making content accessible to English language learners.2hh)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.3a3.Communicates high standards and expectations when extending and checks it.3aa)Assigns homework or practice that furthers student learning and checks it.3ab)Provides regular and frequent feedback to students to achieve competence.3dc)Provides many and varied opportunities for students to achieve competence.3da)Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further4a	/L			
e)Uses questioning to stimulate thinking and encourages all students to respond.2f 2gf)Uses instructional technology appropriately.2hg)Uses effective strategies and techniques for making content accessible to English language learners.2hh)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.3a3.Communicates high standards and expectations when extending and completing the lesson.3aa)Assigns homework or practice that furthers student learning and checks it.3bb)Provides regular and frequent feedback to students to achieve competence.3dc)Provides many and varied opportunities for students to achieve competence.3da)Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further4a	a)			
students to respond.2gf)Uses instructional technology appropriately.2hg)Uses effective strategies and techniques for making content accessible to English language learners.2hh)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.3a3.Communicates high standards and expectations when extending and completing the lesson.3aa)Assigns homework or practice that furthers student learning and checks it.3bb)Provides regular and frequent feedback to students to achieve competence.3dc)Provides many and varied opportunities for students to achieve competence.3d4.Communicates high standards and expectations when evaluating student learning.3da)Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further4a				
 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. 3. Communicates high standards and expectations when extending 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. 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 	e)			
 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 proficiency and literacy. 3. Communicates high standards and expectations when extending and completing the lesson. 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. 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 	Ð			
 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. 3. Communicates high standards and expectations when extending and completing the lesson. 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. 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 			211	
 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. 3. Communicates high standards and expectations when extending and completing the lesson. 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. 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 	g)			
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.3.3. Communicates high standards and expectations when extending and completing the lesson. a)3aa)Assigns homework or practice that furthers student learning and checks it.3ab)Provides regular and frequent feedback to students on their progress.3dc)Provides many and varied opportunities for students to achieve competence.3dc)Provides many and varied opportunities for students to achieve student learning.3da)Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further4a	h)			
difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.3. Communicates high standards and expectations when extending and completing the lesson.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.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	11)			
effective instruction for English language learners at various levels of English language proficiency and literacy.3. Communicates high standards and expectations when extending and completing the lesson.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.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				
 various levels of English language proficiency and literacy. 3. Communicates high standards and expectations when extending and completing the lesson. 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. 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 4a 				
 3. Communicates high standards and expectations when extending and completing the lesson. 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. 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 				
extending and completing the lesson.3aa) Assigns homework or practice that furthers student learning and checks it.3ab) Provides regular and frequent feedback to students on their progress.3bc) Provides many and varied opportunities for students to achieve competence.3d4. Communicates high standards and expectations when evaluating student learning.a) 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 further4a	3. (
 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. 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 4a 				
 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. 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 3b 3c 3d 3d 4a 4b 			3a	
 b) Provides regular and frequent feedback to students on their progress. c) Provides many and varied opportunities for students to achieve competence. 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 b) Provides regular and frequent feedback to students on their progress toward. c) Provides many and varied opportunities for students to achieve competence. 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 	ĺ			
progress. 3d c) Provides many and varied opportunities for students to achieve competence. 3d 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 4a	b)	Provides regular and frequent feedback to students on their		
 c) Provides many and varied opportunities for students to achieve competence. 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 4a 4b 				
 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 4a 4b 	c)			
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 further4a4b		achieve competence.		
 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 4a 4b 				
toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further 4b	eval			
informal assessments, and uses results to plan further 4b	a)			
			4a	
			4b	
		instruction.		
b) Translates evaluations of student work into records that	<i>b)</i>			
accurately convey the level of student achievement to				
students, parents or guardians, and school personnel.		students, parents or guardians, and school personnel.		

Rating:	Explanation of Rating for Standard B – Delivers Effective Instruction
Upon review of evidence based on the above standards, the student exceeds, meets or doe meet the standard.	
Ratir	ng 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 Class	room 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 – P	romotes 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.
Ratii	ng Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.
Candidate's	Name:License:
Program Suj	pervisor (initial):Date:

Program Supervisor (initial): _	Date:
Supervising Practitioner (initia	l):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.	6.	
7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.	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.	
Ratii	ng 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	
De	<u>Standard (b)2c</u> monstrates 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?	1.	
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?	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 their non-disabled peers learn?	3.	
4.	Does the candidate show a familiarity with the measurable annual goals and objectives/benchmarks in the student's IEPs?	4.	
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?	5.	
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?	6.	
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?	7.	
8.	Does the candidate appropriately interpret the results of formal and informal assessments of students with moderate disabilities?	8.	
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?	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.	
Rat	ting Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.	
Candidate's	s Name:License:	

Program Supervisor (initial):	Date:
Supervising Practitioner (initial):	Date:

	License Specific Questions (Severe)		
	Indicators	Evidence	
	Standard (b)2c		
De	monstrates adequate knowledge of and approach to		
1.	the academic content of lessons. 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? Does the candidate show familiarity with the	3.	
4.	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:	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 Su	pervisor (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: _____Date: _____Date: ______Date: _____Date: _____Date: ______Date: _____Date: _____Date: _____Date: _____Date: ______Date: _____Date: ______Date: _____Date: ______Date: _____Date: ______Date: _____Date: _____Date: _____Date: _____Date: _____Date: _____Date: _____Date: ______Date: ______Date: ______Date: ______Date: ______Date: ______Date: ______Date: ______Date: _____Date: ______Date: ______Date: _____Date: _____Date: _____Date: ______Date: ______Date: ______Date: ______Date: ______Date: ______Date: ______Date: ______Date: ______Date: _____Date: ______Date: _____Date: ______Date: ______Date: _____Date: _____Date: _____Date: _____Da

Supervising Practitioner (sign): ______Date: _____Date: ______Date: _____Date: _____Date: _____Date: _____Date: _____Date: _____Date: ______Date: ______Date: ______Date: ______Date: _____Date: ______Date: _____Date: ____Date: _____Date: _____Date: _____Date: _____Date: _____Date: _____Date: _____Date: _____Date: _____Date: ______Date: _____Date: ____Date: _____Date: ____Date: _____Date: ____Date: ____Date: _____Date: _____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.