

PREFACE

This manual is prepared for early childhood, elementary, and special education majors who are entering the practicum; program supervisors, supervising teachers and administrators of the schools affiliated with Gordon College in the preparation of teachers. It should be read carefully by all who are involved in the practicum program. The information contained in this manual should make the practicum a more profitable experience for all involved in it.

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FOUNDATIONS OF TEACHER EDUCATION

Introduction

Student teaching is an activity considered to be vitally important in the preparation of teachers. Teacher candidates frequently state, often rather emphatically, that student teaching is the most valuable aspect of their professional education. It is the culmination of four years of study and the opportunity to apply a vast body of knowledge to the practical work of teaching and learning. This experience deepens their understanding of the challenges and rewards of their chosen profession.

Excellent teachers possess extensive knowledge in subject areas and a depth of understanding in human relationships. Furthermore, advancement in the profession requires teachers to participate in programs of continuing education activities such as acquiring graduate degrees, attending professional meetings and workshops. A teacher must be a continual learner among learners and expectations for advanced degrees are becoming more common.

During student teaching the transition is made from the role of student to that of a teacher. As a teacher candidate you will facilitate group leadership in the classroom, determine with the students and supervising practitioners the instructional goals to be met, guide the learning process and evaluate pupil growth and learning.

GENERAL OBJECTIVES OF THE TEACHER EDUCATION PROGRAMS

The Gordon College teacher education programs:

1. Encourage teacher candidates to develop a Christian philosophy of education that reflects a life of service to God and to others.
2. Help teacher candidates develop a strong field of knowledge appropriate to their chosen teaching area.
3. Encourage teacher candidates to develop a theory of education based on sound learning principles that are demonstrated in teaching.
4. Engage teacher candidates in field experiences that provide a realistic understanding of and practice in the teaching profession.
5. Encourage teacher candidates to develop professional attitudes, interests, and competencies that lead to licensure and/or advanced studies.
6. Introduce teacher candidates to diverse populations served by the educational system and the variety of methods and strategies used to address issues of gender, race, religion, and inclusion.

GENERAL INFORMATION

To the Teacher Candidate

As you enter the practicum, you stand on the threshold of the profession for which you have been preparing for several years. The practicum is considered by many as the most valuable experience engaged in while in preparation for classroom leadership. During the practicum, the teacher candidate comes into vital contact with the participants in the classroom. Educational theory comes alive in the form of active, curious and often unpredictable children. Instructional methods are skillfully modeled by supervising practitioners whose education and experience has taught them the appropriate methodology. As a teacher candidate, you will have the opportunity to share the responsibility for guiding the learning experience of children.

Dedication and commitment to the education of young people are necessary ingredients of a successful teacher. The practicum is no less demanding of total dedication than the full-time teaching position. When you become a teacher candidate, in a very real sense you leave student status and become an important member of a professional team of educators concerned with the growth and development of children. It is our expectation that you will want to accept the responsibilities of this position and perform at the highest level of which you are capable.

Student teaching offers an opportunity to receive desired experience in the multitude of tasks that compose the life of the teacher. Some of these tasks are small and may seem to be insignificant; some of them are so complex they will tax all your ingenuity. The supervising practitioner will carefully evaluate your capabilities and assign experiences in which you can expect to be reasonably successful. Naturally the experiences will increase in difficulty as you progress through the practicum.

During the practicum the teacher candidate is expected to become an integral member of the school community. From the very beginning the teacher candidate will act appropriately in order to be seen by the children and supervising practitioner as an active, participating teacher.

To the Supervising Practitioner

We appreciate your willingness to invite a teacher candidate into your classroom for observation and teaching experience. You are an important member of the supervisory team. The skills that you have developed through experience will be of great value to the teacher candidate when shared with him/her.

Your acceptance of a teacher candidate will necessitate the assumption of added responsibilities for you. We hope that working with a teacher candidate will be stimulating as ideas are exchanged and discussed. We also expect you will receive a great deal of help in your workload from the teacher candidate to balance out these added responsibilities.

We hope this manual will provide you with information that will make your experience in this program more profitable and enjoyable. The following guide may be of help to you in your supervisory role.

GUIDE FOR THE SUPERVISING PRACTITIONER

1. Orientation and Guidance
 - a. Have I properly prepared the students in my classroom for the arrival of a teacher candidate?
 - b. Have I had an informal, get-acquainted visit with my teacher candidate?
 - c. Have I introduced the teacher candidate to the persons with whom s/he will be working, including the principal, secretary and other school personnel?
 - d. Have I acquainted my teacher candidate with school and classroom routines?
 - e. Have I given my teacher candidate copies of the texts and manuals with which s/he will be working?
 - f. Have I provided my teacher candidate with seating charts or lists of pupils' names?
 - g. Have I acquainted my teacher candidate with files, records and school procedures?
 - h. Have I arranged for my teacher candidate to participate in teachers' meetings or activities?
 - i. Have I invited my teacher candidate to share such tasks as bulletin boards, attendance, lunch money, and other tasks?
 - j. Have I provided a workspace in my room for my teacher candidate?
(If possible, the teacher candidate should have his/her own desk.)
2. Directed Observation and Participation
 - a. Have I directed my teacher candidate's observation for definite purposes?
 - b. Have I allowed my teacher candidate to participate in classroom tasks?
 - c. Have I observed my teacher candidate in his/her initial attempt at teaching and have I given feedback?
 - d. Have I observed whether or not students are beginning to turn to my teacher candidate for assistance?
 - e. Have I allowed my teacher candidate to gradually be inducted into actual teaching?
3. Demonstration
 - a. Have I demonstrated sound teaching methods?
 - b. Have I prepared my teacher candidate for observation of demonstration lessons?
 - c. Have I demonstrated a variety of teaching/learning techniques?
 - d. Have I demonstrated use of teaching manuals and textbooks, etc?
 - e. Have I demonstrated the use of audio-visual resources?
 - f. Have I demonstrated sound planning procedures?
4. Planning
 - a. Have I acquainted my teacher candidate with curriculum bulletins, special guides, units of work, and daily plans? Have I acquainted my teacher candidate with the overall objectives and content of the course or courses?

- b. Have I briefed my teacher candidate on what the students have studied up to this point?
 - c. Have I held conferences with my teacher candidate relative to daily and long-term planning?
 - d. Have I discussed individual needs and differences with my student teacher?
 - e. Have I explained to my teacher candidate how various school resource materials may be used in planning?
 - f. Have I conveyed to my teacher candidate that his/her lesson plan should be approved before the lesson is taught?
 - g. Have I set a specific time for my teacher candidate to submit lesson plans for review before actually teaching from them?
5. Teaching Techniques
- a. Have I encouraged my teacher candidate to use a variety of teaching approaches?
 - b. Have I encouraged my teacher candidate to relate techniques to intended learning outcomes?
 - c. Have I encouraged my teacher candidate to experiment with his/her own teaching style and methods?
 - d. Have I conferred with my teacher candidate about his/her teaching style?
6. Conferences
- a. Have I provided for formal weekly conferences?
 - b. Have I provided for frequent informal conferences?
 - c. Have I discussed school policies with my teacher candidate?
 - d. Have I acquainted my teacher candidate with the purpose of the conference?
 - e. Have I included my teacher candidate in conversations with parents?
 - f. Have I included my teacher candidate in pre-referral and other meeting related to educational issues?
7. Evaluation
- a. Have I helped my teacher candidate develop self-evaluation abilities?
 - b. Have I familiarized my teacher candidate with observation forms?
 - c. Have I used observation forms as focal points for the conferences?
 - d. Have I conferred with my teacher candidate about each point on the evaluation form?
 - e. Have I made plans to keep an attendance record for my teacher candidate?

PRACTICUM CREDITS

Early Childhood Education majors are required to complete two practica (6 credits each)—one at the “PreK-K” level and the other at the “Grade 1-2” level. At least one of the segments must be in a setting that includes young children with disabilities for part of the school day. The combined practica must be at least a semester in length (15 weeks).

Early Childhood and ESL are required to complete two early childhood practica and a third practicum for ESL. All practica placements must be at an appropriate grade level in accordance with the teaching license sought. Each placement will be six semester hours.

Elementary Education majors are required to complete a practicum at an appropriate grade level in accordance with the teaching license sought. A practicum can vary in length depending on the credit that the teacher candidate needs. The practicum must be at least equivalent to 12 semester hours (15 weeks).

Elementary Art Education majors are required to complete a practicum at an appropriate grade level in accordance with the teaching license sought. A practicum can vary in length depending on the credits that the teacher candidate needs. The practicum must be at least equivalent to 12 semester hours (15 weeks).

Elementary and ESL, and Elementary and Special Education majors are required to complete two practica, one for the Elementary placement and a second for ESL or Special Education. Both must be at an appropriate grade level in accordance with the teaching license sought. Each placement will be 8 semester hours.

All practica must be completed at an approved site under the supervision of a licensed, supervising practitioner with a minimum of 3 years of experience who is tenured or tenurable. All practica will be completed in schools local to Gordon College.

PRACTICUM REGULATIONS FOR TEACHER CANDIDATES

Attendance

- The teacher candidate will follow the supervising practitioner’s daily schedule and school calendar.
- The teacher candidate is expected to attend professional development workshops, faculty meetings, parent-teacher conferences, and meetings with their supervising teacher.
- Illness or a death in the family are considered legitimate absences although teacher candidates may be required to make up missed days.
- In the event of a legitimate absence, the supervising practitioner must be notified immediately. The Department of Education must be notified before 10:00 a.m. on the day of the absence. Please contact the department at 978.867.4315 or by email (undergraduate-education@gordon.edu).

- If scheduled to be observed on the day of the absence, the program supervisor also must be notified before the scheduled observation.

Holidays and Vacations

- During the practicum the teacher candidate will follow his/her assigned school's daily schedule and calendar. Teacher candidates may not arbitrarily vary from the school's schedule or calendar without permission from Dr. Arndt.

Dress Regulations

- Teacher candidates should dress in accordance with the standards of the cooperating school to which they are assigned.

Transportation

- Teacher candidates are responsible for their own transportation to and from the school to which assigned for the practicum.
- Gordon College does not assume the responsibility of providing transportation and encourages those going to the same school to carpool.
- Teacher candidates who are members of carpools should share in the cost of the transportation. Carpool members must consider the needs of each other. Teacher candidates who must remain after normal school hours for conferences should be allowed this privilege and should not be criticized for detaining the whole group. Nothing should prevent each student from attending faculty meetings and individual conferences with their supervising practitioner.
- At times alternate transportation plans may need to be arranged.

Coursework, Extra-Curricular Activities and Employment

- The practicum requires six hours per day in the classroom in addition to planning preparation and other responsibilities. Because of these demands, the teacher candidate is not allowed to enroll in other courses, participate in any formal, organized extra-curricular activities, or seek employment for more than 10 hours per week, including weekends.

Substitute Teaching

- Teacher candidates may be utilized as substitute teachers in the classroom where they are placed **after completing five weeks of preservice teaching.**
- Substitute teaching should be done sparingly. Only in emergencies should the teacher candidate be used as a substitute teacher outside of the classroom in which s/he is assigned.
- Monetary compensation for substituting will be left to the discretion of the involved school.

- If the teacher candidate receives monetary compensation for substituting, hours during substituting cannot be counted toward fulfilling required time for preservice teaching.

Consequences

- Failure to comply with these policies will be cause to terminate preservice teaching.

PRACTICUM ASSIGNMENTS

The practicum is a period during which the candidate has a chance to put into actual practice what has been studied in theory and to develop a personal teaching style. It is the teacher candidate's opportunity to learn and practice instructional techniques under guidance.

Activities

During the practicum the teacher candidate should have the opportunity to engage in the range of experiences that are required of the supervising practitioner. These should include learning school routines, participation in classroom organization and management, keeping school and pupil records, grouping for instruction, planning and integrating the Massachusetts Curriculum Frameworks in lessons, communicating with parents, duplicating, filing, as well as many other tasks.

School Personnel, Facilities and Resources

The teacher candidate should have an opportunity to efficiently employ all types of instructional materials such as curriculum guides, textbooks, audiovisual aids and other materials available to the classroom teacher. When appropriate, the teacher candidate should become acquainted with the important functions of the personnel whose responsibilities increase the effectiveness of the classroom.

The following is a guide to some of the aspects of a school with which the teacher candidate should become familiar.

Administrative offices (principal, vice-principal, deans, attendance officer, other)

1. What personnel are involved?
2. What are the functions of these offices?
3. What are the relations of the teachers to these offices?
4. What are the administrative routines?
5. What are the relationships among administrators and teachers and the school committee and the superintendent, and other central office personnel?

School Layout

1. What is the general layout?
2. How is the auditorium used? What are the stage facilities?

3. How is the cafeteria managed? What is the cafeteria protocol?
4. What playground facilities are there? How are they supervised? By whom?
5. What provision is made for a teachers' room?
6. Is there a computer lab? How is it used?
7. What facilities are available in the shops, science labs, and other special rooms?
8. What are the patterns and rules for hall traffic?

Curriculum

1. What is its extent and what are its limitations?
2. What are the basic requirements? What are the electives?
3. What is the basis for promotion?
4. What are the practices concerning homogeneous grouping?
5. What is the purpose of the homerooms and how do they operate?

Library

1. Is there a library?
2. Is there a librarian or are there volunteers?
3. What collections are maintained for classroom use?
4. How do the pupils use the library?
5. How are pupils oriented to the use of the library?
6. How are the books catalogued, arranged, and handled?

Teaching Aids

1. What personnel are involved?
2. How are textbooks handled?
3. What audio-visual aids are available and how are they handled?
4. What projection equipment is available? Where is it stored?
5. How are teachers' requisitions for supplies handled?

Evaluation

1. What are the practices regarding grading and reporting?
2. What are the standards for grades?
3. What are the standards for citizenship evaluation?
4. What provisions are made for evaluation of handicapped children?

Counseling

1. What personnel are involved?
2. How are students referred?
3. How do students receive counseling services?
4. What records and test scores are available to the teacher?
5. What is the relationship to the health program and school nurses?
6. How are incoming students oriented to the school?

Health Services

1. What personnel are involved?
2. What examinations are conducted?
3. What records are kept?
4. What procedures do teachers follow in using the service?
5. What is the relationship with city health and social agencies?
6. What does a teacher do when a child under his supervision is injured or involved in an accident?

Special Education Facilities and Related Service Personnel

1. What types of services are provided for children with disabilities?
2. What remedial groups exist and how are they handled?
3. What policies are followed in planning Teacher Assistance Team meetings and IEP meetings?
4. What related services (support) personnel are available to the classroom teacher?

Student Participation

1. What part is played by students in school government?
2. What student body organizations exist and how do they function?
3. What part is played by students in school management such as traffic control, assemblies, principal's council, etc.?

Community Relations

1. By what means are community relations affected?
2. What use is made of the PTA and how does it function?
3. How are parents encouraged to participate in the school?
4. What school programs are held for the public?
5. What use is made of community resources?

Meetings

When may a teacher candidate attend a school meeting? The teacher candidate should become familiar with the broader school setting by attending the following types of meetings:

1. **School Committee**
2. **Faculty Meetings**
The teacher candidate should attend all faculty meetings except those from which the principal feels s/he should be excluded.
3. **Parent-Teacher Association Meetings**
The teacher candidate should attend all PTA or other such organization meetings during the practicum.
4. **Professional Institutes, Conferences or Other Professional Meetings**
The teacher candidate should attend all professional meetings open to him/her at the cooperating school during the practicum.
5. **Parent-Teacher Conferences**

The teacher candidate should seek to accompany the supervising practitioner in parent-teacher conferences. The parent's consent should be obtained prior to the meeting.

6. Pre-Referral, Evaluation/Assessment and IEP Meetings

The teacher candidate should attend as many of these meetings as possible.

PRACTICUM LOG

Each teacher candidate is required to keep an up-to-date log in a large three ring notebook reflecting on and keeping track of professional experiences during the practicum. The purposes of such a log are primarily to:

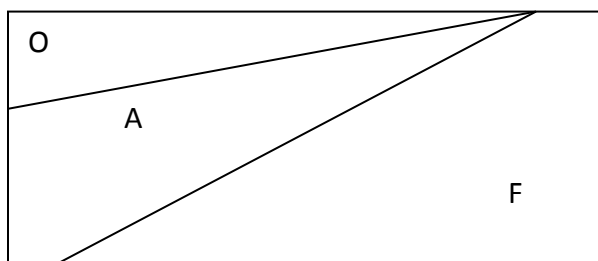
1. Encourage active rather than passive observation by the teacher candidate.
2. Ensure that the teacher candidate observes and records observations of teaching techniques, behavior of students, individual differences of students, routine procedures, and other activities.
3. Reinforce in the minds of teacher candidates both effective and ineffective techniques and teaching procedures.
4. Encourage teacher candidates to record suggestions and remarks of program and supervising practitioners.
5. Encourage the teacher candidate to engage in active self-evaluation.
6. Enable the program supervisor to ascertain the number of hours the teacher candidate has taught as well as become acquainted with the other laboratory experiences in which s/he has been engaged.
7. Give the program supervisor an opportunity to evaluate unit and daily lesson plans prepared by the teacher candidate.
8. Provide the program supervisor with a point of reference and succinct knowledge of progress for conference purposes.

EXPLANATION OF GUIDING OBSERVATION, ASSISTING AND FULL RESPONSIBILITIES

1. The teacher candidate should primarily observe the first few days.(O)
2. The teacher candidate should also become actively involved with children early on by such means as tutoring, reading stories, and guiding group activities.(A)
3. The teacher candidate should be given the responsibility of teaching small groups early on in the practicum.(A)
4. When sufficiently adept with small groups, full class activities in various areas should be added until the teacher candidate has had the opportunity to teach in all the areas.(F)
5. The teacher candidate should have an opportunity to observe the supervising practitioner teaching a subject or group before being assigned to teach them. (O)
6. During the practicum there should be a gradual assumption of responsibility in planning and teaching by the teacher candidate until a full load is assumed.
7. The supervising practitioner will need to use his/her judgment to determine the point at which the full load is assumed.

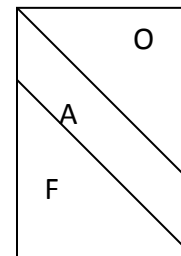
8. Elementary teacher candidates are expected to carry full responsibility a minimum of two weeks. Early childhood majors will assume a one week of full responsibility in each placement.(F)
9. The last week of student teaching generally involves gradually returning the teaching load to the supervising practitioner. During that last week it is desirable to have the teacher candidate visit a variety of classrooms. (F, A)

Below is a diagram of a suggested pattern of involvement during preservice teaching.



Major portion of practicum

O = Observation A=Assisting



Last week of practicum

F = Full Responsibility for Teaching

LESSONS PLANS

Adequate planning is a prerequisite if effective instruction is to occur and valuable learning is to take place. The lesson plan requires the teacher candidate to determine appropriate objectives, methods and procedures by which the objectives will be achieved, instructional materials, assignments, and methods of evaluation for each objective. The teacher candidate is also encouraged to have his/her students engage in self-evaluation and reflection during and following each lesson as it is feasible or appropriate. A written post-analysis of the lesson should be done and accompany the lesson plan in the log.

A detailed typed lesson plan must be **prepared by the teacher candidate for each learning activity** for which s/he will be responsible. **Lessons plans must be given to the supervising practitioner at least 24 hours prior to teaching the lesson** so the supervising practitioner has sufficient time to review the plans before the lesson is taught. As much as possible, each lesson should be discussed in advance with the supervising practitioner and teacher candidates should be included in supervising practitioners' instructional planning as well. Lesson plans prepared by the teacher candidate should be much more extensive than those prepared by the supervising practitioner. The degree of detail should be at a level sufficient for the supervising practitioner and program supervisor to assess adequate preparation by the teacher candidate and serve as a guide for the learning activity.

It is important to remember that lesson plans should not be written during instructional time while there is opportunity to be involved in the classroom activities. Plans should be written before or after school or during preparation periods allowed by the school system.

Meetings, Conferences and Other School Events

A summary of all conferences, both formal and informal, with the supervising practitioner, other school personnel, and program supervisors should be recorded in this section. The teacher candidate is encouraged to seek out suggestions and critiques daily and record them in this section of the log. Also included in this section is the record of the teacher candidate's involvement in meetings pertaining to students such as pre-referrals, parent conferences, and school assessment team meetings.

Preservice Performance Assessment (Evidence for Massachusetts Licensure)

Evidence of how the teacher candidate meets each of the required standards for licensure should be included in a separate three ring binder in plastic sleeves. Fifty percent of the evidence is due at the middle 3-way conference. The final half of the evidence should be given to the supervising practitioner one week before the scheduled final three way conference. During this week, the evidence should be rated, as well as the summary statement and the licensure specific questions should be completed by the supervising practitioner.

EVALUATION OF THE TEACHER CANDIDATE

Conferences with the Supervising Practitioner

Conferences between the supervising practitioner and the teacher candidate are critical. Teacher candidates value these conferences highly and rely heavily on them for their professional growth and development. The supervising practitioner is expected to meet with the teacher candidate a **minimum of once a week** to reflect on and evaluate instructional practices and progress. It is important for the supervising practitioner to provide constructive criticism by identifying strengths and weaknesses and by suggesting and modeling alternative practices and routines. Supervising practitioners are also encouraged to provide a rationale for instructional methods and help the teacher candidate to develop a personal teaching style. The Preservice Performance Assessment should be used to guide the supervising practitioner's observation and evaluation of the teacher candidate. The following are suggestions for making the planned conference successful:

- Make adequate preparation for the conference.
- Clarify the purposes of the conference to ensure that the conference contributes to the improvement of teacher effectiveness
- Accept responsibility for promptness and the wise use of time.
- Bring pertinent materials to the conference and be willing to speak freely and openly.
- Record suggestions, agreements, and responsibilities and leave the conference with a resolution to act.

Three Way Conferences

At least three conferences (for each placement) involving the teacher candidate, supervising practitioner and the program supervisor will be held during the practicum.

The first conference is designed to acquaint all participants with the expectations and responsibilities of the practicum. This conference will generally be held on the Gordon College campus as a part of the annual Teacher Reception which brings all three parties together for a social and informational meeting. Part IV, line item #1 of the Preservice Performance Assessment for Practicum (See Appendix I) will be signed at this meeting.

The second conference (midway) is intended to be an assessment of the teacher candidate's performance during the first half of the practicum, generally coupled with an observed lesson should aid all involved in setting goals by which to enhance the development of the teacher candidate during the second half of the practicum. The conference is generally held at the practicum site.

- The evidence to support how the teacher candidate meets the Massachusetts Standards will be discussed. The Preservice Performance Assessment should be completed over the course of the practicum as the teacher candidate meets various standards. One half of the evidence should be collected for this meeting. The teacher candidate should show the supervising practitioner the evidence collected at least one week prior to the second conference so the supervising practitioner will have ample time to comment on the evidence collected at the conference.
- Part IV, line item #2 of the Preservice Performance Assessment for Practicum will be signed at this meeting.

The third conference, generally coupled with an observed lesson, is a review and evaluation of the teacher candidate's performance during the entire practicum with a decision being made by the supervising practitioner and program supervisor as to whether the teacher candidate has successfully demonstrated all of the competencies under of the Massachusetts Licensure Regulations and the competencies for the teacher candidate's subject matter content. The conference is generally held at the practicum site. **The teacher candidate will give the supervising practitioner the completed evidence and Preservice Performance Assessment one week prior to the third conference.**

- The Preservice Performance Assessment for Practicum will be discussed. This form should be completed and signatures added to the bottom of each page. The teacher candidate will place the completed form, a copy of the partially completed form from the second conference and any evidence of support in a separate binder.
- Part IV, line item #3, as well as Part V of the Preservice Performance Assessment for Practicum signature sheet should be filled out at this time. (Parts II & III should also be completed if they were not done previously) The teacher candidate will place this form in their licensure envelope.
- Prior to the third conference, the supervising practitioner should complete the Summary Comments found on The Summary Decision for Preservice Performance Assessment Form. These comments will be discussed during this meeting. The remainder of this form will be completed at this time. The teacher candidate will place this completed form in their licensure envelope.

Completion of the Practicum

At the completion of the practicum, the teacher candidate will bring the following to the Department of Education:

- Licensure Packet: complete the checklist on the packet
- Evidence Notebook: include both copies of the Evidence sheet and evidence
- Practicum Log

If there is disagreement between the program supervisor and the supervising practitioner as to whether the teacher candidate has demonstrated the required mastery of the competencies of Standards for All Teachers and Subject Matter Knowledge Requirements (Appendix J), Part V of the Preservice Performance Assessment for Practicum Signature Sheet will not be signed by the party who feels there is lack of mastery. In such cases the mediation procedures described below will be followed.

Mediation Policy

When the program supervisor(s) and the supervising practitioner disagree as to whether a teacher candidate has demonstrated sufficient mastery of the competencies to be recommended for a Massachusetts Teacher License, a mediator (agreeable to both parties) will be appointed by the director of teacher licensure and placement at Gordon College to review the case and make a final determination. The mediator will be a licensed teacher, school administrator or college professor considered competent in the field and at the level of licensure the teacher candidate is pursuing. To gain the information needed to make the determination, the mediator will discuss the situation with the supervising practitioner, the program supervisor(s), and the teacher candidate; review the formal evaluation made by the supervising practitioner and program supervisor; observe the teacher candidate teach, or make other types of inquiry deemed necessary by the mediator.

Practicum Evaluation

Assigning the final grades for the Practicum is the responsibility of the Gordon College Department of Education. The grade is based on:

- Evaluation of the content area professor
- Supervising practitioner's assessment
- Log presentation throughout the semester and portfolio
- Overall assessment made by program supervisors
- Action Research

LICENSURE

Teacher candidates who are seeking licensure to teach should be familiar with the licensure requirements and procedures of the state from which licensure is desired. Consult with the Director of Teacher Licensure and Placement and the Massachusetts Department of Elementary and Secondary Education website (<http://www.doe.mass.edu/>) for help in locating information concerning licensure requirements.

It is the responsibility of the teacher candidate to initiate the license process. The issuance of a license to teach is the responsibility of the State. In Massachusetts, the licensure agency is the Commonwealth of Massachusetts Department of Education. All Gordon College students completing a teacher education program are urged to apply online for a license in Massachusetts.

All teacher candidates will have the opportunity to apply for Massachusetts license during the last practicum seminar class. The cost of one license is \$100. Each additional license is \$25. The teacher candidate should bring a credit card or debit card to the last practicum seminar class. The Director of Teacher Licensure and Placement will submit the application materials to the Massachusetts Department of Elementary and Secondary Education.

Gordon's teacher education programs are approved by the Massachusetts Department of Elementary and Secondary Education and the National Association of State Directors of Teacher Education and Certification (NASDTEC). Graduates of our programs are eligible to obtain an initial teaching license in the member states on the basis of the NASDTEC Interstate Agreement. In many of the member states, the candidate seeking licensure will be required to pass examinations, such as the Praxis, in order to receive a teaching license. Teacher candidates should check with the Department of Education in the states in which a license is desired to ascertain information concerning what tests are required. Licensure in non-member states can be obtained on the basis of a transcript approval process. Some additional course work may be required in those states. The possession of a Massachusetts teacher license may be helpful in obtaining a teaching license in a state not covered by the Interstate Agreement.

As of 2012, all fifty states (includes District of Columbia) are currently **NASDTEC members**.

COMPENSATION TO COOPERATING SCHOOLS AND PRACTITIONERS

Supervising practitioners will receive 15 professional development points (PDPs) for each teacher candidate supervised as prescribed by the Massachusetts Department of Elementary and Secondary Education. As an expression of appreciation Gordon College offers two options for compensation:

Option I:

Gordon College contributes a sum of money to a cooperating school system for each teacher candidate it places in the system. The money is designated to be used for professional development. The supervising teacher who supervised the teacher candidate is to be given first opportunity to utilize the money. If after six months the supervising teacher does not wish to use the funds for personal professional development, the school system

can then award the funds to any other staff member. The Gordon contribution is to be awarded to the supervising teacher above and beyond any funds the school system may make available to staff in general for professional development. The amount awarded for each teacher candidate is determined by the number of semester hours awarded for the practicum.

<u>Practicum Semester Hours</u>	<u>Amount Awarded</u>
4–6 semester hours.	\$ 90
8 semester hours	\$120
12 semester hours.	\$150
14–16 semester hours	\$170

Option II:

A supervising teacher may enroll in one graduate level course offered by Gordon College.

APPENDIX A: PREPRACTICUM FIELD EXPERIENCE APPRAISAL FORM

TEACHER EDUCATION PROGRAM

Teacher Candidate: _____ **School:** _____

Grade Level: _____ **Dates: from** _____ **to** _____

Please comment concerning the teacher candidate's readiness to enter student teaching. Possible areas to consider: attitude, emotional stability, personal attributes, pupil rapport, command of subject matter, etc.

Supervising Practitioner's Signature

APPENDIX B: PRACTICUM ACTIVITY RECORD

GORDON COLLEGE
TEACHER EDUCATION PROGRAM

TEACHER CANDIDATE'S NAME _____ SOCIAL SECURITY _____ DATES OF PRAC. _____ START/END

COOPERATING SCHOOL _____ CITY _____ CREDIT HOURS for PRAC _____

GRADE(S) TAUGHT _____ SUBJECTS _____ LICENSURE SOUGHT _____

NAMES OF SUPERVISING PRACTITIONER(S) _____, _____, _____

NAMES OF PROGRAM SUPERVISOR(S) _____, _____, _____

APPROVED BY _____

(Supervising practitioner's signature)

Date	Week	OBSERVATION						FULL RESPONSIBILITY FOR INSTRUCTION				SUPERVISING PRACTITIONER'S								INITIAL
		M	T	W	TH	F	Total	M	T	W	TH	F	Total	M	T	W	TH	F	Total	
	1																			
	2																			
	3																			
	4																			
	5																			
	6																			
	7																			
	8																			
	9																			
	10																			
	11																			
	12																			
	13																			
	14																			
	15																			
OBSERVATION TOTAL								ASSISTING TOTAL					FULL RESPONSIBILITY TOTAL					GRAND TOTAL: _____		


The student maintains this record and requests the supervising practitioner to initial it each week and sign the completed record.

OBSERVING EXPERIENCE: includes the situation when the teacher candidate is passive, merely an onlooker; i.e., simply learning through observation.

ASSISTING EXPERIENCE: includes activities in which the teacher candidate helps (assists) his/her coop. practitioner or other school personnel plan, prepare and teach activities.

FULL INSTRUCTIONAL RESPONSIBILITY EXPERIENCE: includes any situation in which the teacher candidate plans, prepares, and teaches and activity.

APPENDIX C: LESSON PLAN FORMAT

Name of Classroom Teacher	Click here to enter text.	
 GORDON COLLEGE	Date	Click here to enter text.
	Time Frame	Beginning: Click here to enter text.
		End: Click here to enter text.
	Grade	Click here to enter text.
	No. of Students	Click here to enter text.
	School	Click here to enter text.
	Subject	Click here to enter text.

Lesson Title:

[Click here to enter text.](#)

PLANNING

Essential Understanding:

[Click here to enter text.](#)

MA Framework Standard(s): *(List the whole framework standard. Underline the parts you are addressing)*

[Click here to enter text.](#)

Student Learning Objective(s): *(Hint: objectives must be related to assessment. How will you know students have met the objective?)*

What do you expect students to know or be able to do as a result of this lesson?

Student will be able to _____ *(measurable verb)*

[Click here to enter text.](#)

Interdisciplinary content area(s): [Click here to enter text.](#)

Materials necessary for today's lesson: *(Hint: List numbers of each item.)*

For Students	For Teacher
Click here to enter text.	Click here to enter text.

Academic Vocabulary: *(Hint: Include "student-friendly" definitions for any words you plan to define and use.)*

[Click here to enter text.](#)

THE LEARNING ACTIVITY

Motivational and Review Procedures (the “hook”):

(What will you do or say that activates the students’ prior knowledge? How will you 1) know all students are ready for today’s lesson 2) engage student interest, and 3) build student confidence for learning new material?)

Click here to enter text.

Procedures to Accomplish Objectives:

(Step-by-step plan for “The What”, “The How”, and “The Why” of learning. Develop a working script for how you will: explicitly build new knowledge, introduce and model new skills, describe expectations, plan for involvement/guided practice/independent practice, pose leading questions, and provide 1) examples, 2) directions for activities, 3) transition procedures, and 4) formative assessment plans. Be specific.)

Click here to enter text.

Closing Procedures:

(What questions will you ask to help students review, synthesize, generalize, and apply what they have learned?)

Click here to enter text.

Summary Statement: Wrap Up

(What will you say to summarize and conclude what you did today? Hint: Use vocabulary from the lesson when stating learning objectives met.)

Click here to enter text.

Teaching Techniques:

Click here to enter text.

Learning Considerations (*May include low-high technological options*):

Improving access to learning for all students (<i>Hint: Consider UDL Principles</i>)	Associated Accommodations(s)/Modification(s) (Supports and Challenges)
<u>Multiple Means of Representation</u> Click here to enter text.	Click here to enter text.
<u>Multiple Means of Expression</u> Click here to enter text.	<u>For students who need additional support:</u> Click here to enter text.
<u>Multiple Means of Engagement</u> Click here to enter text.	<u>For students who need to be challenged:</u> Click here to enter text.

EVALUATION

Assessment Plan:

How will you determine what students have learned? **Be specific.** How will you record it?

I will assess student understanding....	
<i>Formative</i>	During the lesson plan by: Click here to enter text.
<i>Summative</i>	At the end of the learning opportunity by: Means: Click here to enter text. Record Keeping Plan: Click here to enter text.

Assignments:

(Attach assessment instrument and other materials used in teaching this lesson.)

POST ANALYSIS/TEACHER REFLECTION

(How will what you have learned from your evaluation impact what or how you will teach this group of children? All of the following questions should be answered immediately after teaching the lesson.)

In terms of your teaching (planning and implementation) –

- 1) What went well?
- 2) What did not go well? Why do you think it did not go well?
- 3) What are your strategies for improvement?

[Click here to enter text.](#)

In terms of student learning –

- 1) What went well?
- 2) What did not go well? Why do you think it did not go well?
- 3) How do you know if students meet the learning objective? What is the evidence?

[Click here to enter text.](#)

Given your assessment of student learning, what are important next steps (in terms of teaching and content coverage) for improving student understanding?

[Click here to enter text.](#)

Supervising Practitioner's Comments:

Click here to enter text.

APPENDIX D: EVALUATING EFFECTIVENESS IN PLANNING

1. Objectives

Did I choose the right objectives for the topic or problem selected? How well were the objectives met? Did I include affective and psychomotor objectives as well as cognitive objectives?

2. Content

Was the content assigned appropriate for achieving the stated objectives? Was it sufficiently wide in scope to challenge pupils of all levels of ability? Was it up-to-date?

3. Instructional Materials

Was the textbook used effectively? Were sufficient supplementary materials available to make it possible for pupils to accomplish what teacher and pupils sought to accomplish?

4. Pupil Activities

Were pupils actively and purposefully involved in worthwhile activities? Was there provision for a variety of worthwhile and useful learning activities, or was there boring sameness to what the pupils did? Were the interests of the pupils incorporated into the activities?

5. Teaching Procedure, including Motivation and Needed Assignments

Were the teaching procedures appropriate to the accomplishment of the stated objectives? Was thinking stimulated by procedures used? Did procedures encourage thoughtful involvement of pupils or were they passive listeners? Were pupils held accountable for their behavior/learning?

Adapted from Tanruther, E.M. (1967). Clinical Experience in Teaching for the Student Teacher or Intern, New York: Dodd, Mead, and Co.

APPENDIX E: PRESERVICE PERFORMANCE ASSESSMENT

This appendix includes sample copies of the Massachusetts Department of Education's Preservice Performance Assessment for Practicum. This serves as an example of how the Commonwealth expects beginning teachers to be able to document their ability to meet the following general standards upon entering the teaching profession:

- Performance Assessment for Practicum
- Guidelines for Preservice Assessment
- Standard A: Plan Curriculum and Instruction
- Standard B: Delivers Effective Instruction
- Standard C: Manage Classroom Climate and Operation
- Standard D: Promote Equity
- Standard E: Meet Professional Responsibilities



APPENDIX F: PERFORMANCE ASSESSMENT FOR PRACTICUM
The Commonwealth of Massachusetts
Department of Elementary and Secondary 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: _____ Practicum Equivalent: _____

1. Legal Name: (print) _____ 2. SSN: _____
 3. Address: _____
 4. Sponsoring Organization: _____ Program & Level: _____
 5. Practicum/Equivalent Course Number: _____ Credit Hours: _____
Course Title: _____
 6. Practicum/Equivalent Site: _____ 7. Grade Levels of Students: _____
 8. Total number of practicum hours: _____ Number of hours assumed full responsibility in the role: _____
 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 _____
-

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: _____



APPENDIX G: GUIDELINES FOR PRESERVICE ASSESSMENT

**The Commonwealth of Massachusetts
Department of Education**

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

GUIDELINES FOR PRESERVICE PERFORMANCE ASSESSMENT

Spring 2004

***Guidelines for
Preservice Performance Assessment***

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- 1. INTRODUCTION to PRESERVICE PERFORMANCE ASSESSMENT**
 - Formative and Summative Assessment
 - Roles of Program Supervisor and Supervising Practitioner
 - Sources of Evidence
 - Rating Scale
 - Assessment Records
- 2. SPONSORING ORGANIZATION RESPONSIBILITIES**
- 3. EVALUATION QUESTIONS**
 - Section (a) Plans Curriculum and Instruction
 - Section (b) Delivers Effective Instruction
 - Section (c) Manages Classroom Climate Operation
 - Section (d) Promotes Equity
 - Section (e) Meets Professional Responsibilities

**Commonwealth of Massachusetts
Department of Education**

Guidelines for Preservice Performance Assessment

INTRODUCTION to Preservice Performance Assessment

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

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

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

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

Formative and Summative Assessments

The Preservice Performance Assessment Form is designed for formative and summative evaluation. Sponsoring organizations may use observation forms of their choosing for formative assessments, but must use the Department of Education Preservice Performance Assessment Form (PPA) for summative assessment of candidates.

Roles of Program Supervisor and Supervising Practitioner

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

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

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

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

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

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

Sources of Evidence

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

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

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

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

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

NA = Not Applicable

Assessment Records:

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

SPONSORING ORGANIZATION RESPONSIBILITIES

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

Among the program approval components for sponsoring organizations seeking **Educator**

Preparation Program Approval (603 CMR 7.03 (2)) are:

(a3) Practicum or Practicum Equivalent

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

Sponsoring organizations may demonstrate compliance with these requirements as follows:

1. All candidates must complete a practicum or practicum equivalent in a public or approved Chapter 766 private school setting that meets the clock hour requirement¹ established in the *Regulations* [603 CMR 7.04 (4)].
2. All practica or practicum equivalents must be supervised jointly by a supervising practitioner in the host school and a supervisor from the preparation program².
3. The supervising practitioner and the program supervisor together assess the candidate using the Preservice Performance Assessment developed by the Department.
4. Supervising practitioners hold an appropriate Initial or Professional License, and; program supervisors have PreK-12 teaching experience as appropriate.
5. Candidates are evaluated on their achievement of the Professional Standards for Teachers, and the Curriculum Frameworks appropriate to the license sought.

Evidence:

- ◆ Sponsoring organizations must maintain candidates' advisement files, which should include the completed and signed (by all parties) Pre-service Performance Assessment for the practicum or practicum equivalent, candidate's transcripts, and related documents.
- ◆ Supervisor's assessment of candidate's ability to help PreK-12 students achieve the learning standards in the appropriate curriculum frameworks through curriculum design, delivery, and assessment.

¹ See page 46 for Practicum Hour Requirements.

² See page 2 for roles and responsibilities, and dispute resolution procedure.

EVALUATION QUESTIONS

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

(a) Plans Curriculum and Instruction

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

Evaluation Questions:

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

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

Evaluation Questions:

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

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

Evaluation Questions:

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

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

Evaluation Questions:

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

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

Evaluation Questions:

- Does documentation show the objectives for each planned lesson?
- Does it describe the measurable outcomes expected?
- Is there an explanation of how the expected outcomes will be measured?
- Do the homework, learning activities, and assessments reflect the objectives described?

- *Are there suitable objectives for students who are academically advanced as well as for those whose work is at or below grade level?*

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

Evaluation Question:

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

7: Incorporates appropriate technology and media in lesson planning.

Evaluation Questions:

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

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

Evaluation Questions:

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

(b) Delivers Effective Instruction

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

a. Makes learning objectives clear to the student.

Evaluation Questions:

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

b. Communicates clearly in writing and speaking.

Evaluation Questions:

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

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

Evaluation Questions:

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

d. Builds on students' prior knowledge and experience.

Evaluation Questions:

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

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

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

Evaluation Questions:

- *Are phonemic awareness, phonics, and vocabulary skills taught and practiced separately as well as together with comprehension skills?*
- *Are materials provided for practice?*

- *Are decodable texts used for practicing phonics lessons?*
 - *Are reading materials suitably challenging for students with different learning paces?*
 - *Are provisions made to develop automaticity and fluency?*
- b. Employs a variety of content-based and content-oriented teaching techniques, from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).**

Evaluation Questions:

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

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

Evaluation Questions:

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

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

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

Evaluation Questions:

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

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

Evaluation Questions:

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

- g. Uses instructional technology appropriately.**

Evaluation Questions:

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

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

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

Evaluation Questions:

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

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

Evaluation Questions:

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

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

Evaluation Questions:

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

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

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

Evaluation Questions:

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

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

Evaluation Questions:

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

(c) Manages Classroom Climate Operation

- 1: Creates an environment that is conducive to learning.**

Evaluation Questions:

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

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

Evaluation Questions:

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

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

Evaluation Questions:

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

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

Evaluation Questions:

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

(d) Promotes Equity

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

Evaluation Questions:

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

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

Evaluation Questions:

- *Does the candidate provide opportunities for students to receive extra help outside of 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?*

(e) Meets Professional Responsibilities

1: Understands his or her legal and moral responsibilities.

Evaluation Questions:

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

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

Evaluation Questions:

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

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

Evaluation Questions:

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

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

Evaluation Questions:

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

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

Evaluation Questions:

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

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

Evaluation Questions:

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

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

Standard A - Plans Curriculum and Instruction	
Indicators	Evidence
<ol style="list-style-type: none"> 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. 2. (Specify Curriculum Framework title, learning standards, and concept and skills used [attach list if necessary]). 3. 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. 4. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom. 5. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills. 6. Plans lessons with clear objectives and relevant measurable outcomes. 7. Draws on resources from colleagues, families, and the community to enhance learning. 8. Incorporates appropriate technology and media in lesson planning. 9. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms. 	

Rating:	Explanation of Rating for Standard A - Plans Curriculum and Instruction
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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
<p>1. Communicates high standards and expectations when <u>beginning the lesson</u>.</p> <ul style="list-style-type: none"> a. Makes learning objectives clear to students. b. Communicates clearly in writing and speaking. c. Uses engaging ways to begin a new unit of study or lesson. d. Builds on students' prior knowledge and experience. <p>2. Communicates high standards and expectations when <u>carrying out the lesson</u>.</p> <ul style="list-style-type: none"> 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. (<i>See license-specific questions in Guidelines</i>, 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. Employs appropriate sheltered English or subject matter. <p>3. Communicates high standards and expectations when <u>extending and completing the lesson</u>.</p> <ul style="list-style-type: none"> 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. <p>4. Communicates high standards and expectations when <u>evaluating student learning</u>.</p> <ul style="list-style-type: none"> 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. 	

Rating:	Explanation of Rating for Standard B – Delivers Effective 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: _____

Standard C – Manages Classroom Climate and Operation	
Indicators	Evidence
<ol style="list-style-type: none"> 1. Creates an environment that is conducive to learning. 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.

Standard D – Promotes Equity	
Indicators	Evidence
<ol style="list-style-type: none"> 1. Encourages all students to believe that effort is a key to achievement. 2. Works to promote achievement by all students without exception. 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. 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. 	

Rating:	Explanation of Rating for Standard D – Promotes Equity

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
<ol style="list-style-type: none"> 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: _____

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):

The sponsoring organization should maintain this assessment record as part of its candidate's permanent file.

Copies do not have to be sent to the Department of Education.

APPENDIX H: SUBJECT MATTER KNOWLEDGE REQUIREMENTS

In addition to compiling evidence to document teacher candidates' general knowledge base, the Commonwealth of Massachusetts requires that additional information be provided in response to license specific evaluation questions for Standard b(2)c. The following license specific questions are included in this appendix:

- Early Childhood Education
- Elementary Education
- English as a Second Language
- Teaching Students with Moderate Disabilities
- Visual Arts

EARLY CHILDHOOD: TEACHER OF STUDENTS WITH/WOUT DISABILITIES (PREK-2)

Standard (b)2c

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

License-Specific Evaluation Questions

1. Has the candidate demonstrated adequate knowledge of the subject matter of early childhood education i.e., early literacy, children's literacy and the language arts, mathematics, science, social studies, and health and physical education to plan and implement learning experiences?
2. Has the candidate demonstrated an adequate knowledge of child development to plan and implement developmentally appropriate learning experiences?
3. Has the candidate demonstrated the ability to assess children's knowledge in the subject areas detailed in question 1, and an ability to assess the children's level of development in order to use the information to plan appropriate learning experiences?
4. Has the candidate demonstrated the ability to use a variety of approaches, i.e., teacher-led, child centered, play-based, inquiry based, and constructivist based, to plan and implement learning experiences?
5. Does the candidate provide opportunities for students to develop and practice processes of comprehension that gradually increase complexity particularly in the areas of reading, language arts, science and mathematics?
6. Is the candidate able to demonstrate connections across curricula through the use of thematic lesson plans or other methods integrating subject matter content?
7. Does the candidate demonstrate knowledge of Individualized Family Service Plans (IFSPs) as well as IEPs when delivering content instruction?
8. Is the candidate able to identify bias in curricula materials and make appropriate choices and/or provide solutions for problematic material?

ELEMENTARY EDUCATION

Standard (b)2c

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

License-Specific Evaluation Questions

1. Has the candidate demonstrated proficiency in developing learning units drawing on the content and grade level standards contained in the Massachusetts Curriculum Frameworks in English/Language Arts, History/Social Science, Science and Technology, Health, Mathematics and the Arts?
2. Has the candidate demonstrated knowledge of child development (early childhood through preadolescence) to plan appropriate learning experiences?
3. Does the candidate demonstrate knowledge of the five dimensions of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension?
4. Has the candidate demonstrated awareness of first and second language acquisition?
5. Does the candidate use information contained in IEPs to effectively plan and assess learning experiences for students with special needs integrated into the general education classroom?
6. Is the candidate able to help students see connections across the curricula by integrating subject matter in lesson planning and instruction?
7. Does the candidate demonstrate knowledge of the basic principles and concepts related to elementary mathematics?
8. Does the candidate demonstrate knowledge of history and social science including major developments and figures in US, Massachusetts and world history, basic economic and geographic principles and concepts and US political principles?
9. Does the candidate demonstrate knowledge of science and technology/engineering including the life sciences, physical sciences and major scientific and technological discoveries and principles and procedures of scientific inquiry?

ENGLISH AS A SECOND LANGUAGE

Standard (b)2c

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

License-Specific Evaluation Questions

1. Does the candidate demonstrate an adequate knowledge of English linguistics?
2. Does the candidate demonstrate knowledge of the factors affecting second language acquisition when organizing and managing instruction?
3. Does the candidate refer to appropriate learning standards and skills in the English Language Proficiency Benchmarks and Outcomes and the English Language Arts Curriculum Framework in developing a lesson?
4. Does the candidate plan lessons and units that include all four modalities: listening, speaking, reading and writing?
5. Does the candidate demonstrate multiple approaches to sheltering content instruction to maximize English language acquisition?
6. Does the candidate plan and give lessons on literary and expository texts appropriate for the grade level of the students?
7. Does the candidate demonstrate knowledge of research-based practices for developing reading skills and reading comprehension in English for English language learners?
8. Does the candidate demonstrate knowledge of research-based practices for initial reading instruction for English language learners?
9. Does the candidate plan and use a variety of formative assessment strategies to regularly assess English language acquisition and comprehension?

TEACHER OF STUDENTS WITH MODERATE DISABILITIES (PREK-8; 5-12)

Standard (b)2c

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

License-Specific Evaluation Questions

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

VISUAL ARTS

Standard (b)2c

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

License-Specific Evaluation Questions

1. Does the candidate demonstrate an adequate knowledge of the visual art form that is the subject of the lesson, the characteristics of its style, its historical period in visual arts, and well-known artists and cultural institutions associated with this form, when conducting a lesson?
2. Does the candidate demonstrate an adequate knowledge of the techniques used in painting, drawing, printmaking, photography, film, computer, or two-or three-dimensional design during the lesson?
3. Does the candidate refer to appropriate learning standards and skills in the Arts Curriculum Framework in developing a lesson?
4. Does the candidate use knowledge of materials effectively when conducting a lesson?
5. Does the candidate demonstrate knowledge of safety in the use of materials and tools when conducting a lesson?
6. Does he or she demonstrate knowledge of critical responses to this visual arts form when conducting a lesson?



APPENDIX I LOG CHECKLIST

Name: _____ Received by: _____ Date Recd: _____

☐ Please staple this form to the outside of the 9" x 12" envelope.

Please place photocopies of these materials in the envelope in the following order:

1. Preservice Performance Assessment for Practicum or Practicum Equivalent form
 - ☐ Preservice Performance Evidence Sheet & evidence binder (Parts A, B, C, D, E)
 - ☐ Final written summary/recommendation (completed by your supervising practitioner)
2. Practicum Activity Record
 - ☐ All heading data completed
 - ☐ Initialed **AND** signed by supervising practitioner
 - ☐ Hours totaled (across/down) for each category (observing, assisting, full responsibility)
 - ☐ Grand total hours totaled
4. Three-way signature sheet
 - ☐ Information for parts I – V completed
 - ☐ All signatures, initials and dates completed
 - ☐ Supervising practitioner's license # filled in
5. ☐ Standard (b)2c – (license specific questions) Please attach a photocopy of your completed form.
6. ☐ Supervising practitioner compensation form-bright yellow half sheet (This may have been turned in at your first 3-way conference.)
7. ☐ Transcript Request Form-completed and enclosed

This form, available in the Education Department, instructs the registrar's office to send a copy of your transcript to Dr. Arndt. The form is uniquely different from registrar's version.

Please remember that the Education Department cannot submit a teaching license application to the Massachusetts Department of Elementary and Secondary Education without a transcript.

8. Massachusetts Materials for Licensure
 - ☐ Register on-line at www.doe.mass.edu/educators - apply for license
 - The name on your license should match the way you registered for the tests and the name on your transcript.
 - Use stable address: i.e. Parents' address in the event the Massachusetts Department of Elementary and Secondary Education needs to locate you.
 - Use your Gordon email address since it will last your lifetime.
 - ☐ Print proof of on-line payment and include it in this envelope.
 - ☐ Your date of Birth _____
 - ☐ Phone number where you can be reached _____
 - ☐ If applicable, bring proof of name change: copy of marriage certificate, court order or valid driver's license.
8. ☐ Signature of student teacher who has checked my paperwork _____
4. ☐ Deliver the envelope **with** your logs **and** evidence binder(s) **in person** to Dr. Arndt or her appointee, Bryan Parys in the Education Department.

APPENDIX J

TRANSCRIPT REQUEST FORM-PRACTICUM INFORMATION

Student: _____ ID: _____

Practicum course number: _____ Area of Licensure: _____

Grade Level(s) Taught: _____

School Name: _____

School Location: _____

Dates of Practicum: _____

I authorize a copy of my final transcript to be released to the Gordon College Department of Education for the purpose of applying for certification.

(Signature)

Please note: Even if you are not seeking state licensure, please fill out the top portion of this form so we can complete your transcript.