

Massachusetts Department of Education  
Preservice Performance Assessment  
Evaluation Questions  
Professional Teaching Standards

Evaluation questions are to be used with the Preservice Performance Assessment Form by the Program Supervisor and Supervising Practitioner.

**(a) Plans Curriculum and Instruction**

**Standard 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?*
- *Other?*

**Standard 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?*
- *Other?*

**Standard 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: whose work is below grade level, with learning disabilities, who are English language learners, whose work is at grade level, and who are academically advanced?*
- *Is there an explanation of the different writing activities selected for these different groups of students?*
- *Other?*

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

*Evaluation Questions:*

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

**Standard 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?*
- *Other?*

**Standard 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?*
- *Other?*

**Standard 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?*
- *Other?*

**Standard 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?*
- *Other?*

## **(b) Delivers Effective Instruction**

**Standard 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 with clear connections to the lesson?*
- *Other?*

**b. Communicates clearly in writing and speaking.**

*Evaluation Questions:*

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

**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)?*
- *Other?*

**d. Builds on students' prior knowledge and experience.**

*Evaluation Questions:*

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

**Standard 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?*
- *Other?*

**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?*
- *Other?*

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

*Evaluation Questions:*

- *See license-specific evaluation questions in the Appendix to these Guidelines.*
- *Other?*

**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?*
- *Other?*

- e. Employs appropriate sheltered English or subject matter strategies for English language learners. (This standard will be implemented in September, 2004.)**

*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?*
- *Other?*

- 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?*
- *Other?*

- g. Uses instructional technology appropriately.**

*Evaluation Questions:*

- *Is the candidate knowledgeable in the use of technology?*
- *Is the transition to and from technology uses smooth?*
- *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?*
- *Other?*

**Standard 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?*
- *Other?*

**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)?*
- *Other?*

**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?*
- *Other?*

**Standard 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?*
- *Other?*

**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?*
- *Other?*

**(b)Manages Classroom Climate Operation**

**Standard 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?)*

- *Other?*

**Standard 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?*
- *Other?*

**Standard 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?)*
- *Other?*

**Standard 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?)*
- *Other?*

**(d) Promotes Equity**

**Standard 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?*
- *Other?*

**Standard 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 classtime?*
- *Does the candidate provide more challenging work on a systematic or accelerated basis for academically advanced students?*
- *Other?*

**Standard 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 judgement 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?*
- *Other?*

**Standard 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?*
- *Other?*

## **(e) Meets Professional Responsibilities**

**Standard 1: Understands his or her legal and moral responsibilities.**

*Evaluation Questions:*

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

**Standard 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?*
- *Other?*

**Standard 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?*
- *Other?*

**Standard 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?*
- *Other?*

**Standard 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?*
- *Other?*

**Standard 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?*
- *Other?*

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

*Evaluation Questions:*

- *Does the candidate communicate appropriate use of the Internet to students whenever class activities include Internet use?*
- *Other?*