SUPERVISING PRACTITIONER HANDBOOK
(For classroom teachers supervising BSU student teachers)
Policy on Non-Discrimination and Affirmative Action

Bridgewater State University does not discriminate in admission to or access to, or treatment or employment in, any of its educational programs or activities, including scholarships, loans and athletics, on basis of race, creed, religion, color, gender, marital status, age, sexual orientation, national origin, veteran status or disability. The university complies with executive orders 11246 and 11375 as amended; the Civil Rights Act of 1964 as amended; the Civil Rights Restoration Act of 1988; the Civil Rights Act of 1991; Title IX of the Higher Education Amendments of 1972 as amended; Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974; and pertinent laws, regulations and executive orders; directive of the Higher Education Coordinating Council; the Boards of Trustees of the Massachusetts State Colleges and the Commonwealth of Massachusetts, and other applicable local, state and federal statutes.

Anyone believing that he or she has experienced discrimination and/or adverse treatment may register a complaint with the Office of Affirmative Action, Boyden Hall 226 (508) 531-1241; the vice president for student affairs, Boyden Hall 106 (508) 531-1276, TTY (508) 531-1384; or write to the Office for Civil Rights, Washington, D.C.

For specific information regarding university policies related to racial harassment, sexual harassment or disabilities discrimination, please contact the Office of Affirmative Action and Minority Affairs, the Office of Student Affairs or refer to the Bridgewater State University Handbook.
A Note of Thanks

Let me begin by giving you a great big “thank you” for agreeing to act as a mentor to a preservice teacher candidate from Bridgewater State University. Research tells us that the student teaching experience is the single most important part of preservice teacher education. Not enough can be said about your role in terms of preparing the teachers of tomorrow. I hope you look back fondly upon your student teaching experience that perhaps occurred “many moons” ago – and, even if those years do not evoke the warmest of memories, I hope you will be even more determined to ensure that today’s teacher candidates have the “hands on” preparation they need to enter our noble profession.

To better prepare you for your role as a supervising practitioner, I encourage you to participate in our Supervising Practitioner Training workshops held each semester. These workshops, designed by College of Education and Allied Studies faculty and co-presented by a faculty member (who is a former teacher and principal) and a BSU teacher-leader, provide hands on tips and strategies for effectively supervising and guiding your student teacher. If you have not already received an invitation to participate in these workshops, please contact the Clinical Experience Office (508) 531-1228.

Before you delve into this handbook, I thought I would provide you with a synopsis of some of the important items you’ll find. First of all, many supervising practitioners express concern and confusion over their role with regard to student assessment. I can’t stress your role as a partner in this process more strongly! The MA Department of Elementary & Secondary Education makes clear the important role of the supervising practitioner in practicum evaluation through the educator licensing regulations:

[603CMR7.04(4)]
A practicum or practicum equivalent must be supervised jointly by the supervisor from the preparation program in which the candidate is enrolled (BSU clinical faculty member) and the supervising practitioner (you). 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.

The MA Department of Elementary & Secondary Education requires the completion of many forms and assessment instruments to evaluate practicum performance. All the MA DESE forms and assessment instruments are described in more detail in this handbook. Samples of these forms can be found in the appendix. You should work closely with the BSU Program Supervisor to jointly determine candidate performance using these tools.

This Handbook is a small attempt to describe what has become a very complicated teacher licensing process – but I hope it will provide some useful information. I look forward to working with you this semester and very much value your feedback regarding this process and the preparation of BSU teacher candidates.

Sincerely,

Mary Ann McKinnon
Associate Dean
College of Education and Allied Studies
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ABOUT BRIDGEWATER STATE UNIVERSITY

Bridgewater State University is one of the oldest public colleges in America, founded in 1840 as Bridgewater Normal School. The renowned statesman Daniel Webster, former U.S. President John Quincy Adams, and the great educator Horace Mann were among the early supporters of the school. Currently, Bridgewater State University is a regional comprehensive public university in southeastern Massachusetts, the fastest-growing region in New England.

Bridgewater State University serves approximately 11,500 full-time and part-time students. Approximately 20% of Bridgewater’s students are enrolled at the graduate level. Bridgewater’s 50,000+ alumni, more than 80 percent who live and work in Massachusetts, are a vital part of every sector of the state’s economy (many of our supervising practitioners are Bridgewater alums!). The 30 academic majors at BSU are distributed across four colleges: the College of Humanities and Social Science, the Ricciardi College of Business, the Bartlett College of Science and Mathematics and the College of Education and Allied Studies. The College of Education and Allied Studies prepares more teachers for employment in the Commonwealth than any other college or university in Massachusetts.

THE MISSION AND PHILOSOPHY OF THE COLLEGE OF EDUCATION AND ALLIED STUDIES

Bridgewater State University’s teacher preparation programs operate under a guiding philosophy (conceptual framework) that was first developed two years after the School of Arts and Sciences and the School of Education and Allied Studies were founded in 1992. Since its’ inception, this framework, entitled the “Growth of the Professional Educator Model”, has evolved as the faculty research and implement new and better strategies for enhancing teaching and learning. The following mission statement and goals provide the foundation of our conceptual framework:

Mission Statement

Our mission for educator licensure programs at Bridgewater State University is to graduate creative, caring and skilled professionals who combine deep knowledge of content with rich understanding of how young people learn. Our graduates collaborate effectively with colleagues and families to apply their knowledge in schools throughout Massachusetts and the nation. The most crucial elements in students’ education are the people who staff their schools. Therefore, we use the Growth of the Professional Educator model to incorporate the themes of student learning, effective practice and collaboration throughout programs offered at the university.

To foster meaningful learning, our candidates must understand and respect children and adolescents as holistic, individual learners, observe carefully their interests and needs, and help each one succeed at the highest level possible. Our candidates understand and value students as members of families and communities, each with a distinct social and cultural context that shapes his or her world. Our candidates recognize that the challenge and joy of working with children and adolescents lies principally in understanding each student as a unique learner with his or her own individual strengths, needs, and aspirations.

To work effectively with students, our candidates must learn to foster the curiosity, openness and risk-taking essential to meaningful learning. Our candidates create learning environments that encourage students to experiment, collaborate, practice and struggle in order to achieve their goals. They help students see learning as a complex, recursive and life-long process. Our candidates are guided by a rich
theoretical understanding of how children construct knowledge, and they draw on an extensive research-based pedagogical skill-set, including a wide range of digital resources, to deepen learning. They are also skilled in thoughtfully adapting their practice to meet the needs of their students. Our candidates use on-going, relevant assessments aligned with state and national standards, drawing on a variety of data to evaluate student learning and continually refine their practice.

To further improve their practice, our candidates must draw on the many resources of their profession, from national organizations in the disciplines to current research in their fields. They graduate knowing how to work as part of a team, collaborating effectively with teachers, counselors, allied staff, and administrators to better foster student learning. They also work with parents and community members, sharing information and strategies that support students and schools. To help students learn and thrive in the twenty-first century, our candidates are active members in a community of educators. Bridgewater State University plays a key role in this community, drawing together people and resources from throughout southeastern Massachusetts and beyond to prepare the best possible educators for our rapidly changing and increasingly interconnected world.

**The Growth of the Professional Educator Model**

**Components and Goals**

The College of Education and Allied Studies adopted a depiction of an oak tree to symbolize the “Growth of the Professional Educator Model” in August of 2006. The mission components described in our model are symbolized by the various elements of this tree.

<table>
<thead>
<tr>
<th>Mission Components</th>
<th>Goals</th>
</tr>
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| **PK-12 Student Learning (SL)** | *BSU Educator Candidates enable PK-12 students to:*  
1. Construct and demonstrate knowledge through authentic achievement  
2. Become mindful and independent learners  
3. Understand and respect diversity  
4. Demonstrate inquiry and enthusiasm for learning |
| ![acorn] |  
| **Effective Practice: Professional knowledge, skills and dispositions (EP)** | *BSU Educator Candidates will:*  
1. View students as holistic learners  
2. Understand and value diversity  
3. Use developmentally appropriate practice  
4. Develop and use student-centered curriculum  
5. Use research-based best practices  
6. Demonstrate and integrate pedagogical content knowledge  
7. Incorporate appropriate technology  
8. Use appropriate assessments to refine and inform practice  
9. Demonstrate moral, caring dispositions  
10. Analyze learning environments  
11. Reflect on teaching and learning |
| ![branches] |  
| **Collaboration (C)** | *BSU Educator Candidates will collaborate with:*  
1. Students  
2. Colleagues  
3. Student support personnel  
4. Parents and families  
4. Community members |
| ![leaves] |  

2
FAQ
(Frequently Asked Questions about Supervising a BSU Student Teacher)

How will my student teacher be evaluated?
There are two types of evaluation that occur in a typical student teaching experience: 1. Evaluation for MA Department of Elementary & Secondary Education (MA DESE) Licensure using DESE forms and assessments 2. Evaluation for the practicum course using BSU faculty/departmental assessment tools (e.g. “the grade” given for the practicum course, the STA Student Teacher Assessment, TaskStream Assessments, etc.). Cooperating teachers (a.k.a. Supervising Practitioners) have a greater responsibility for the first type of student teaching evaluation which involves the use of tools, forms and rating scales mandated by the MA DESE.

What is my role in the student teacher evaluation process?
Many supervising practitioners express concern and confusion over their role with regard to student teacher assessment. The MA Department of Elementary & Secondary Education makes the important role of the supervising practitioner perfectly clear in terms of the evaluation of the practicum experience through the educator licensing regulations:

[603CMR7.04(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.

The above evaluation refers to your student teacher’s eligibility for licensure. By contract, the BSU program supervisor is responsible for assigning the letter grade associated with the practicum course. However, many program supervisors solicit input from supervising practitioners regarding their student teacher’s letter grade.

How is my role different from that of the BSU program supervisor?
You and the assigned BSU program supervisor are expected to jointly evaluate your student teacher based on the MA professional teaching standards. Since you observe and work with your student teacher on a daily basis, you play a vital role in providing ongoing feedback to your student teacher.

What types of forms will I be required to complete in my role as a supervising teacher?
In 2003, the MA DESE implemented a Preservice Performance Assessment (PPA) tool for the evaluation of candidates seeking an initial teaching license. This assessment is required of all candidates seeking a MA initial teaching license. BSU developed a rubric to accompany this tool to ensure that candidates, supervising practitioners and BSU clinical faculty (a.k.a. Program Supervisors) understand what is meant by the numerical ratings associated with the tool. Both the PPA and the rubric can be found in the appendix of your handbook. It is the student teacher’s responsibility to provide evidence to support that they have met each of the MA Professional Teaching Standards listed on the PPA (supervisor field observations are also used as evidence). You and the BSU program supervisor will jointly determine the rating given to the candidate for each of the 5 standards. In addition to the PPA, you will also be asked to determine if the candidate has met the standards (by circling “yes” or “no”) on the final practicum report Pre-service Performance Assessment Form for Teachers (aka Form D).

What do we do when the BSU program supervisor and I disagree about the ratings on the PPA or the ability of my student teacher to meet the professional teaching standards?
The MA DESE encourages supervising practitioners and program supervisors to identify a “mediator” early in the practicum experience. Quite often the building administrator or, in the case of a high school, the department chair, is asked to serve in this capacity. According to MA Department of Elementary & Secondary Education regulations, “Disagreement between the supervising practitioner and the program supervisor will be resolved by the decision of a third person chosen jointly by them.” [603CMR7.04(4)]
Why do early childhood and special education student teachers only spend 8 weeks in their student teaching placement?
This question is asked all the time in our placement office. Early childhood and special education students are required by state regulation to complete two types of placements in order to be eligible for their specific licenses. According to current licensing regulations, candidates seeking an early childhood license must spend part of their practicum in a pre-kindergarten-kindergarten placement and the remainder of their practicum in a grades 1-2 placement. At least one of these two settings must include children with disabilities. Likewise, candidates seeking a special education license must distribute their practicum hours between an inclusive general education setting and a separate or substantially separate setting for students with disabilities. In addition to the licenses listed above, candidates seeking “all levels” licenses such as health, music, theatre, dance and instructional technology are also required to complete their practica hours at two different developmental levels (prek-6, 5-8 or 8-12). Therefore, the BSU field experience office must seek two placements that meet these criteria within a semester.

Which calendar will my student teacher follow - BSU’s or our school calendar?
Once the student teaching semester has begun (usually the first day of day of university classes in the fall or spring semester), student teachers are required to follow the calendar of their placement school. During the spring semester, student teachers will observe February and April vacations in lieu of BSU’s traditional spring break in March. Also, if your school is closed due to inclement weather or for some other type of emergency, student teachers will observe that closing instead of the BSU class cancellation postings. A practicum calendar is included in your welcome packet and is also posted on-line.

What are the hours that my student teacher is expected to keep?
Student teachers are expected to observe the regular schedule for teachers in your building. At the very least, they are expected to arrive 20 minutes before the students and leave 20 minutes after students have exited the building. Student teachers can be asked to stay later for faculty meetings, planning, parent conferences and other types of professional obligations typically expected of inservice teachers.

What do I do if my student does not come to school dressed appropriately?
Student teachers are expected to seek out information regarding the dress code/policy of their assigned schools and adhere to it at all times. This policy is clearly stated in their Practicum Handbook. If your student teacher comes to school inappropriately dressed, you are encouraged to send him/her home to change.

When will I receive my course voucher and PDPs?
Course vouchers are issued annually by the College of Education and Allied Studies (generally in the month of April). Vouchers are issued in time to register for summer classes. If you need your voucher released sooner, please contact the field placement office (508) 531-1227. Per the “Memorandum of Understanding between Massachusetts State Colleges and the Massachusetts Association of School Superintendents” (6/12/80), tuition credit vouchers are delivered to your superintendent’s office (your name and your student teacher’s name will appear on the voucher). Your PDP certificate is provided in your supervising practitioner welcome packet.

Why do I only receive 15 PDPs for mentoring a BSU student teacher?
According to current MA Recertification regulations, Educators are permitted to use up to 15 PDPs per year accrued while serving in the role of a “cooperating teacher” for the purpose of license renewal (Recertification Guidelines, MA Department of Elementary & Secondary Education, January 2000). Additional PDPs can be earned in your role as a supervising practitioner by participating in BSU’s Supervising Practitioners’ workshops.
Student Teaching Policies and Procedures
1. **Expectation for the Student Teaching Experience**

During the time the student teacher is assigned to a classroom, the expectation is that the student teacher will participate in the full spectrum of professional activities effectively shadowing the supervising practitioner. These activities may include, but are not limited to, attending faculty meetings and professional development opportunities; observing special education team evaluation meetings; participating in the parent conference process, attending showcase/project fairs (science, geography, etc.) and other PreK-12 student activities. Understanding that student teaching is the final experience in the initial teacher preparation program, the university and the PreK-12 professional community have a responsibility to insure that every student teacher is provided with a full complement of professional experiences that will best prepare them for their role as classroom teachers.

2. **Departmental Requirements**

In addition to MA Department of Elementary & Secondary Education mandated practicum assessments (e.g. PPA), many university departments require student teachers to meet additional specific requirements (e.g., weekly logs, unit plans, STA, electronic portfolio, etc.). You will be informed of these requirements by the program supervisor assigned to your student teacher. Student Teachers may be expected to attend group seminars and meet additional expectations of the specific program supervisor. Program supervisors will make such requirements clear to you at the initial three-way conference.

3. **Student Attendance**

The specific beginning and ending dates for the field experience are identified by the Office of Field Experiences when placement requests are sent to the cooperating agencies. Unless informed otherwise by the University, student teachers are required to follow the public/pre-school calendars. Authorized absences for such activities as the mandatory Career Services/Licensure meeting held each semester, commencement rehearsal and/or required meetings are indicated in the separate Practicum Calendar included with your Supervising Practitioner Packet. If a student teacher is going to be absent because of illness, he or she must follow the policies concerning notification of both the agency and the supervisor, as they are defined by the school/agency/pre-school and his/her program supervisor.

Student teachers are expected to report to their assignment every day. Only absences due to illness or unavoidable absences pre-approved by the supervising practitioner and the university supervisor will be tolerated. At the discretion of the program supervisor and supervising practitioner, students may be required to make up absences that total not more than five days per semester. Absences totaling over five days per semester must be made up on a schedule mutually agreed to by the program supervisor and the supervising practitioner. Supervising practitioners and schools/agencies may expect student teachers to attend in-service meetings, parent-teacher conferences, and faculty meetings. The University expects student teachers to participate as fully as possible in the role of a teacher, provided cooperating agency policies are not violated.
4. **Substitute Teaching**

If the supervising practitioner will be out of the classroom, the school district is expected to provide an appropriate substitute teacher for the classroom, the same as they would if the student teacher were not assigned to that room. The student teacher will be expected to provide the same level of instruction in collaboration with the district substitute teacher as would have happened if the supervising practitioner were present.

The purpose of student teaching is to provide mentoring to the pre-service teacher. The university has established a course of study and series of field experiences to best prepare the student teacher to become a classroom teacher. In recognition of the fact that a substitute teacher may not always be available, the university has established the following guidelines to protect the integrity of the student-teaching experience.

A student teacher may be asked to be the substitute teacher in the classroom they are assigned no earlier than four weeks into an assignment. The student teacher must have demonstrated to the university supervisor the ability to function effectively in managing a classroom. The program supervisor must approve all substitute teaching requests for student teachers.

The total substituting-days must not exceed two days per quarter placement and four days per semester placement. This policy is not intended to contradict or supersede any local bargaining agreement clause that may be in place.

Supervising practitioners are reminded that student teachers are students. The College of Education and Allied Studies does not recommend the use of student teachers as substitute teachers.

5. **Compensation to Cooperating Schools/Agencies: Vouchers**

The following items are quoted from a "Memorandum of Understanding between Massachusetts State Colleges and Massachusetts Association of School Superintendents" approved at the June 12, 1980, Board of Trustees of State Colleges meetings:

One full tuition credit voucher will be awarded to the Superintendent’s Office for each student placed for a full semester of student teaching. Half-vouchers are issued for quarter placements (8 weeks). A voucher registration fee (currently $100) is required for use of each voucher.

Tuition credit vouchers are awarded to the district and delivered to the Superintendent. The Superintendent can negotiate these with the university for purposes of professional in-service developed specially for the district. Another option is that they may be assigned by the Superintendent to any licensed administrator or teacher in the school system for graduate course work. Vouchers may not be transferred beyond the assignments made by the Superintendent.

6. **Professional Development Points (PDPs) for Supervising practitioners**

In accordance with Massachusetts General Laws, Chapter 71, section 38G, all educators licensed in Massachusetts are subject to relicensure requirements. To acknowledge the importance of your role as a mentor to a pre-service student teacher, the Massachusetts Department of Elementary & Secondary Education allows for the awarding of professional development points to supervising practitioners. *The MA DESE revised recertification regulations (December 1999)*
allow teachers to use up to 15 PDPs earned in the role of a supervising practitioner for the purpose of recertification annually. Professional Development Certificates for supervising practitioners "of record" (those assigned a student teacher by the Superintendent) will be issued by the Professional Education Office.

7. **Safety Guidelines (Universal Precautions)**

*The College of Education and Allied Studies* is aware that student teachers come in close contact with children on a daily basis. Each student teacher is provided with a copy of "Universal Precautions" on the first day of their assignment. Please make your student teacher aware of your building and district health policy. Supervising practitioners are encouraged to introduce their student teacher to the school nurse. Questions regarding Bridgewater State University's health policy can be directed to the Office of Health Services, Tillinghast Hall (508) 531-1252.

8. **Job Action**

Student Teachers are assigned to classrooms in the public schools to complete the practicum experiences required for their licensure program at Bridgewater State University. They are not employees of the district. Therefore, they should not participate in a job action. If a job action occurs at your school district or agency, student teachers are directed to notify their program supervisors immediately. So as not to impede a candidate's eligibility for licensure, BSU may need to seek alternative placements in the event of a lengthy job action.

9. **Student Load**

Student Teachers are required to plan their course schedule so that they only enroll for the 6/12 credits (credit varies) of the practicum course during the semester they are student teaching. The practicum experience must be your teacher candidate’s highest priority. Outside activities cannot interfere with the school day.

10. **Student Grades**

The program supervisor (BSU faculty member) is contractually responsible for the assignment of grades. Most program supervisors, however, will request input from the supervising practitioner concerning the student teacher's grade.

11. **Department of Elementary & Secondary Education Criteria for Supervising Practitioners**

The Massachusetts Department of Elementary & Secondary Education states in its Regulations for Educator Licensure and Preparation Program Approval [603 CMR 7.02] **Supervising Practitioner: The educator who has at least three full years of experience under an appropriate Initial or Professional license and has received an evaluation rating of proficient or higher, under whose immediate supervision the candidate for licensure practices during a practicum.** This criteria is stated when the university requests student placement from your superintendent's office and is verified by the BSU program supervisor during the initial three-way meeting via form A. If you do not meet these criteria, please notify the program supervisor as soon as possible. Failure to meet or address the supervising practitioner criteria set forth in the regulations could result in your student teacher's ineligibility for licensure.
12. **Student Teaching Contract**

In order to meet the requirements of the College of Education and Allied Studies’ accrediting agency, CAEP, a student teaching contract between the university and the districts accepting student teachers was developed and piloted during the spring of 1998. This contract is a working document and subject to revision based upon university and district feedback. A copy of this contract can be found in the appendix of this handbook.

**Professional Conduct**

The conceptual framework provides for the professional commitments and dispositions specified by the unit. It identifies respect and confidence in colleagues, students, parents, and members of the community. The educator accepts the responsibility to adhere to the highest ethical standards. “Caring, fairness, honesty, responsibility, and social justice” are important general dispositions for educators. At the institutional level, the BSU College of Education and Allied Studies adopted the following Professional Dispositions that express what is expected of all candidates for licensure.

1. Exhibits sensitivity to community and cultural norms while recognizing individual differences and experiences.
2. Demonstrates a willingness to work with other professionals and members of the community to improve the overall learning environment for students.
3. Establishes a positive classroom climate and contributes to a positive school climate by engaging in appropriate professional and supportive practices for self and colleagues.
4. Appreciates and respects individuals and their rights to privacy and confidentiality of information.
5. Provides fair and equitable access to all learners and exhibits personal integrity and ethical behaviors with all members of the learning community.
6. Nurtures all aspects of each student’s well being which may include cognitive, emotional, social and physical well being, as appropriate.
7. Plans, assesses, reflects and revises instruction based on needs and changing circumstances and social contexts.
8. Demonstrates thoughtful, effective verbal and nonverbal communication skills and responsive listening skills.
9. Evinces commitment to professional growth and enthusiasm for subjects taught and keeps abreast of new ideas and developments in the field.
10. Makes academic content meaningful by connecting it to students’ lives and communities.
SUPERVISING PRACTITIONER WORKSHOPS

Each semester the College of Education and Allied Studies offers “Support Your Student Teacher” workshops on clinical supervision and mentoring for teachers from surrounding districts who agree to host a Bridgewater State University student teacher in their classroom. The curriculum for the workshop series is based upon supervising practitioner responses to our practicum surveys. Participating supervising practitioners are provided with dinner, a resource packet, PDPs, and a vibrant group of colleagues to learn with. The workshop series addresses the many questions and exciting challenges we all have in supporting the growth of our student teachers, as they begin their journey in education. The workshops also celebrate the significant role a well-prepared mentor can play in creating our next generation of educators. Lively and friendly sessions and discussions include:

- What questions do you have about supervising a BSU student teacher?
- What can we do during the critical first weeks to empower our student teacher?
- How do you give feedback to promote growth and development?
- What observation tools we use while supporting our student teachers?
- How do we deal with problem situations?
- Discussing your questions and real concerns
- The “No Surprises” End of Year Calendar, the phases/ transitions and endings of your student teacher relationship
- Samples for writing different types of reference letters (and answering reference questions)
- Instructional strategies to help your student teacher from the “Toolbox”.

Additional PDPs are provided to supervising practitioners who full participate in these workshops.

New supervising practitioners are strongly encouraged to participate in these workshops. Registration information and dates for upcoming workshops can be obtained by calling the College of Education and Allied Studies at (508) 531-1227.

ROLES AND RESPONSIBILITIES

**Supervising Practitioner (you)**

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

At a minimum, the supervising practitioner

1. has at least three full years of experience under an appropriate Initial or Professional license and has received an evaluation rating of proficient or higher, under whose immediate supervision the candidate for licensure practices during a practicum
2. jointly, with the BSU program supervisor, provides routine feedback and assigns performance ratings pertaining to the student teachers ability to meet the MA Professional Teaching Standards

3. provides orientation for the student teacher to the classroom, conducts a tour of the school/agency and introduces the student teacher to other personnel in the school/agency

4. introduces the student teacher to the work routine and provides the student teacher with a work area

5. introduces the student teacher to the students and provides important information about each student

6. shows the student teacher available instructional resources including building facilities, technology, curriculum guides, faculty and student handbooks, media and supply area

7. plans with the student teacher and program supervisor, the student teacher's involvement during the practicum

8. gives the student teacher gradual responsibility in the classroom. Student Teachers differ in their ability to assume responsibility for a classroom

9. together with the student teacher and program supervisor, outlines a specific plan for taking over responsibility for the class

10. engages in joint problem solving about pedagogical issues

11. observes student teaching and confidentially (not in front of the students) gives specific suggestions for improvement

12. plans with the student teacher instructional responsibilities and, at the beginning, checks lesson plans

13. meets regularly (at least twice a week) to discuss lessons and planning

14. assists in unit planning and helps develop resources and share materials

15. encourages the student teacher to try new methods or approaches and assists in the evaluation of these methods

16. models teaching subject areas before the student teaches the subject

17. models classroom management skills that lead to a positive classroom environment

18. models professional attitudes and ethics and encourages the student teacher to demonstrate the same

19. encourages the student teacher to use a variety of assessment and evaluative tools to assess student learning

20. demonstrates a high level of knowledge in their subject field
20. participates in the three required "Three-Way Conferences" and the state mandated Preservice Performance Assessment process

21. ensures that his/her assigned student teacher participates in the full spectrum of teaching professional responsibilities (parent conferences, special education team meetings, inservice professional development offerings, faculty meetings, etc.)

22. complies with the policies and procedures for student teaching including the substitute teaching policy detailed in this Handbook

**Student Teacher**

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

At a minimum, the student teacher

1. gains insight as far as is possible into the many facets of the school/agency and the community in which he/she is teaching and appreciates the cooperation of the host school and its personnel who provide for the student teaching experience

2. becomes acquainted with the philosophy of the school/agency, department and supervising practitioner relative to education

3. becomes an integral part of the school/agency and its community

4. knows definitely what is expected of him/her by the supervising practitioner and the University supervisor

5. presents to the supervising practitioner and/or the university supervisor lesson plans, tests, etc. which he/she is to administer for analysis and approval as required by the supervising practitioner and University supervisor

6. is receptive to constructive criticism and seeks suggestions from the supervising practitioner and University supervisor

7. evaluates his/her self objectively and realistically

8. attends to the needs, interests and abilities of the students he/she is teaching

9. expected to present a professional image - every student teacher is expected to be appropriately dressed according to the policies/expectation set by the cooperating school/agency (at minimum, no midriffs showing, no pierced jewelry with exception of discreet earrings).

10. cooperates in every way possible with any and all employees of the school/agency

11. participates in the required Three-Way Conferences and the state mandated Preservice Performance Assessment process

12. is punctual and observes regular attendance (arrives before students arrive and departs after students leave building) at his or her assignment
**Program Supervisor (BSU Clinical Faculty Member)**

The University supervisor's role is one of working effectively with cooperating agency personnel in order to assist his/her students to develop into successful beginning teachers.

At a minimum, the supervisor

1. represents the teacher education program at Bridgewater State University and serves as direct liaison between the University and cooperating agency personnel

2. makes a minimum of eight contact visits with assigned semester practicum students and four contact visits with assigned half-semester practicum students (some contacts may occur via technology) - within these contacts the supervisor participates in the required Three-Way Conferences and observes the student a minimum of five times over a semester

3. plans cooperatively with practicum students and supervising practitioners. Students and supervising practitioners should be clear about the purpose, number, approximate duration, and spacing of supervisory contacts. While it is not possible to foresee all circumstances nor desirable to formulate a rigid schedule, it is important that students and supervising practitioners have a tentative idea of plans for observation, conferences, seminars, correspondence, or other means of communication.

4. assists his/her students with problems identified by the student, supervising practitioner or supervisor

5. supervises appropriate completion of, maintenance and timely return of all practicum forms and the Preservice Performance Assessment for her/his student's permanent records to the Office of Professional Education

6. attends Supervisor/Student Teacher Orientation meeting at the beginning of each semester

**Mediator**

The licensure regulations state with regard to a discrepancy in the final evaluation of the student teacher [603 CMR 7.04 (4)]:

Disagreement between the university supervisor and supervising practitioner will be resolved by the decision of a third person chosen jointly by them.

It is the University's position that good communication between the supervising practitioner and the program supervisor throughout the experience is the best means for avoiding a situation where the mediator is necessary. In order to be proactive rather than reactive should this situation occur, the University suggests that the supervising practitioner and program supervisor identify a mutually agreed upon mediator at the Initial Three-Way Conference. Quite often the building administrator or, in the case of a high school, the department chair, is asked to serve in this capacity. Early identification of the mediator would allow that person to participate in the evaluation process should disagreement be evident mid-way through the student’s experience.
Professional Development Schools Advisory Council

In an effort to more effectively design, deliver and evaluate clinical practice, the College of Education and Allied Studies established an advisory council specifically dedicated to reviewing and improving field placement policies and procedures. The Clinical Practice Advisory Council (CPAC) was charged by the CEAS Dean in December 2004 and has been meeting regularly since. In the fall of 2009, CPAC was renamed the Professional Development Schools Advisory Council (PDSAC) to incorporate the College of Education’s PDS initiatives. PDSAC is chaired by the CEAS Associate Dean and has broad representation from both inside and outside of the school and the university. PreK-12 council members currently include classroom teachers and building administrators from the Brockton, New Bedford and Taunton school districts. PDSAC also has faculty representation from the Bartlett College of Science and Mathematics and the College of the Humanities and Social Sciences and representation from teacher education, school administration and support licensure programs.

One of the first initiatives undertaken by PDSAC was to collect data from supervising practitioners, student teachers and program supervisors regarding current clinical practice. Data collected from electronic and paper surveys led to many improvements in the BSU clinical practice program. PDSAC continues to collect data from those directly involved with the field experience program in order to continuously seek ways to improve clinical practice for our candidates. Some of these improvements include:

- Develop and revision of the three Practicum related handbooks
- Creation and implementation of the “Support Your Student Teacher” workshop series
- Creation of FAQs for Practicum constituents
- Creation of an orientation/training program for program supervisors prior to the practicum semester
- Creation of a one day clinical conference for supervising practitioners and program faculty
- Revision of the rating scale for the PPA
- Creation of a rubric for the PPA
- Development of a student-at-risk protocol and reporting system
- Provision of reciprocal professional development opportunities for BSYU faculty and supervising practitioners

PDSAC will continue to collect data from those directly involved with the field experience program in order to continuously seek ways to improve clinical practice for our candidates. Please help us by responding to our surveys and providing your feedback with regard to BSU clinical practice.
Practicum Evaluation
VARIOUS ROLES IN THE EVALUATION OF
THE PRACTICUM EXPERIENCE

There are two types of evaluation that occur in a typical student teaching experience: 1. Evaluation for MA Department of Elementary & Secondary Education (MA DESE) Licensure using DOE forms and assessments 2. Evaluation for the practicum course using BSU faculty/departmental assessment tools (e.g. “the grade” given for the practicum course, STA: Student Teacher Assessment, Taskstream assignments, etc.). Supervising Practitioners have a greater responsibility for the first type of student teaching evaluation which involves the use of tools, forms and rating scales mandated by the MA DESE. The MA Department of Elementary & Secondary Education’s Preservice Performance Assessment, PPA (described in detail below), documents the final evaluation of your student teacher’s ability to meet the MA Professional teaching standards. A minimum rating of 2 for each standard is required in order to qualify for an initial teaching license. While the PPA was designed as a summative assessment, BSU encourages student teachers, supervising practitioners and program supervisors to review candidate progress toward meeting the standards and indicators documented by the PPA throughout the practicum experience. The second type of practicum evaluation is measured via the letter grade assigned to the student teaching course. BSU program supervisors are contractually responsible for assigning the letter grades assigned to BSU courses. Many faculty will also solicit feedback from supervising practitioners concerning the grade for the practicum experience.

THE PPA AND OTHER PRACTICUM EVALUATION FORMS

The Program supervisor is responsible for distribution of forms and returning of appropriately completed data to the Office of Field Experiences.

Preservice Performance Assessment

The Preservice Performance Assessment or “PPA” is a Massachusetts Department of Elementary & Secondary Education mandated assessment of candidates engaged in a practicum leading to initial licensure. The PPA was developed by the Massachusetts Department of Elementary & Secondary Education (MA DESE) in collaboration with college and university faculty to comply with the revised Regulations for Educator Licensure and Program Approval (October 2001). A sample paper version of the PPA is available in the Appendix of this handbook. Student teachers are asked to use the MS Word version of the PPA available on the College of Education and Allied Studies intranet.

Student teachers are expected to provide evidence using the PPA that they have met each of the required professional teaching standards. PPA ratings are based upon candidate supplied evidence and supervising practitioner and program supervisor field observations. Program supervisors and supervising practitioners are asked to determine the level at which the students evidence and field observations support that the standard is being met via assigning a rating to each standard on the PPA using the PPA Rubric. A copy of the rubric can be found in the appendix of this handbook. A minimum rating of 2 for each of the five standards is required in order to qualify for an initial teaching license in Massachusetts.
PPA Evaluation Questions:

To assist with the evaluation of each of the Professional Teaching Standards and indicators found on the PPA, the MA DESE has developed “Generic Evaluation Questions.” These questions, found in the appendix of this document, are provided to assist supervising practitioners and program supervisors in determining whether a candidate has sufficiently met a particular standard.

The MA DESE has also developed “License Specific Evaluation Questions” pertaining to each teaching field. These questions can also be found in the appendix. The questions corresponding to the candidate’s appropriate teaching field must be referred to when addressing standard “B.2.c” on the PPA.

BSU Student teachers, program supervisors and supervising practitioners can learn more about the PPA and can access guidelines and forms on the University’s PPA intranet site.

Practicum Evaluation Forms

Student Teaching Program Schedule
The student teacher will complete these schedules according to the directions of his or her supervisor.

Form A - Practicum Introductory Visit
This form verifies the first Three-Way Conference between University supervisor, supervising practitioner and student teacher. It should be completed as early as possible in the experience. The supervisor must confirm at this meeting that the supervising practitioner holds an appropriate MA ESE teaching license, has at least three years experience in the role in which the practicum supervised is being exercised, and has received a recent educator evaluation rating of proficient or higher.

For Early Childhood and Special Education majors, this report must be filed for each student teaching placement.

Form B - University Supervisor Practicum Observation Report
The University supervisor completes the form during and after an observation of the student. For maximum utilization students and supervising practitioners should receive their copies of the form immediately after each observation.

Form C - Mid-Term and Final Practicum Progress Report
This report is completed jointly by the University supervisor and supervising practitioner, then discussed with the student teacher during a "three-way conference". Copies of Form C should be distributed to all parties immediately following completion. Some program supervisors may substitute the PPA for Form C.
Pre-service Performance Assessment Form for Teachers (aka Form D)
This is the final practicum report that will accompany the student teacher's licensure application to the Department of Elementary & Secondary Education. It requires information from all three persons. It is recommended that each person complete his/her appropriate section on the copy of the form in this handbook in preparation for completing the final Pre-service Performance Assessment Form for Teachers (aka Form D) at the end of the student's experience. The student and the supervising practitioner must receive a copy of this form immediately following completion by the university supervisor and supervising practitioner.

(Sample copies of the PPA and Practica forms can be found in the appendix of this handbook.)

Student At-Risk Protocol and Report Form
In order to more accurately provide a means of remediation for students at-risk of not meeting the Professional Standards for Teachers and/or failing to demonstrate BSU professional dispositions during the practicum experience, the PDS Advisory Council developed a Student At-Risk Practicum Report Form. This form, to be completed jointly by the Supervising Practitioner and the Program Supervisor, is only used when a candidate is not making adequate progress towards meeting the licensing standards or demonstrating appropriate professional dispositions. The report will identify areas of concern as well as provide a detailed plan and timeline for meeting missing standards. A copy of this report must be filed with the Field Placement Office upon issue to the practicum student.

MASSACHUSETTS PROFESSIONAL STANDARDS FOR TEACHERS
All candidates seeking initial teaching licensure in Massachusetts are required to participate in a supervised practicum which is evaluated according to the MA Professional Standards for Teachers and the subject matter knowledge for each teaching license field.

7.06: Subject Matter Knowledge Requirements for Teachers
The effective candidate for initial licensure demonstrates knowledge of the subject matter field as described under each licensure. (This standard is different for each instructional field. See the appendix for a complete listing of each subject matter knowledge requirement).

7.08: Professional Standards for Teachers

(2) Standards for All Teachers Except Library and Speech, Language, and Hearing Disorders Teachers
(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.
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.
3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.
4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.
5. Plans lessons with clear objectives and relevant measurable outcomes.
6. Draws on resources from colleagues, families, and the community to enhance learning.
7. Incorporates appropriate technology and media in lesson planning.
8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.
9. Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

(b) **Delivers Effective Instruction.**

1. Communicates high standards and expectations when beginning the lesson:
   a. Makes learning objectives clear to students.
   b. Communicates clearly in writing, speaking, and through the use of appropriately designed visual and contextual aids.
   c. Uses engaging ways to begin a new unit of study or lesson.
   d. Builds on students’ prior knowledge and experience.
2. Communicates high standards and expectations when carrying out the lesson:
   a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
   b. Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).
   c. Demonstrates an adequate knowledge of and approach to the academic content of lessons.
   d. Employs a variety of reading and writing strategies for addressing learning objectives.
   e. Uses questioning to stimulate thinking and encourages all students to respond.
   f. Uses instructional technology appropriately.
   g. Uses effective strategies and techniques for making content accessible to English language learners.
   h. Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.
3. Communicates high standards and expectations when extending and completing the lesson:
   a. Assigns homework or practice that furthers student learning and checks it.
   b. Provides regular and frequent feedback to students on their progress.
   c. Provides many and varied opportunities for students to achieve competence.
4. Communicates high standards and expectations when evaluating student learning:
   a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further 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.
Manages Classroom Climate and Operation.

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

Promotes Equity.

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.
5. Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.

Meets Professional Responsibilities.

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.

(excerpt from MA Educator Licensing Regulations 6/11/13)
Tips and Tricks

Lessons from the past...
Suggestions for Supervising Practitioners

This check list of school/agency experiences may serve as a guide to the supervising practitioner and the practicum student in planning a program of professional development for the student teacher. The primary responsibility for learning and performing these tasks is with the practicum student.

Preparation and organization of materials, as appropriate

The practicum student has read or become familiar with:

- District Curriculum guides
- Massachusetts Curriculum Frameworks
- Supplementary textbooks

- Course of study
- Units of work
- Teacher’s manuals

The practicum student has:

- Made daily lesson plans
- Used group processes
- Planned units or work
- Provided for individual differences of students (exposure to an IEP)

- Used audio-visual resources
- Participated in pupil evaluating and grading
- Used community resources
- Used library resources
- Used technology

General and specific tasks

The practicum student has developed an awareness of school/agency policies and practices related to the following:

- School calendar
- Bell schedule
- Taking attendance
- Enrolling new pupils
- Transferring pupils
- Opening exercises
- Dismissing class
- Entering building
- Passing in corridors

- Reporting accidents
- First aid service
- Health rooms
- Fire drills
- Test programs
- Care of textbooks
- Use of school library
- Use of audio-visual equipment

The practicum student has had experience in the following types of activities:

- PTA meetings
- Professional and in-service meetings
- Parent conferences
- Lunch Duty
- Study hall duty
- Assembly programs
- Special day programs
- Field trips

- Planning and directing play periods
- Team teaching
- Team learning
- Programmed instruction
- Co-curricular activities
- Requisitioning supplies/teaching materials
- Conferences with guidance staff
- Care of classroom
Notes from Some Education Departments
Regarding their Student Teaching Placements
(not all departments have special notations)

Middle School Education (grades 5-8)

Because the student teaching practicum is the culminating experience of the middle school program, careful consideration will be given to ensure that the student teaching placement is an appropriate one. While distance from the school is a consideration, the quality of the school’s program is the primary factor in placement. The university supervisor assigned to the student teacher should be notified during the first two weeks if the placement does not seem to be a “good fit”.

The sooner the student teacher begins teaching, the better. It is suggested that during the first week the student teacher observe and assist. During the second week it is recommended that the student teacher tutor and provide small group instruction. And, starting in week three, it is recommended that the student begin teaching. During the initial meetings between the supervising practitioner and the student teacher, a plan should be developed outlining the gradual assumption of teaching responsibilities by the student teacher over weeks three and four.

Weeks one through eight are for learning to teach (the student teacher is expected to ask for help), weeks nine through fifteen are for teaching to learn (the student teacher is expected to demonstrate their ability to teach and facilitate learning).

All lessons should make connections to the Massachusetts Curriculum Frameworks and reflect practices that are effective in a mixed ability classroom. Assessments should be authentic and compatible with the Massachusetts Comprehensive Assessment System.

While the supervising practitioner and the program supervisor have the primary responsibility for the student teacher, the more experiences with other teachers (including specialists) the better. The student teacher should visit the school library media center and become familiar with the resources available to support the curriculum they will be teaching and the services the library media specialist can provide. The student teacher will also demonstrate the effective use of technology in instruction.

High School Placements (grades 8-12)

Scheduling:

- If the high school has standard 45 minute periods, the student teacher will, over the course of the student teaching experience, assume three preparations.
- If the high school has block scheduling (90 minute periods), the student teacher will, over the course of the student teaching experience, assume two preparations.

Weeks one through eight are for learning to teach (the student teacher is expected to ask for help), weeks nine through fifteen are for teaching to learn (the student teacher is expected to demonstrate their ability to teach and facilitate learning). The student teacher should gradually assume teaching responsibilities. During the first week the student teacher should be intensely involved in observing. It is also good for the student teacher to provide reasonable assistance during this observation period. During this second week the student teacher should assume one preparation and the teaching responsibilities associated with that preparation. During the first few weeks the supervising practitioner is expected to be in the classroom most of the time. If the teacher leaves too soon, there may be significant discipline problems.
Student teachers can be expected to perform non-instructional “duties” (bus duty, lunch duty, etc.) but no more than the average teacher is assigned in one week. Involvement in after school and evening programs is encouraged.

Establishing communication and a conferencing system between the supervising practitioner(s) and the student teacher focusing on planning and teaching responsibilities is essential. It is recommended that a time be designated each day of at least ten minutes so the student teacher and the supervising practitioner can debrief. The supervising practitioner should assist the student teacher in planning and finding resources.

The student teacher should visit the school library media center and become familiar with the resources available to support the curriculum they will be teaching and the services the library media specialist can provide. During the first and second weeks the supervising practitioner models how to work with the special education teacher and the student teacher follows suit.

**Suggested Sequence for Three-Way Conference**

One student assignment for full semester.

<table>
<thead>
<tr>
<th>Weeks 1/2</th>
<th>Complete Form A- Practicum Introductory Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 7/8</td>
<td>Ongoing development of PPA, Mid-term, completion of Form C (if applicable)</td>
</tr>
<tr>
<td>Weeks 15/16</td>
<td>Final, completion of PPA., completion of Form C (if applicable); completion of the Pre-service Performance Assessment Form for Teachers(aka Form D)</td>
</tr>
</tbody>
</table>

Program supervisor returns Originals and Field Experience Office copies of all forms to the Office of Field Experiences.

Two student assignments for **Early Childhood, Special Education or all levels Licensure** over one semester:

<table>
<thead>
<tr>
<th>Weeks 1/2</th>
<th>Complete Form A- Practicum Introductory Visit for first assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 4/5</td>
<td>Ongoing development of PPA, Mid-term, completion of Form C (if applicable)</td>
</tr>
<tr>
<td>Weeks 7/8</td>
<td>Final, ongoing development of PPA, completion of Form C (if applicable); Completion of the Pre-service Performance Assessment Form for Teachers (aka Form D) for 1st assignment</td>
</tr>
<tr>
<td>Weeks 8/9</td>
<td>Complete Form A- Practicum Introductory Visit for second assignment</td>
</tr>
<tr>
<td>Weeks 12/13</td>
<td>Ongoing development of PPA, Mid-term completion of Form C (if applicable)</td>
</tr>
<tr>
<td>Weeks 15/16</td>
<td>Final, completion of PPA, completion of Form C (if applicable); completion of Pre-service Performance Assessment Form for Teachers (aka Form D) for 2nd assignment</td>
</tr>
</tbody>
</table>

Program Supervisor returns Originals and Field Experience Office copies of all forms to the Office of Field Experiences.

The Preservice Performance Assessment is intended to measure candidate development during the practicum experience and should be used throughout the semester.
BRIDGEWATER STATE UNIVERSITY
College of Education & Allied Studies
PRACTICUM INTRODUCTORY VISIT

Student:___________________________________ License Field: _______________________ Grade Level:_______

School/Agency:__________________________________________ District:__________________

Program Supervisor:________________________________________________________________________________

Supervising Practitioner:_______________________________________ MA License Number*:__________________

License Type* Circle one initial or professional: Field(s):_______________ Grades:_____ Years of Experience*:_____

Supervising Practitioner’s e-mail address: _______________________________________________________________

Per revised MA Educator Licensing Regulations 6/26/2012, the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his/her most recent evaluation. Please Circle one: Yes or No or N/A (i.e. new evaluation system not yet implemented, etc.)

On ___________________________ the Initial Licensure Practicum Requirements, Massachusetts Preservice date Performance Assessment and the College’s Practicum Handbook were explained to the student by the Program Supervisor and Supervising Practitioner.

To comply with licensure regulation 7.04 (4), the Program Supervisor and Supervising Practitioner identified the following third person as a mediator:________________________________________    _____________________

name position/title

Comments: (if this is a special education placement, please briefly describe the setting and type of students serviced)

Supervising Practitioner Signature:__________________________________________ Date:_____________

Student Signature:_______________________________________________________ Date:_____________

Program Supervisor Signature:______________________________________________ Date:_____

*Supervising Practitioner: The educator who has at least three full years of experience under an appropriate Initial or Professional license and has received an evaluation rating of proficient or higher, under whose immediate supervision the candidate for licensure practices during a practicum.

Please deliver to the Field Placement Office, Hart Hall Room 124 or fax to 508-531-1771 immediately following the Introductory Visit.

BRIDGEWATER STATE UNIVERSITY
College of Education & Allied Studies
Bridgewater, Massachusetts 02325
OBSERVATION REPORT OF INITIAL LICENSURE PRACTICUM

Candidate: ______________________________________  License Field: __________ Licensure Level: ___
School: _______________________________________  School District: __________________________
Supervising Practitioner: _______________________  Subject Observed: _______________________

Professional Standards for Teachers to be demonstrated during the practicum to meet Massachusetts Licensure Regulations: The Effective Candidate for Initial Teaching Licensure.*
1. Meets subject matter knowledge requirement………………………………………………………………………………………
2. Plans curriculum and instruction (a)…………………………………………………………………………………………………
3. Delivers effective instruction (b)…………………………………………………………………………………………………………
4. Manages classroom climate and operation(c)…………………………………………………………………………………………
5. Promotes equity (d)………………………………………………………………………………………………………………………
6. Meets professional responsibilities (e)………………………………………………………………………………………………

Comments:

Program Supervisor Signature: __________________________________________ Date: __________

Candidate Signature: __________________________________________ Date: __________

*For detailed description of subject matter knowledge requirement and Professional Standards for Teachers please refer to the Practicum Handbook.

09/13
BRIDGEWATER STATE UNIVERSITY
Mid-Term and Final Practicum Progress Report

This report is completed by the supervising practitioner and program supervisor. The form serves as focus for discussion for mid-term and final conferences among supervising practitioner, program supervisor and student teacher.

Student Teacher:_____________________________________________________________Banner #:_______________________________
Field of Licensure:_________________________________________________________________________________
Person Identified as Mediator (if needed):_________________________________________________________________________________

Rating Scale:  1=Unsatisfactory/Does Not Meet the Standard; 2=Basic/Meets the Standard; 3=Exceeds Standard;

7.06: Subject Matter Knowledge Requirements for Teachers

7.06: Candidate demonstrates knowledge of their subject area [7.06 (1) – (31)]:
(See description of subject matter knowledge requirements for each license in practicum handbook – subject matter knowledge is also assessed via the Massachusetts Tests for Educator Licensure - MTEL)

Comments:______________________________________________________________________________________________

7.08(2): Professional Standards for Teachers

<table>
<thead>
<tr>
<th>Standard a:</th>
<th>Plans Curriculum and Instruction:</th>
<th>Mid-term</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>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</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<td></td>
<td>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</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td></td>
<td>3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td></td>
<td>4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities</td>
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<td></td>
<td>5. Plans lessons with clear objectives and relevant measurable outcomes</td>
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<td>1 2 3</td>
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<td></td>
<td>6. Draws on resources from colleagues, families, and the community to enhance learning</td>
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<td>1 2 3</td>
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<td></td>
<td>7. Incorporates appropriate technology and media in lesson planning</td>
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<td>1 2 3</td>
</tr>
<tr>
<td></td>
<td>8. Uses information in IEPs to plan strategies for integrating students with disabilities into general education classrooms</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td></td>
<td>9. Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths and challenges</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Overall Rating for Standard a</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard b:</th>
<th>Delivers Effective Instruction:</th>
<th>Mid-term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Communicates high standards and expectations when beginning the lesson</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td></td>
<td>a. Makes learning objectives clear to students</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td></td>
<td>b. Communicates clearly in writing and speaking and through the use of appropriately designed visual and contextual aids</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td></td>
<td>c. Uses engaging ways to begin a new unit of study or lesson</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td></td>
<td>d. Builds on student prior knowledge and experience</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td></td>
<td>2. Communicates high standards and expectations when carrying out the lesson</td>
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<tr>
<td></td>
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<td>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)</td>
<td>1 2 3</td>
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<td>c. Demonstrates an adequate knowledge of and approach to the academic content of lessons</td>
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<td>d. Employs a variety of reading and writing strategies for addressing learning objectives</td>
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<td>e. Uses questioning to stimulate thinking and encourages all student to respond</td>
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<td>f. Uses instructional technology appropriately</td>
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<td>g. Uses effective strategies and techniques for making content accessible for English language learners</td>
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<td>h. Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy</td>
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<td>3. Communicates high standards and expectations when extending and completing the lesson</td>
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<td>a. Assigns homework or practice that furthers student learning and checks it</td>
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<td>b. Provides regular and frequent feedback to students on their progress</td>
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<td>c. Provides many and varied opportunities for students to achieve competence</td>
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<td>4. Communicates high standards and expectations when evaluating student learning</td>
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<td>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</td>
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### 7.08(02): Professional Standards for Teachers, continued...

**Standard b cont’d.**

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<th>Mid Term</th>
<th>Final</th>
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<tr>
<td>b. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians and school personnel</td>
<td>1 2 3</td>
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<tr>
<td><strong>Overall Rating for Standard b</strong></td>
<td>1 2 3</td>
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**Standard c:** Manages Classroom Climate and Operation:

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

**Overall Rating for Standard c**

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**Standard d:** Promotes Equity:

1. Encourages all students to believe that effort is a key to achievement
   - 1 2 3
2. Works to promote achievement by all students without exceptions
   - 1 2 3
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
   - 1 2 3
4. Helps all students to understand American civic culture, its underlying ideals, founding political principles, and political institutions, and to see themselves as members of a local, state, national and international civic community
   - 1 2 3
5. Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school
   - 1 2 3

**Overall Rating for Standard d**

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**Standard e:** Meets Professional Responsibilities:

1. Understands his or her legal and moral responsibilities
   - 1 2 3
2. Conveys knowledge of and enthusiasm for his/her academic discipline to students
   - 1 2 3
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
   - 1 2 3
4. Collaborates with colleagues to improve instruction, assessment, and student achievement
   - 1 2 3
5. Works actively to involve parents or guardians in their child’s academic activities and performance, and communicates clearly with them
   - 1 2 3
6. Reflects critically upon his/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
   - 1 2 3
7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources
   - 1 2 3

**Overall Rating for Standard e**

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**Mid-Term Three-Way Conference:**

Comments:

Supervising Practitioner Signature: ___________________________  Date: __________________

Program Supervisor Signature: _____________________________________________  Date: __________________

Student Teacher Signature: _____________________________________________  Date: __________________

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**Final Three-Way Conference:**

Comments:

Supervising Practitioner Signature: ___________________________  Date: __________________

Program Supervisor Signature: _____________________________________________  Date: __________________

Student Teacher Signature: _____________________________________________  Date: __________________
### Part 1 – To be completed by the candidate

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<tr>
<th>First Name:</th>
<th>Last Name:</th>
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<th>City/Town:</th>
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<tr>
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<tr>
<th>Program &amp; Level:</th>
<th>Practicum/Equivalent Course Number:</th>
<th>Credit hours:</th>
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<tr>
<th>Practicum Course Title:</th>
<th>Practicum/Equivalent Site:</th>
<th>Grade Level(s) of Students:</th>
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<tr>
<th>Total Number of Practicum Hours:</th>
<th>Number of hours assumed full responsibility in the role:</th>
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<th>Other Massachusetts licenses held, if any:</th>
<th>Have any components of the approved program been waived? 603 CMR 7.03(1)(b)</th>
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<td></td>
<td>Yes</td>
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### Part 2- To be completed by the Program Supervisor

Name:

The Candidate completed a Practicum / Practicum Equivalent designed by the Sponsoring Organization as partial preparation for the following license:

<table>
<thead>
<tr>
<th>Candidate’s License Field:</th>
<th>Grade Level:</th>
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To the best of my knowledge (per the Supervising Practitioner’s Principal/Evaluator) the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his/her most recent evaluation

Yes | No

### Part 3- To be completed by the Supervising Practitioner

Name:

<table>
<thead>
<tr>
<th>School District:</th>
<th>License:</th>
<th>Initial</th>
<th>Professional</th>
<th># of years of experience under license:</th>
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### Part 4 – Initial 1, 2, 3

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

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<tr>
<th>Date:</th>
<th>Candidate:</th>
<th>Program Supervisor</th>
<th>Supervising Practitioner:</th>
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2. Meeting held midway through the practicum at which the Candidate’s progress toward the Professional Standards was discussed.

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<th>Date:</th>
<th>Candidate:</th>
<th>Program Supervisor:</th>
<th>Supervising Practitioner:</th>
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3. Final meeting held to complete evaluation and to allow the Candidate the opportunity to raise questions and make comments.

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<th>Date:</th>
<th>Candidate:</th>
<th>Program Supervisor:</th>
<th>Supervising Practitioner:</th>
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### Part IV

Candidate has successfully completed the Pre-service Performance Assessment 603 CMR 7.03(2)(a)(4) & 7.04(2)(4)(b)

Yes | No

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<th>Program Supervisor:</th>
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<th>Supervising Practitioner:</th>
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<tr>
<th>Mediator (if necessary see: 603 CMR 7.04(4))</th>
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Please send original to the Field Placement Coordinator in Hart Hall Room 124. If you do not have access to a copier, please use copier in Hart Hall Room 124 for Supervising Practitioner’s copy and Program Supervisor’s copy.

7/13
Appendix B

Subject Matter Knowledge Requirements for each Initial Teaching Field
(603 CMR 7.06)

(1) Biology (Levels: 5-8; 8-12)
(a) Biology of organisms, especially that of humans, including characteristics and classifications of organisms.
(b) Cells and cell theory.
(c) Ecology and evolutionary biology.
(d) Matter and energy in ecosystems.
(e) Genetics, including chromosome structure and function and inheritance.
(f) Molecular biology.
(g) Related aspects of chemistry, physics, earth science, and mathematics, such as statistics.
(h) Engineering and technical applications of biology.
(i) History and philosophy of science.
(j) Methods of research in the sciences, including laboratory techniques and the use of computers.

(3) Chemistry (Levels: 5-8; 8-12)
(a) Inorganic chemistry.
(b) Organic chemistry.
(c) Analytical chemistry.
(d) Physical chemistry.
(e) Biochemistry.
(f) Related aspects of biology, physics, earth science, and mathematics, such as statistics and calculus.
(g) Engineering and technical applications of chemistry.
(h) History and philosophy of science.
(i) Methods of research in the sciences, including laboratory techniques and the use of computers.

(4) Dance (Levels: All)
(a) Dance technique, including skills and kinesthetic concepts of ballet, modern, jazz, tap, social, and folk dance.
(b) Choreography, including elements and principles of design, rhythm, dynamics, form, improvisation, and composition.
(c) Dance production, including costumes, lighting, sound, promotion, and management.
(d) History of Western dance performance, including historical periods, major stylistic traditions, and major artists.
(e) History of American dance performance from circa 1650.
(f) Introductory knowledge of dance traditions across the world.
(g) Children's dance, movement exploration, and improvisation.
(h) Artistic development of children and adolescents in dance.
(i) Dance criticism: analysis and critique of dance works and performance.

(5) Early Childhood: Teacher of Students With and Without Disabilities (Levels: PreK-2)
(a) The following topics will be addressed on the Foundations of Reading test:
  1. Reading theory, research, and practice.
     a. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension.
     b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.

2. Development of a listening, speaking and reading vocabulary.
3. Theories on the relationships between beginning writing and reading.
4. Theories of first and second language acquisition and development.

(b) The following topics will be addressed on a test of other subject matter knowledge:
1. English language arts
   a. Children's literature: genres, literary elements, literary techniques, vocabulary demands.
   b. Approaches and practices for developing skill in using writing tools.
   c. Writing process and formal elements of writing.
2. Basic principles and concepts related to PreK-2 grade mathematics in number sense and numeration, patterns and functions, geometry and measurement, and data analysis.
3. Basic principles and concepts of the physical and life sciences appropriate to the PreK-2 grades.
4. Basic principles and concepts of history, geography, government, and economics appropriate to the PreK-2 grades.
5. Basic theories of cognitive, social, physical, language, and emotional development in children and adolescents, including learning through play, as they apply to children with and without disabilities.
6. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).

(c) Topics in basic principles and concepts of the arts, health, and physical education appropriate to the PreK-2 grades shall be included in an approved program but will not be addressed on a written test of subject matter knowledge.

(6) Earth Science (Levels: 5-8; 8-12)
(a) Geology.
(b) Oceanography.
(c) Astronomy.
(d) Environmental biology, physics, and chemistry.
(e) Meteorology.
(f) Related aspects of chemistry, physics, biology, and mathematics.
(g) Engineering and technical applications of earth science.
(h) History and philosophy of science.
(i) Methods of research in the sciences, including laboratory techniques and the use of computers.

(7) Elementary (Levels: 1-6)
(a) The following topics will be addressed on the Foundations of Reading test:
   1. Reading theory, research, and practice.
      a. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.
      b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
      c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
   2. Development of a listening, speaking, and reading vocabulary.
   3. Theories on the relationships between beginning writing and reading.
   4. Theories of first and second language acquisition and development.
(b) The following topics will be addressed on the General Curriculum test:
   1. English.
      a. Children's and young adult literature.
b. Adult literature, classical and contemporary works.
c. Genres, literary elements, and literary techniques.
e. Approaches and practices for developing skill in using writing tools.
f. Writing process and formal elements of writing and composition.

   a. Basic principles and concepts important for teaching elementary school mathematics in the following areas:
      i. Number and operations (the foundation of topics in 603 CMR 7.06 (7) (b) 2. a. ii. - iv.).
      ii. Functions and algebra.
      iii. Geometry and measurement.
      iv. Statistics and probability.
   b. Candidates shall demonstrate that they possess both fundamental computation skills and comprehensive, in-depth understanding of K-8 mathematics. They must demonstrate not only that they know how to do elementary mathematics, but that they understand and can explain to students, in multiple ways, why it makes sense.
   c. The Commissioner, in consultation with the Chancellor of Higher Education, shall issue guidelines for the scope and depth of knowledge expected in mathematics, described in 603 CMR 7.06 (7) (b) 2 a. and b.

3. History and Social Science.
   a. Major developments and figures in Massachusetts and U.S. history from colonial times to the present.
   b. Major developments and figures in world history, with stress on Western civilization.
   c. Basic economic principles and concepts.
   d. Basic geographical principles and concepts.
   e. U.S. political principles, ideals, founding documents, institutions, and processes, their history and development.

   a. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.
   b. Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.
   c. Principles and procedures of scientific inquiry.
   d. History of major scientific and technological discoveries or inventions.
   e. Safety issues related to science investigations.

(c) The following topics shall be included in an approved program but will not be addressed on a written test of subject matter knowledge:
   1. Science laboratory work.
   2. Child development.
      a. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
      b. Characteristics and instructional implications of moderately and severely disabling conditions.
   3. Basic principles and concepts in each of the visual and performing arts (art, music, drama/theater, dance).
   4. Basic principles and practices in physical education.
   5. Basic principles and practices related to personal and family health.
(8) English (Levels: 5-8; 8-12)
(a) Literature.
   1. American literature including the Colonial Period; the Revolutionary Period; American
      Romanticism and the American Renaissance (to include Hawthorne, Emerson, Melville,
      Whitman, and Thoreau); the Civil War and the post-war period; and fiction, poetry, drama from
      the early 20th century to the present.
   2. World literature including British literature (including the Anglo-Saxon period, the Middle Ages,
      the Renaissance, the Restoration and the 18th century, the Romantic Period, the Victorian
      Period, and the 20th century) and other European literature; literature of Africa, Latin America
      and Asia; Ancient Greek and Roman literature; the Bible as literature; world myths and folktales.
   3. Characteristics of the different genres of literature.
   4. Various schools of literary criticism.

(b) Language.
   1. History and structure of the English language.
   2. Knowledge of the rules and conventions of standard written and spoken English.

(c) Rhetoric and composition.
   2. Modern and contemporary theories of rhetoric.
   3. Similarities and differences between oral and written communication.

(d) Reading theory, research, and practice at the middle and high school level.

(9) English as a Second Language (Levels: PreK-6; 5-12)
(a) The following items will be assessed on a subject matter knowledge test:
   1. Language and Linguistics
      a. Language as a system: functions and registers of language.
      b. The structure and nature of language: Phonology, morphology, syntax, semantics,
         pragmatics, discourse varieties, aspects of social and academic language, rhetorical
         registers, and writing conventions.
      c. Language variation and change
   2. Language acquisition and literacy development
      a. Theory and research in first and second language acquisition.
      b. Knowledge of the significant theories and practices for developing reading skills and
         reading comprehension in English as a first language at different educational levels.
      c. Relevance of linguistic differences between the first and the second language for reading
         instruction in English.
      d. Differences in initial reading instruction in English (including phonemic awareness and
         phonics) for students who may or may not be literate in their first language: effects of
         first language literacy on second language learning and literacy.
      e. Formal and informal measures for assessing development in reading skills and their use
         with second language learners.
      f. Development of listening, speaking, reading, and writing vocabulary.
      g. Approaches and practices for developing writing skills and the use of writing tools.
      h. Writing process and formal elements of writing.
      i. Oral/Aural fluency in English at different proficiency levels.
      j. Social and academic English and academic language for the content areas.
      k. Development of metalinguistic skills and vocabulary appropriate to cognitive, academic,
         and language proficiency levels.
3. Instructional approaches and best practices for teaching ESL
   a. Foundations of ESL instruction.
   b. Theories and sheltered strategies for developing English language skills in listening, speaking, reading, and writing for English language learners in bilingual or multilingual classrooms from the primary grades on.
   c. Research-based practices for English language development.
   d. Program models and teaching strategies for developing and integrating language skills.
   e. Planning and implementing standards-based ESL and content instruction.

4. Socio-cultural and socio-emotional considerations in teaching ESL
   a. Regional, socioeconomic, and developmental factors influencing language variation and bilingualism or multilingualism.
   b. The nature and role of culture and its intersection with teaching and learning.
   c. Cultural, racial, ethnic, and linguistic identity.
   d. Intercultural communication in the classroom.
   e. Special populations and situations: long term English language learners, English learners with disabilities, and students with limited or interrupted formal education.
   f. The role of the community, families, and schools in English language learner education.

5. Formal and informal English language assessment procedures and instruments for English language learners: selection, administration, and interpretation; identification of bias and normal variation in performance as well as possible differentiation from learning disabilities.

(b) The following shall be included in an approved program but will not be addressed on the subject matter test:
   1. Federal and State laws pertaining to the education of English language learners.
   2. Theoretical, political, and historical foundations of education for English language learners.
   3. Instruction, assessments, resources, research, and advances in the field of ESL.
   4. Strategies for school collaboration, family outreach, and community involvement for English language learners.

(10) Foreign Language (Levels: PreK-6; 5-12)
(a) The following topics will be addressed on a subject matter knowledge test for the PreK-6 level:
   1. Spoken and written command of a standard version of the target language (the version used by a formally educated speaker of the language).
   2. Knowledge of culturally and historically significant literary and non-literary texts and authors associated with the country of origin of the target language and of one other country with which the target language may now be associated.
   3. Introductory knowledge of contemporary political, social, and artistic features of the country of origin of the target language and of one other country with which the target language may now be associated.
   4. Children's literature, songs, and games in the target language.
   5. Characteristics of elementary reading and writing pedagogy in the target language.
   6. Similarities and differences between the target language and English.
   7. Theories of, and differences between, first and second language acquisition.
(b) The topics set forth in 603 CMR 7.06 (10) (a) 1., 6., and 7. and the following topics will be addressed on a subject matter knowledge test for the 5-12 level:
   1. Knowledge of culturally and historically significant literary and non-literary texts and authors associated with the country of origin of the target language; literary traditions, periods, and genres.
2. Introductory knowledge of the other arts (historical traditions, genres, and major artists) associated with the country of origin of the target language.
3. Introductory knowledge of the political, social and intellectual history of the country or culture with which the target language is or was originally associated.
4. Introductory knowledge of significant literary and non-literary texts, the arts, and history of at least one other country or people with which the target language may now be associated.

(12) Health/Family and Consumer Sciences (Levels: All)
(a) Human growth and development: physical (anatomy and physiology), emotional/mental, social, intellectual, and moral.
(b) Food science and nutrition.
(c) Physical fitness.
(d) Human sexuality.
(e) Disease prevention and control.
(f) First aid, safety, and injury prevention.
(g) Tobacco, alcohol, and other substance abuse prevention.
(h) Current topics in health education, including family violence, child abuse, suicide, sexually transmitted diseases (including AIDS), teen pregnancy, violence prevention, and eating disorders.
(i) Parenting skills, early childhood education, and care.
(j) Family and interpersonal relationships.
(k) Public health functions and responsibilities.
(l) Management skills for family/consumer health and finance.

(13) History (Levels: 1-6; 5-8; 8-12)
(a) The following topics will be addressed on a subject matter knowledge test for the 1-6 level:
   1. United States history from the age of exploration to the Civil War.
   2. World history from human beginnings and ancient and classical civilizations of the Mediterranean area; and English and Western European history through the Enlightenment.
   3. Geography: major physical features of the world and key concepts of geography.
   4. Basic economic principles and concepts.
   5. United States political principles, institutions, and processes, their history and development.
   6. Major developments and figures in Massachusetts history.
(b) The following topics will be addressed on a subject matter knowledge test for the 5-8 and 8-12 levels:
   1. United States History: indigenous people of North America; European settlements and colonies; the American Revolution; expansion, reform, and economic growth of the United States up to the Civil War; the Civil War and Reconstruction; European immigration, industrialization, and scientific and technological progress; the two World Wars; and the United States from 1945 to the present.
   2. World History: human beginnings and early civilizations (Africa, Mesopotamia, Phoenicia, Egypt, India, China); roots of Western civilization (Israel, Greece, Rome); English and Western European history; Renaissance and the age of exploration; development of Asia, Africa, and South America; age of revolutionary change in Europe; the world in the era of two World Wars; and the world from 1945 to the present.
   3. Geography.
      a. Major physical features of the world.
      b. Key concepts of geography and its effects on various peoples.
   4. Economics.
a. Fundamental economic concepts and economic reasoning.
b. American economic history.

5. Government.
   b. Comparative government.

6. History and Philosophy of Science.

7. Methods and Sources for Research in History.

(14) Instructional Technology (Levels: All)
(a) The following topics will be addressed on a test of subject matter knowledge:
   1. Technology tools for word processing, databases, spreadsheets, print/graphic utilities, multi- and hypermedias, presentations, videos for the purpose of formal and informal assessment, instruction, and administration for professional and instructional use.
   2. Communications and research tools such as email, world wide web, web browsers, and other online applications that link to the state standards and requirements, for professional and instructional use.
   3. Criteria for selection, evaluation, and use of appropriate computer/technology based materials to support a variety of instructional methods.
   4. Ethical and social issues surrounding privacy, copyright, and crime relating to educational technology and resources.
(b) The following topics shall be included in an approved program but will not be addressed on a test of subject matter knowledge:
   1. Use of resources for adaptive/assistive devices that provide access for all students.
   2. Methods to support classroom teachers and other school personnel in improving student learning through appropriate use of technology in the classroom, including consultation techniques and professional development.

(17) Mathematics (Levels: 1-6; 5-8; 8-12)
(a) The following topics will be addressed on a subject matter knowledge test for the 1-6 level:
   1. Basic principles and concepts related to elementary school mathematics in the areas of number sense and numeration, patterns and functions, geometry and measurement, and data analysis.
   2. Algebra.
   3. Euclidean geometry.
(b) The following topics will be addressed on a subject matter knowledge test for the 5-8 level:
   1. Algebra.
   2. Euclidean geometry.
   3. Trigonometry.
   5. Introductory calculus through integration.
(c) The topics set forth in 603 CMR 7.06 (17) (b) and the following topics will be addressed on a subject matter knowledge test for the 8-12 level:
   1. Abstract algebra.
   2. Number theory.
   3. Calculus through differential equations.
   4. Probability and statistics.
   5. Non-Euclidean and transformational geometries.
   6. Applied mathematics or mathematics modeling.
(20) Music: Vocal/Instrumental/General (Levels: All)
(a) The following topics will be addressed on the test of subject matter knowledge:
   1. Traditional Western music theory and harmony.
   2. Score reading and musical analysis.
   3. Music history and literature, including the following:
      a. Western (European) - early Gregorian chant to present.
      b. American music - 1650 to present (including ethnic folk, jazz, Broadway, and classic streams).
      c. Introductory knowledge of at least two other musical traditions with contrasting compositional and performance characteristics and genres.
   5. Knowledge of at least one special approach to music education for students, such as Orff Schulwerk, Kodály, Dalcroze, Suzuki, Gordon.
   7. Introductory knowledge of choral literature and conducting techniques.
   8. Introductory knowledge of instrumental literature and conducting techniques.
(b) The following topics shall be included in an approved program but will not be addressed on the test of subject matter knowledge:
   1. Singing skills and basic vocal production.
   2. Sight singing and music reading, using standard notation.
   3. Intermediate level of keyboard proficiency.
   4. Use of technologies in music.
   5. Advanced vocal proficiency.
   6. Choral methods for treble, changing, and high school voices.
   7. Advanced instrumental proficiency on one instrument.
   8. Instrumental methods on strings, woodwinds, brass, percussion.

(21) Physical Education (Levels: PreK-8; 5-12)
(a) Principles of developmentally sound physical health and fitness.
(b) Lifespan growth, development, and nutrition.
(c) History and foundations of kinesiology.
(d) Range of appropriate play and sports for PreK-12 and the relevant motor skills.
(e) Knowledge of appropriate physical and safety limitations, legal standards, tort liability, and first aid and Cardiac Pulmonary Resuscitation (CPR).
(f) Knowledge of adaptations for students with disabilities.

(22) Physics (Levels: 5-8; 8-12)
(a) Mechanics (including fluid mechanics).
(b) Heat, heat transfer, and thermodynamics.
(c) Kinetic theory of gases.
(d) Light and geometric optics.
(e) Electricity and magnetism.
(f) Waves (sound and light).
(g) The atom: its structure and the nucleus (including nuclear reactions).
(h) Quantum theory of the atom.
(i) Quantum theory of light.
(j) Engineering and technical application of physics.
(k) Related aspects of biology, chemistry, earth science and mathematics, such as trigonometry, vector analysis, and calculus.
(l) History and philosophy of science.
(m) Methods of research in the sciences, including laboratory techniques and the use of computers.

(25) Teacher of Students with Moderate Disabilities (Levels: PreK-8; 5-12)
(a) Teachers seeking a license as a teacher of students with moderate disabilities for PreK-8 must meet the requirements set forth in 603 CMR 7.06 (25) (b) (c) and (d); those seeking this license for 5-12 must meet the requirements set forth in 603 CMR 7.06 (25) (b) and (d) and pass either the General Curriculum test or a subject matter test in one of the following academic subjects: English, mathematics, science (biology, chemistry, earth science, general science, and physics), history, middle school humanities, middle school mathematics/science, or political science/political philosophy at the 5-8 or 8-12 grade level.
(b) The following topics will be addressed on the Foundations of Reading test:
   1. Reading theory, research, and practice.
      a. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension.
      b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
      c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
   2. Development of a listening, speaking, and reading vocabulary.
   3. Theories of the relationships between beginning writing and reading.
   4. Theories of first and second language acquisition and development.
(c) The following topics will be addressed on the General Curriculum test:
   1. English.
      a. Children's and young adult literature.
      b. Adult literature, classical and contemporary works.
      c. Genres, literary elements, and literary techniques.
      e. Approaches and practices for developing skill in using writing tools.
      f. Writing process and formal elements of writing and composition.
      a. Basic principles and concepts important for teaching elementary school mathematics in the following areas:
         i. Number and operations (the foundation of topics in 603 CMR 7.06 (7) (b) 2. a. ii. iv.).
         ii. Functions and algebra.
         iii. Geometry and measurement.
         iv. Statistics and probability.
      b. Candidates shall demonstrate that they possess both fundamental computation skills and comprehensive, in-depth understanding of K-8 mathematics. They must demonstrate not only that they know how to do elementary mathematics, but that they understand and can explain to students, in multiple ways, why it makes sense.
      c. The Commissioner, in consultation with the Chancellor of Higher Education, shall issue guidelines for the scope and depth of knowledge expected in mathematics, described in 603 CMR 7.06 (7) (b) 2 a. and b.
   3. History and Social Science.
a. Major developments and figures in Massachusetts and U.S. history from colonial times to the present.
b. Major developments and figures in world history, with stress on Western civilization.
c. Basic economic principles and concepts.
d. Basic geographical principles and concepts.
e. U.S. political principles, ideals, founding documents, institutions, and processes, their history and development.

   a. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.
   b. Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.
   c. Principles and procedures of scientific inquiry.
   d. History of major scientific and technological discoveries or inventions.
   e. Safety issues related to science investigations.

(d) The following topics shall be included in an approved program but will not be addressed on a written test of subject matter knowledge:
   1. Educational terminology for students with mild to moderate disabilities.
   2. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
   3. Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities.
   4. Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.
   5. Ways to prepare and maintain students with disabilities for general education classrooms; for example, use of behavioral management principles.
   6. Knowledge of services provided by other agencies.
   7. Federal and state laws and regulations pertaining to special education.
   8. Science laboratory work.
      a. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
      b. Characteristics and instructional implications of moderately and severely disabling conditions.
(26) Teacher of Students with Severe Disabilities (Levels: All)
(a) The following topics will be addressed on the General Curriculum test:

1. English.
   a. Children's and young adult literature.
   b. Adult literature, classical and contemporary works.
   c. Genres, literary elements, and literary techniques.
   e. Approaches and practices for developing skill in using writing tools.
   f. Writing process and formal elements of writing and composition.

   a. Basic principles and concepts important for teaching elementary school mathematics in the following areas:
      i. Number and operations (the foundation of topics in 603 CMR 7.06 (7) (b) 2. a. ii.
      iv.).
      ii. Functions and algebra.
      iii. Geometry and measurement.
      iv. Statistics and probability.
   b. Candidates shall demonstrate that they possess both fundamental computation skills and comprehensive, in-depth understanding of K-8 mathematics. They must demonstrate not only that they know how to do elementary mathematics, but that they understand and can explain to students, in multiple ways, why it makes sense.
   c. The Commissioner, in consultation with the Chancellor of Higher Education, shall issue guidelines for the scope and depth of knowledge expected in mathematics, described in 603 CMR 7.06 (7) (b) 2 a. and b.

3. History and Social Science.
   a. Major developments and figures in Massachusetts and U.S. history from colonial times to the present.
   b. Major developments and figures in world history, with stress on Western civilization.
   c. Basic economic principles and concepts.
   d. Basic geographical principles and concepts.
   e. U.S. political principles, ideals, founding documents, institutions, and processes, their history and development.

   a. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.
   b. Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.
   c. Principles and procedures of scientific inquiry.
   d. History of major scientific and technological discoveries or inventions.
   e. Safety issues related to science investigations.

(b) The following topics shall be included in an approved program but will not be addressed on a test of subject matter knowledge:

1. Definitions, etiologies, and characteristics of severely disabling conditions.
2. Theories, concepts, and methods of assessing physical, emotional, intellectual, and social development in children and adolescents.
3. Theories of language development and the effects of disabilities on learning.
4. Reading.
   a. Reading theory, research, and practice.
i. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.

ii. Phonemic awareness and phonics: principles, knowledge, and instructional practices.

iii. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.

b. Development of a listening, speaking, and reading vocabulary.

c. Theories on the relationships between beginning writing and reading.

d. Theories of first and second language acquisition and development.

5. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).

6. How to design or modify curriculum, instructional materials, and classroom environments for students with severe disabilities.

7. Ways to prepare and maintain students with severe disabilities for general education classrooms; for example, use of behavioral management principles.

8. Knowledge of services provided by other agencies.

9. Knowledge of appropriate vocational or alternative school programs, or work-study and community-based opportunities and alternative high school programs and how to refer students to them.

10. Federal and state laws pertaining to special education.

11. Techniques for developing skills designed to facilitate placement in least restrictive environments.

12. Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.

13. Source and operation of orthotic devices, medical technologies, and computer-moderated prosthetic devices.

(30) Theater (Levels: All)

(a) Principles of acting, including improvisation methods, styles, and techniques for developing voice, movement and characterization.

(b) Principles of dramatic structure and processes of playwriting, playmaking, and adaptation of literary works for the theater.

(c) Fundamentals of directing, including selection of material, script analysis, and techniques and procedures for rehearsing and staging theatrical works.

(d) Basics of stage and theater management.

(e) Knowledge of theater production, including principles of design and basic tools and techniques of technical theater.

(f) American dramatic literature in the 20th century.

(g) British, European, and classical Greek dramatic literature: historical periods, major stylistic traditions, major works and writers.

(h) History of drama.

(i) Introductory knowledge of other world drama in its cultural and historical contexts.

(j) Theater criticism: analysis and critique of works of theater and dramatic literature.

(k) Knowledge of theater for young audiences and dramatic literature for children.

(l) Appropriate practices in drama and theater education for children.

(m) Artistic development of children and adolescents in the theater arts.

(31) Visual Art (Levels: PreK-8; 5-12)

(a) Elements of art and the principles of design.

(b) Methods, materials, and techniques unique to the visual arts in: drawing, painting, sculpture,
printmaking, collage, crafts, photography, film, and electronic technologies.

(c) Observation, abstraction, invention, and representation in visual art.

(d) Theories of artistic creativity and aesthetics; philosophies of prominent artists and art educators.

(e) Art criticism: concepts of style and stylistic change.

(f) Artistic development in children and adolescents.

(g) Major developments, periods, and artists in Western traditions in art and architecture.

(h) Major developments, periods, and artists in American art and architecture from \textit{circa} 1650 to the present.

(i) Characteristics of art and architecture in two non-Western artistic traditions stylistically different from each other.

(j) Influences of non-Western artistic traditions on Western art; influences of Western art on non-Western artistic traditions.

7.07 Specialists
(2) \textbf{Reading (Levels: All)}

(a) Initial License.

1. Prerequisite: At least an Initial teaching license and at least one year of experience under that license.

2. Completion of an approved educator preparation program for the Initial license as set forth in 603 CMR 7.03 (2) (a).

3. The following topics will be addressed on the test of subject matter knowledge:
   a. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.
   b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
   c. History and nature of English vocabulary and of English-language dialects; development of vocabulary knowledge.
   d. Theories, research, and practices for reading instruction in the academic disciplines.
   e. Selection and use of appropriate programs, materials, and technology for reading instruction.
   f. Knowledge of, and selection criteria for, literature and informational books for children and adolescents.
   g. Screening and diagnostic instruments, their administration and use for determining student strengths and weaknesses.
   h. Knowledge and use of a variety of informal and formal reading assessments.
   i. Second language acquisition and its relationship to literacy learning.
   j. Child and adolescent development and the timing of formal reading instruction.
   l. Approaches and practices for writing instruction, including assessment of writing skills and their relationship to reading.
   m. Methods to support classroom teachers and tutors in the improvement of reading instruction, including consultation techniques and professional development.

Excerpt from Regulations for Educator Licensure and Preparation Program Approval, 603CMR 7.00 , June 26, 2013
Appendix C
Preservice Performance Assessment (PPA)
Pre-service Performance Assessment
Professional Standards for Teachers: See 603 CMR 7.08

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

### Standard A - Plans Curriculum and Instruction

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

*Recent change from July 2013 DESE Pre-service Performance Assessment (PPA): Guidelines for Teachers

**Rating:**

| Explanation of Rating for Standard A - Plans Curriculum and Instruction: |

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

<table>
<thead>
<tr>
<th>Candidate’s Name:</th>
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<tbody>
<tr>
<td>Program Supervisor (initial):</td>
<td>Date:</td>
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<td>Supervising Practitioner (initial):</td>
<td>Date:</td>
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<tr>
<td>Indicators</td>
<td>Evidence</td>
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</tr>
<tr>
<td>1. Communicates high standards and expectations when beginning the lesson.</td>
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<tr>
<td>a. Makes learning objectives clear to students.</td>
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<td>b. *Communicates clearly in writing, speaking and through the use of appropriately designed visual and contextual aids.</td>
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<tr>
<td>c. Uses engaging ways to begin a new unit of study or lesson.</td>
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<tr>
<td>d. Builds on students’ prior knowledge and experience.</td>
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<tr>
<td>2. Communicates high standards and expectations when carrying out the lesson.</td>
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<tr>
<td>a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.</td>
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<tr>
<td>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).</td>
<td></td>
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<tr>
<td>c. Demonstrates an adequate knowledge of and approach to the academic content of lessons. <em>(Please attach documentation that license-specific questions were used to evaluate candidate knowledge)</em></td>
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<tr>
<td>d. Employs a variety of reading and writing strategies for addressing learning objectives.</td>
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<tr>
<td>e. Uses questioning to stimulate thinking and encourages all students to respond.</td>
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<tr>
<td>f. Uses instructional technology appropriately.</td>
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<tr>
<td>g. *Uses effective strategies and techniques for making content accessible for English language learners.</td>
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<tr>
<td>h. *Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.</td>
<td></td>
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</tbody>
</table>
### 3. Communicates high standards and expectations when extending and completing the lesson.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Rating:</th>
<th>Explanation of Rating for Standard B – Delivers Effective Instruction:</th>
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</table>

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

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*Recent change from July 2013 DESE Pre-service Performance Assessment (PPA): Guidelines for Teachers*
# Pre-service Performance Assessment for Practicum or Practicum Equivalent

Professional Standards for Teachers: See 603 CMR 7.08

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

**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.

<table>
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*Recent change from July 2013 DESE Pre-service Performance Assessment (PPA): Guidelines for Teachers*
# Standard D – Promotes Equity

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<thead>
<tr>
<th>Indicators</th>
<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td>1. Encourages all students to believe that effort is a key to achievement.</td>
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<tr>
<td>2. Works to promote achievement by all students without exception.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>5. *Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.</td>
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</tbody>
</table>

**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.

<table>
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*Recent change from July 2013 DESE Pre-service Performance Assessment (PPA): Guidelines for Teachers*
### Standard E – Meets Professional Responsibilities

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td>1. Understands his or her legal and moral responsibilities.</td>
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<tr>
<td>2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.</td>
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<tr>
<td>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.</td>
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<tr>
<td>4. Collaborates with colleagues to improve instruction, assessment, and student achievement.</td>
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<td>5. Works actively to involve parents in their child’s academic activities and performance, and communicates clearly with them.</td>
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<tr>
<td>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.</td>
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<tr>
<td>7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.</td>
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#### 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.

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

Summary Decision for Pre-service Performance Assessment
To be completed and agreed upon by both the supervising practitioner and the program supervisor

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

<table>
<thead>
<tr>
<th>Candidate (sign):</th>
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<thead>
<tr>
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<tbody>
<tr>
<td>Standard A- Plans Curriculum and Instruction</td>
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<tr>
<td>Standard B- Delivers Effective Instruction</td>
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<tr>
<td>Standard C- Manages Classroom Climate and Operation</td>
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<tr>
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<tr>
<td>Standard E- Meets Professional Responsibilities</td>
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</tr>
</tbody>
</table>

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

Summary Assessment of Performance:
Appendix D Preservice Performance Assessment Rubric
Bridgewater State University

Preservice Performance Assessment Rubric (9/2013)

<table>
<thead>
<tr>
<th>Standard/Indicator</th>
<th>Rating→</th>
<th>1 = Does not meet the standard</th>
<th>2 = Meets the standard</th>
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</thead>
<tbody>
<tr>
<td><strong>Standard A – Plans Curriculum and Instruction</strong></td>
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</tr>
<tr>
<td>1. Draws on content 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.</td>
<td>Limited if any knowledge of curriculum frameworks for planning lessons. Standards that will advance the level of content knowledge of students are not used. The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic.</td>
<td>Has a basic understanding of the content of the curriculum frameworks and is able to design learning experiences that extend the learning of students at a basic level. The lesson or unit has a recognizable structure although the structure is not uniformly maintained throughout. Most time allocations are reasonable.</td>
<td>Has a clear understanding of the curriculum frameworks and how to use them to extend content knowledge learning of students. Lesson activities are designed around standards that extend student learning. The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.</td>
<td></td>
</tr>
<tr>
<td>2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate for the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.</td>
<td>Goals are not suitable for many students in the classroom; learning activities are not based on student needs; assessment results minimally affect lesson planning; minimal or no knowledge of developmental characteristics is evident in lesson planning.</td>
<td>A general goal is established with little attention to diverse needs of students; some of learning activities are based on student needs; uses assessment results to plan for the class as a whole; most lesson plans show evidence of developmentally appropriate activities and assignments.</td>
<td>Modifies goals for the diverse needs of students; most learning activities are based on student needs; uses assessment results to plan for individuals and groups of students; lesson plans consistently show evidence of developmentally appropriate tasks and activities.</td>
<td></td>
</tr>
<tr>
<td>3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.</td>
<td>Overly dependent on reading textbook. Does not utilize appropriate reading materials and other resources to promote further learning.</td>
<td>Begins to incorporate high interest materials, trade books and interactive reading/writing lessons; shifts from monocultural views to multicultural literacy views.</td>
<td>Evidence of a language rich environment, carefully selected materials, independent reading/writing. Uses reading and writing resources to promote further learning for the diverse range of students in the classroom.</td>
<td></td>
</tr>
<tr>
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<tr>
<td>4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills.</td>
<td>Displays little understanding of prerequisite knowledge and experiences important for student learning of the content and does not indicate that such knowledge is valuable. Lacks fundamental knowledge of reading/writing strategies.</td>
<td>Indicates some awareness of prerequisite learning and experiences required to maximize student learning, although such knowledge may be incomplete or inaccurate. Recognizes the value of understanding students’ skills, concepts, vocabulary and knowledge for the class only as a whole. Has some awareness of appropriate reading/writing strategies; unsure of how to devise and implement these strategies.</td>
<td>Teaching reflects a variety of literacy components; able to identify vocabulary, reading and writing strengths/weaknesses of students and use the data for designing lesson plans and learning activities for all students including those with special needs. Plans and practices reflect understanding of prerequisite relationships and experiences of students among concepts and topics.</td>
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</tr>
<tr>
<td>5. Plans lessons with clear objectives and measurable outcomes.</td>
<td>Assessment results minimally affect lesson plans, objectives are unclear and outcomes are inappropriate, vague and/or not measurable.</td>
<td>Uses assessment results to plan for the class as a whole; some lesson content is not related to the objectives; some outcomes are measurable but inconsistent.</td>
<td>Uses assessment results to plan for individuals and groups of students; appropriate objectives are used in planning with the use of clear measurable outcomes.</td>
<td></td>
</tr>
<tr>
<td>6. Draws on Resources from colleagues, families, and the community to enhance learning.</td>
<td>Does not seek out resources through colleagues, school, district, family, or university, etc.</td>
<td>Displays limited awareness of resources available through colleagues, school, district, family, or university, etc.</td>
<td>Uses resources available through colleagues, school, district, family, or university, to enhance student learning.</td>
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</tr>
<tr>
<td>7. Incorporates appropriate technology and media in lesson planning.</td>
<td>The use of technology and media is not evident in lesson planning or delivery.</td>
<td>Incorporates technology and media in lesson planning but the use is limited to teacher demonstration of the resources.</td>
<td>Able to incorporate effectively the use of technology in lesson planning. Students are able to use technology to enhance their learning.</td>
<td></td>
</tr>
<tr>
<td>8. Uses information in IEP’s to plan strategies for integrating students with special needs into general education classrooms.</td>
<td>All students receive same instruction and assignments regardless of differences; no information from the IEP is used in planning instruction; no attempts to incorporate students with special needs into the regular classroom.</td>
<td>Aware of the need for adaptations in assignments, time allowed, response modes, etc. and occasionally accommodates these needs for different learners; some use of IEP is evident; minimal attempts made to integrate students with special needs into the regular classroom.</td>
<td>Lesson plans take into account the needs of various learners. Appropriate adaptations using IEP’s are a routine part of planning and delivery; regular attempts are made to integrate students with special needs into the regular classroom.</td>
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</tr>
<tr>
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<tr>
<td>9. Uses instructional planning, materials and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths and challenges.</td>
<td>Does not or minimally includes supports for student of diverse cultural and linguistic backgrounds, strengths and challenges.</td>
<td>Incorporates some engaging activities that show awareness of cultural diversity within the classroom and uses language and gestures to scaffold English Language Learners.</td>
<td>Teaching and planning reflect an awareness of cultural diversity and incorporates a variety of strategies to meet the various needs and levels of diverse linguistic backgrounds.</td>
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</table>

**Standard B – Delivers Effective Instruction**

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

<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>a. Makes learning objectives clear to students.</td>
<td>Learning objectives are not mentioned and cannot be identified by students.</td>
<td>The objectives of the lesson are somewhat clear. Students understand the goal of the lesson.</td>
<td>Objectives are clear, with minimal confusion. Students understand the goal of the lesson and what they are expected to learn.</td>
<td></td>
</tr>
<tr>
<td>b. Communicates clearly in writing, speaking and through the use of appropriately designed visual and contextual aids.</td>
<td>Little to no use of visual and contextual aids, communication in writing or speaking is not organized for clear lesson delivery.</td>
<td>Communication in writing and speaking are mostly clear and organized. Students have little confusion as to expectations. Visual and contextual aids are appropriate, but used minimally.</td>
<td>Extremely clear communication in both writing and speaking, taking into consideration classroom diversity. Visual and contextual aids are appropriate and extend the learning opportunity.</td>
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</tr>
<tr>
<td>c. Uses engaging ways to begin a new unit of study or lesson.</td>
<td>The beginning of unit of study or lesson was not appropriately engaging.</td>
<td>The beginning of unit of study or lesson was somewhat engaging. Approaches were mostly motivating and understandable.</td>
<td>The beginning of unit of study or lesson was highly engaging. Approaches were motivating and understandable.</td>
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</tr>
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<tr>
<td>d. Builds on students’ prior knowledge and experience.</td>
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<td>Lesson does not take into consideration student prior knowledge, schemata or experiences.</td>
<td>There is evidence of some connection to student’s prior knowledge and experiences. Lesson shows some understanding of students’ differences prior to instruction.</td>
<td>There is strong evidence of connections to student’s prior knowledge and experiences. Lesson shows relevant understanding of students’ differences prior to instruction and incorporates strategies to meet these differences.</td>
</tr>
<tr>
<td>2. Communicates high standards and expectations when carrying out the lesson.</td>
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<tr>
<td>a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.</td>
<td></td>
<td>There is no evidence that a balance approach is being used to each reading and writing.</td>
<td>Lessons implementation has limited variety in methodology. Approaches engage some students but do not take into consideration the needs of all students.</td>
<td>Lessons implementation shows an appropriate variety in methodology. Approaches engage all students; differences are considered and incorporated into instruction.</td>
</tr>
<tr>
<td>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).</td>
<td></td>
<td>Lesson does not take into consideration content-based and content-oriented teaching techniques.</td>
<td>Incorporates some teaching strategies that meet the needs of most students. Teacher-directed strategies are somewhat clear and meet the intended outcome.</td>
<td>Incorporates a variety of teaching strategies including differentiation to meet the needs of all students. Teacher-directed strategies are clear, meet the intended outcome and foster discussion.</td>
</tr>
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<td>c.</td>
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<td>Evidences minimal or incorrect knowledge of content and appropriate pedagogy.</td>
<td>Demonstrates adequate knowledge of the content and appropriate pedagogy to engage students in the lesson.</td>
<td>Evidence indicates strong knowledge of content and appropriate pedagogy to engage students in learning.</td>
</tr>
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<td>d.</td>
<td></td>
<td>Reading and writing strategies for addressing learning objectives are limited or nonexistent.</td>
<td>Reading and writing strategies are slightly varied and appropriate to lesson content and design. Shows some evidence of addressing learning objectives.</td>
<td>Reading and writing strategies employed are appropriate and varied. Instruction shows clear alignment to learning objectives.</td>
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<tr>
<td>e.</td>
<td></td>
<td>Discussion is not encouraged or supported.</td>
<td>Questioning techniques are somewhat engaging and fosters discussion. Students evidence critical thinking when responding to questions.</td>
<td>Strong questioning techniques are evidence, included lesson-dependent questions. Stimulates thinking and encourages an engaging classroom discussion.</td>
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<tr>
<td>f.</td>
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<td>Instructional technology is not present or is not used appropriately.</td>
<td>Incorporates technology in instruction, but the use is limited to teacher demonstration or minimal student participation.</td>
<td>Incorporate effectively the use of technology in instruction. Students are able to use technology to enhance their learning.</td>
</tr>
<tr>
<td>g.</td>
<td></td>
<td>English Language Learners are not considered in instruction.</td>
<td>Some use of effective strategies and techniques for English Language Learners are employed. Instruction evidences scaffolding techniques for content accessible to English Language Learners.</td>
<td>A variety of effective strategies and techniques for English Language Learners are observable. Instruction evidences differentiation for content accessibility to English Language Learners.</td>
</tr>
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<tr>
<td>h. Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.</td>
<td>Does not demonstrate knowledge of academic language and speech represents use of social language.</td>
<td>Understands and employs appropriate academic language. Instruction evidences differentiation of the use of academic language to foster strong understanding of academic language for English Language Learners.</td>
<td>Demonstrate strong understanding and employs appropriate academic language. Instruction evidences differentiation of the use of academic language to foster strong understanding of academic language for the English Language Learners.</td>
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</tbody>
</table>

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

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a.</td>
<td>Assigns homework or practice that furthers student learning and checks it.</td>
<td>Homework or practice is not assigned or is irrelevant to content being studied.</td>
</tr>
<tr>
<td>b.</td>
<td>Provides regular and frequent feedback to students on their progress.</td>
<td>Feedback to students on their academic progress is lacking or not apparent.</td>
</tr>
<tr>
<td>c.</td>
<td>Provides many and varied opportunities for students to achieve competence.</td>
<td>Feedback does not allow students to achieve competence.</td>
</tr>
<tr>
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<tr>
<td>4. Communicates high standards and expectations when evaluating student learning.</td>
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</tr>
<tr>
<td>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.</td>
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<tr>
<td>Assessment measures do not support appropriate student achievement.</td>
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<tr>
<td>Some formal and informal assessments are used to measure student achievement. The results are used minimally to modify instruction to further individual student growth.</td>
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<tr>
<td>b. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.</td>
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<tr>
<td>Student records are not representative of student achievement making sharing of evaluation data inaccurate.</td>
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<tr>
<td>Evaluation of student work is recorded accurately but not analyzed individually. The results are shared with students, parents or guardians and school personnel.</td>
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<tr>
<td><strong>Standard C – Manages Classroom Climate and Operation</strong></td>
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</tr>
<tr>
<td>1. Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.</td>
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<tr>
<td>Rapport with students average to poor; loses patience easily; has difficulty staying positive with students; environment more negative than affirming.</td>
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<tr>
<td>Rapport with students is average to good; patient most of the time; is positive with the students most of the time; environment generally positive and affirming.</td>
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<tr>
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</tr>
<tr>
<td>2. Creates a physical environment appropriate to a range of learning activities.</td>
<td>Classroom is unsafe and unsuitable for lesson activities; physical resources are not utilized or used poorly; learning is not accessible to students.</td>
<td>Classroom is safe and suitable for lesson but with limited effectiveness; some physical resources are used, but not always effectively; essential learning is accessible to all students.</td>
</tr>
<tr>
<td>3. Maintains appropriate standards of behavior, mutual respect, and safety.</td>
<td>Student behavior is not monitored; unaware of what students are doing; interactions with students are negative, demeaning, or sarcastic; students exhibit disrespect for teacher.</td>
<td>Generally aware of student behavior but may miss the activities of some students; interactions with students are generally appropriate; but reflect occasional inconsistencies, favoritism, or disregard for students’ cultures; students exhibit minimal respect for teacher.</td>
</tr>
<tr>
<td>4 Manages classroom routines and procedures without loss of significant instructional time.</td>
<td>Much time is lost during transitions; materials, supplies and equipment are handled inefficiently resulting in loss of instructional time.</td>
<td>Transitions are sporadically efficient resulting in loss of some instructional time; routines, procedures for handling materials, supplies and equipment function moderately well.</td>
</tr>
<tr>
<td>Standard D – Promotes Equity</td>
<td></td>
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</tr>
<tr>
<td>1. Encourages all students to believe that effort is a key to achievement.</td>
<td>Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement; all students receive the same delivery of instruction and assignments regardless of differences.</td>
<td>Instructional goals and activities, interactions, and the classroom environment convey consistent expectations for student achievement; awareness of the need for adaptations exists in time allowed, response modes and occasionally accommodates these needs for different learners.</td>
</tr>
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</tr>
<tr>
<td>2. Works to promote high achievement in all students.</td>
<td>Does not show effort to promote high achievement in all students.</td>
<td>There is evidence in lessons and teaching that some attempt is being made to promote high achievement in all students.</td>
</tr>
<tr>
<td>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.</td>
<td>Little attention is given to multiple perspectives. Content is presented without discussion of its relationship to real experience, other disciplines or cultural norms. Individual differences are ignored; goals are not suitable for many students in the class.</td>
<td>Demonstrates an awareness of multiple perspectives and opens discussions about subject matter to the class; a general goal is established with little attention to diverse needs of students.</td>
</tr>
<tr>
<td>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.</td>
<td>Little attention to given to understanding American culture, its ideals and founding principles; no sense of belonging to a community is established for students in the classroom.</td>
<td>Some attention is given to helping students understand American culture, its founding principles and ideals; attempts are made to develop community in the classroom with minimal success, students demonstrate basic understanding of being members of a local, state, and national civic community.</td>
</tr>
<tr>
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<tr>
<td>5. Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.</td>
<td>Rating</td>
<td>No evidence of collaborating with families or considering students’ language and culture to support student learning.</td>
</tr>
<tr>
<td><strong>Standard E – Meets Professional Responsibilities</strong></td>
<td>1. Understands his/her legal and moral responsibilities.</td>
<td>Has no knowledge or understanding of the moral and legal responsibilities of teaching.</td>
</tr>
<tr>
<td>2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.</td>
<td>Shows little if any enthusiasm for his/her academic discipline; misconceptions about the content are evident.</td>
<td>Has limited enthusiasm for the academic discipline; an incomplete understanding of the important concepts and generalizations of the discipline; some misconceptions are evident.</td>
</tr>
<tr>
<td>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.</td>
<td>Engages in no professional development activities to enhance knowledge or skill.</td>
<td>Participates in professional activities to a limited extent when they are convenient.</td>
</tr>
<tr>
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</tr>
<tr>
<td>4. Collaborates with colleagues to improve instruction, assessment, and student achievement.</td>
<td>Relationships with colleagues are negative or self-serving; Does not know if a lesson was effective and/or has no suggestions for how instruction, assessment and student achievement can be improved.</td>
<td>Maintains cordial relationships with colleagues to fulfill the duties that the school or district requires; has a generally accurate impression of a lesson’s effectiveness and can make general suggestions on how to improve instruction, assessment, and student achievement.</td>
</tr>
<tr>
<td>5. Works actively to involve parent in their child’s academic activities and performance, and communicates clearly with them.</td>
<td>Provides minimal academic information to parents and does not respond or responds insensitively to parent concerns about students.</td>
<td>Adheres to the school’s required procedures for communicating to parents. Responses to parent concerns are minimal.</td>
</tr>
<tr>
<td>6. Reflects critically upon his/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.</td>
<td>Engages in no professional development activities to enhance knowledge or skill; does not know if a lesson was effective or achieved its goals or profoundly misjudges the success of a lesson. Perceptions are often inaccurate; has no suggestions for how a lesson may be improved.</td>
<td>Participates in professional activities to a limited extent when they are convenient; has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional goals were met; makes general suggestions about how a lesson may be improved.</td>
</tr>
<tr>
<td>7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.</td>
<td>Has little or no knowledge of legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.</td>
<td>Has a working knowledge of the legal and ethical issues as they apply to responsible use of the Internet and other resources and applies that knowledge at a basic level in a classroom.</td>
</tr>
</tbody>
</table>
PPA GENERIC EVALUATION QUESTIONS

The following evaluation questions are to be used with the Preservice Performance Assessment Form (PPA) 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 are they 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 in appendix F.

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 classtime?
• 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 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?

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 supervising practitioner and other colleagues (including other student teachers) about improving his/her practice?

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

Evaluation Questions:
- Does the candidate participate in conferences with parents (under the guidance of the supervising practitioner) when appropriate?

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

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

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

Evaluation Questions:
- Does the candidate communicate appropriate use of the Internet to students whenever class activities include Internet use?
Appendix F; License Specific Evaluation Questions

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Dance

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 dance technique and choreography for the particular dance form that is the focus of the lesson?

2. Does the candidate refer to appropriate learning standards or skills in the Arts Curriculum Framework in developing the lesson?

3. Does the candidate use knowledge of music and other accompaniments effectively when conducting the lesson?

4. Does the candidate demonstrate knowledge of anatomy, physical development, and safety of children and adolescents when conducting the lesson?

5. Does the candidate demonstrate adequate background knowledge of the particular dance form that is the focus of the lesson, its historical period in dance, and well-known dancers and choreographers associated with this form, when conducting the lesson?

6. Does the candidate demonstrate knowledge of critical responses to that particular form of dance when conducting the lesson?
Early Childhood
Teacher of Students With and Without Disabilities (PreK-2)

Standard (b)2c
Demonstrates adequate knowledge of and approach to the academic content of lessons.

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

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. *Does the candidate use research-based strategies to shelter the content for students and promote academic language development, differentiating for students at different stages of English 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? Is the candidate able to help students see connections across the curricula by integrating subject matter in lesson planning and instruction?

6. Does the candidate demonstrate knowledge of the basic principles and concepts related to elementary mathematics?

7. 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?

8. 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?

*Recent change from July 2013 DESE Pre-service Performance Assessment (PPA): Guidelines for Teachers
English

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 literary work, its genre, literary period, and author when conducting a lesson on a particular work?

2. Does the candidate use or refer to historically contemporary primary sources to shed light on the historical or social context for a particular work in the course of the lesson?

3. Does the candidate ensure that students understand the differences between a literary work and an expository or persuasive work?

4. Does the candidate ensure that students have determined the meaning of what an author has written before encouraging them to interpret or evaluate it?

5. Does the candidate require students to provide adequate evidence from a text to support their interpretations or judgments?

6. Does the candidate help students understand the uses of the imagination and the limitations of using personal experience to understand a literary work?

7. Has the candidate referred to appropriate learning standards and skills in the English Language Arts Curriculum Framework in developing a lesson on a literary work?

8. Does the candidate use the English language effectively in speaking and/or writing during the lesson?

9. Does he or she demonstrate knowledge of the elements in the writing process when conducting a composition lesson?

10. Does the candidate clarify the differences between the elements of expository writing and the elements of literary writing when conducting a composition lesson?

11. Does the candidate make useful responses to student drafts that help students improve their next draft?

*Recent change from July 2013 DESE Pre-service Performance Assessment (PPA): Guidelines for Teachers

Old #8 removed from questions: Has the candidate addressed recommended authors or works in Appendix A (authors and works reflecting our literary and civic heritage) as well as in Appendix B (chiefly contemporary authors) in preparing lessons on literary works?
English Language Learners

Standard (b)2c
Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. *Does the candidate demonstrate knowledge of the structure, components, and nature of the English language system?*

2. *Does the candidate demonstrate knowledge of the factors affecting second language acquisition, especially the role of first language literacy and other critical factors, when organizing and managing instruction?*

3. *Does the candidate create opportunities for ELLs to use academic language associated with each subject or content area in ways that are appropriate for their level of English language proficiency?*

4. *Does the candidate plan instruction based on appropriate learning standards and skills in the WIDA English Language Development Standards and the Massachusetts Curriculum Frameworks?*

5. *Does the candidate promote language development in all four language domains (listening, speaking, reading and writing) as evidenced in lesson plan and unit development?*

6. *Does the candidate demonstrate knowledge of research-based strategies and tools for sheltering content instruction to maximize English language acquisition (i.e., WIDA’s Strand of Model Performance Indicators (MPI), CAN DO Descriptors, Performance Definitions, comprehensible input, flexible grouping, etc.)?*

7. *Does the candidate plan and implement lessons on topics and academic language appropriate for the grade level and proficiency level of the students?*

8. *Does the candidate demonstrate knowledge of research-based practices and instructional tools for developing and assessing reading skills and reading comprehension of English for English language learners?*

9. *Does the candidate demonstrate knowledge of research-based practices and instructional tools for developing and assessing oral language and listening skills of English for English language learners?*
10. *Does the candidate demonstrate knowledge of research-based practices and instructional tools for developing and assessing writing skills of English for English language learners?*

11. *Does the candidate plan and use a variety of assessment strategies aligned with language and content objectives to regularly assess English language acquisition and comprehension?*

12. *Does the candidate apply understanding of the role of culture and other socio-economic, socio-emotional factors in lesson planning, instructional delivery, and classroom management?*

13. *Does the candidate apply understanding of formal and informal English language assessment procedures and instruments for English language learners when planning and delivering instruction?*

14. *Does the candidate apply understanding of the differences between diverse English language learner groups (long term ELLs, ELLs with disabilities, newcomer ELLs, students with interrupted formal education, etc.) when planning and delivering instruction?*

*Recent change from July 2013 DESE Pre-service Performance Assessment (PPA): Guidelines for Teachers*
Foreign Languages
(Spanish)

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 target language when conducting a lesson?

2. Does the candidate use or refer to primary sources from the country in which the target language is used, in addition to the textbook, in the course of the lesson?

3. Does the candidate refer to appropriate learning standards and skills in the Foreign Language Curriculum Framework in developing a lesson?

4. Does the candidate use the target language effectively in speaking and/or writing during the lesson?

5. Does the candidate demonstrate knowledge of stages in second language acquisition when conducting a lesson?

6. Does he or she demonstrate adequate knowledge of the culture, history, geography or literature of a country in which the target language is used when conducting a lesson?

7. Does the candidate plan and give lessons on the literary and other artistic works taught in the K-12 curriculum of the country in which the target language is used?
Health/Family and Consumer Sciences

Standard (b) 2c
Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate demonstrate adequate knowledge of: food and nutrition, human growth and development, personal and community health, and dynamics of relationship concepts when planning lessons?

2. Does the candidate have an awareness of the changing structure and diversity in families and promote the acceptance of diversity and mutual respect?

3. Does the candidate demonstrate an interdisciplinary/integrated approach to teaching health/family and consumer sciences in particular in conjunction with math, sciences, literacy and social studies?

4. Does the candidate identify appropriate learning standards and skills in the Massachusetts Health Curriculum Framework in developing the lesson?

5. Does the candidate provide problem-based learning pedagogy when providing student opportunities to explore and develop life skills including conflict resolution and financial management?

6. Does the candidate promote skills for employing an informed decision-making process necessary for maintaining a healthy lifestyle in all health/family and consumer science topic areas?

7. Does the candidate use the most up to date accurate information evolving in health including but not limited to nutrition, physical fitness, disease prevention and substance abuse?

8. Does the candidate use valid criteria to evaluate the accuracy and relevance of information used in lesson plans and student assessment?

9. Does the candidate utilize up to date technology in planning and instruction?

10. Does the candidate emphasize the importance of personal and community safety in planning lessons?

11. Does the candidate promote student responsibility and knowledge in coverage of human sexuality, substance abuse, violence prevention and parenting?
History

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 historical knowledge of the period, event, or individual under discussion when conducting a history lesson? Does he or she place the period, event, or individual in an appropriate historical context? Does he or she use maps or globes when relevant to the topic?

2. Does the candidate explain how the individual, period, or event under discussion is related to the development of our political principles or institutions, when relevant?

3. Does the candidate avoid presentism, that is, making moral judgments about past events, behaviors, or decisions that reflect contemporary moral views, not those of the time of the event, behavior, or decision?

4. Does the candidate avoid presenting his or her own views on social or political issues as the correct ones and inhibiting a full range of student views? Does the candidate encourage students to offer views that may conflict with the candidate’s views?

5. Does the candidate place the topic of the lesson in an international context when relevant?

6. Does the candidate use or refer to historically contemporary primary sources in addition to the textbook in the course of the lesson?

7. Does the candidate refer to appropriate concepts and skills as well as standards from the History and Social Science Curriculum Framework in developing a lesson?

8. Does the candidate refer regularly to maps and globes when conducting geography lessons?

9. Does the candidate address theories and practices in economics and government appropriately into history lessons?

10. Does he or she adequately address causes and consequences of events?
Instructional Technology

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 understanding of the ethics and knowledge of the policies of technology use in the classroom? (A)

2. Is the candidate monitoring students' safe use of technology in the classroom? (A)

3. Does the candidate provide clear instruction in the basic technology skills? (E, M)

4. Can the candidate help students solve basic technology problems such as attaching peripherals correctly? (A)

5. Does the candidate help students figure out how to use a computer to do research, solve academic problems, communicate responsibly with other people at a level commensurate with students' development? (A)

6. Does the candidate him or herself model appropriate behavior and proficiency in the use of technology? (A)

7. Does the candidate encourage collaboration in the use of technology when appropriate? (A)

8. Does the candidate encourage and support students' appropriate use of technology in all subject areas, not just in the lab? (A)

E = Elementary; M= Middle, H= High School, A= All
Mathematics

Standard (b)2c
Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate appropriately balance activities for developing conceptual and procedural learning activities to understand mathematics?

2. Does the candidate use multiple representations of concepts, verbally, pictorially and symbolically, such as: numerals or diagrams, algebraic expressions or graphics, or matrices that model a method for solving a system of equations to help students develop a deeper understanding?

3. Are manipulatives and concrete representations used when appropriate?

4. Does the candidate help students to learn alternate methods of solving mathematics problems?

5. Are students’ mathematical misconceptions identified and addressed?

6. Does the candidate provide a clear model of mathematical reasoning when helping students solve mathematics problems?

7. Does the candidate know how to teach the standard algorithms for arithmetical operations and teach them to students?

8. Does the candidate refer to the state's grade level mathematics standards to prepare a lesson?

9. Is the candidate's explanation of mathematical concepts accurate?

10. Does the candidate provide opportunities for students to use accurate mathematical language to talk and write about the mathematics?
Music

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 particular music form that is the focus of the lesson, its historical period in music, and well-known musicians and composers associated with that form, when conducting a lesson?

2. Does the candidate demonstrate an adequate knowledge of singing and/or instrumental technique required for 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 music theory effectively when conducting the lesson?

5. Does the candidate demonstrate knowledge of physical development and safety of children and adolescents when conducting a lesson?

6. Does he or she demonstrate knowledge of the critical responses to this music form when conducting a lesson?
Physical Education

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 principles of health-related fitness and nutrition?

2. Does the candidate use knowledge of motor development (growth and development) when developing and modifying lessons?

3. Does the candidate demonstrate an adequate knowledge of the history and foundations of physical education/kinesiology (e.g., exercise physiology, biomechanics, psycho-social aspects of play and sport, history of physical education)?

4. Does the candidate demonstrate an adequate knowledge of movement concepts, skill themes, and sports concepts?

5. Does the candidate demonstrate an adequate knowledge of a range of appropriate play and sports for PreK-12 and the relevant motor skills?

6. Does the candidate demonstrate knowledge of appropriate physical and safety limitations, legal standards, tort liability, first aid and Cardiac Pulmonary Resuscitation (CPR) when conducting a lesson?

7. Does the candidate demonstrate an adequate knowledge of adaptations for students with disabilities?

8. Does the candidate refer to appropriate learning standards in the Comprehensive Health Curriculum Framework in developing a lesson?
Reading Specialist

Standard (b)2c
Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. *Does the candidate use lesson plans referring specifically to the Massachusetts English Language Arts standards and evidence-based practices and “scientifically-based” research?

2. Does the candidate demonstrates advanced knowledge of the five dimensions of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension?

3. Does the candidate demonstrate knowledge of a variety of intensive interventions when working with struggling readers?

4. Are the approaches used by the candidate during observations appropriate given the needs of the students?

5. Does the candidate use an intervention specific to the needs of English language learners when addressing these students?

6. Does the candidate use an intervention specific to students identified as in need of special education?

7. Has the candidate selected reading instructional materials that are the most appropriate ones for students with specific reading instructional needs (e.g. decoding multi-syllabic words, summarizing informational text)?

8. Has the candidate selected and implemented appropriate technology-based practices to teach specific skills during intensive interventions?

9. Does the candidate demonstrate explicit, direct instructional approaches as well as literature-embedded approaches to skills instruction?

10. Does the candidate work on specific reading skills needed by students independently as well as through an integrated approach?

11. Does the candidate link reading assessment data to appropriate curriculum materials and instruction for particular learners?

12. What evidence is there that the candidate can administer a wide range of assessments and use the data to make sound instructional decisions?

*Recent change from July 2013 DESE Pre-service Performance Assessment (PPA): Guidelines for Teachers
Science
(Levels: 5-8, 8-12)
(Biology, Chemistry, Earth Science, General Science, and Physics)

Standard (b)2c
Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Is the candidate’s explanation of scientific concepts accurate?

2. Does the candidate demonstrate adequate background knowledge of the scientific concepts and skills presented at the grade level?

3. Does the candidate refer to appropriate learning standards and skills in the Science and Technology/Engineering Framework in developing the lesson?

4. Does the candidate discuss the mathematical skills related to the particular science unit they are teaching?

5. Does the candidate practice and teach students safe laboratory practices as referred to in the Science and Technology Curriculum Framework Appendix V?

6. Does the candidate model scientific reasoning in demonstrating or teaching scientific units?

7. Does the candidate address student’s prior knowledge and misconceptions in science?

8. Does the candidate model a variety of methods research, including laboratory techniques and use of computers?

9. Does the candidate encourage students to build essential scientific skills by conducting investigations and experiments?
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?
Teacher of Students with Severe Disabilities
(All Levels)

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 severe 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 severe disabilities to modify the academic content, methodology/delivery of instruction, and performance criteria (specially designed instruction) used in the general curriculum program?

3. Does the candidate implement the specially designed instruction as required in the IEP to help the students learn the academic content in the general curriculum program that non-disabled peers learn?

4. Does the candidate show familiarity with the measurable annual goals and objectives/benchmarks in the IEP of students with severe disabilities and help these students achieve them?

5. Does the candidate satisfactorily apply knowledge of the major dimensions of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) to the teaching of students with severe disabilities?

6. Does the candidate’s use of the augmentative communication, orthotic devices, medical technologies, and assistive technologies required in the students’ IEP help the students learn the academic content in the general curriculum program that their non-disabled peers learn?

7. Does the candidate’s use of the behavioral intervention strategies that are identified in the students’ IEP help the students make effective progress in the school?

8. Does the candidate’s use of behavioral intervention strategies required in the IEPs help maintain students with severe disabilities in the least restrictive learning environment?

9. Does the candidate make the modifications to the classroom required in the students’ IEPs?

10. Does the candidate’s modifications to the classroom help the students learn the academic content in the general curriculum program?

11. Does the candidate appropriately interpret the results of formal and informal assessments of students with severe disabilities?

12. Does the candidate demonstrate familiarity with state and federal law in special education while working with the supervising practitioner, students’ families, and agency representatives?
Theatre

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 theater form that is the subject of the lesson, its historical period in theatre, and well-known actors, designers, playwrights, and directors associated with this form, when conducting a lesson?

2. Does the candidate demonstrate an adequate knowledge of acting, directing, scriptwriting, or design techniques 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 movement, visual arts, literature, and/or music effectively when conducting a lesson?

5. Does the candidate demonstrate knowledge of anatomy, physical development, and safety of children and adolescents when conducting a lesson?

6. Does he or she demonstrate knowledge of critical responses to this theatre form when conducting a lesson?
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?
AGREEMENT ON STUDENT TEACHING
BETWEEN BRIDGEWATER STATE UNIVERSITY &
____________________________ SCHOOL DISTRICT

This agreement made and entered into on ______________________ by and between the Bridgewater State University, hereinafter referred to as the University, and _______________________, hereinafter referred to as the District.

1. The University agrees that:
   A. It shall place at the District only student teachers who are eligible for such placement under MA Department of Elementary and Secondary Education, University, and District rules and regulations.
   B. It shall provide student teaching supervision by University faculty as defined by the College of Education and Allied Studies Practicum Handbook.
   C. It shall provide supervising practitioner training opportunities and other professional development related to clinical supervision. It shall also provide professional development points, as appropriate, to practitioners for participation in this training.
   D. It shall provide one course voucher to the district, issued in the supervising practitioner's name, for each full semester student teacher placed in the district; it shall provide one half a course voucher for each half semester student teacher placed in the district. Vouchers are valid for one full academic year commencing immediately after the placement semester (includes summer sessions). A fee of $100 is required upon registration for supervising practitioners using vouchers.
   E. It shall instruct the student teachers on the necessity of maintaining the confidentiality of all student records and other such information to which they may have access while at the facility.
   F. It shall withdraw any university supervisor or student teacher from the District when the university supervisor or student teacher is unacceptable to the District for reasons of health, performance of duties, or other reasonable causes.
   G. It shall cooperate with the District in the development and implementation of the clinical experience program including jointly determining the most appropriate placements for BSU practicum candidates.
   H. It shall forward to the student teacher any paperwork and/or provide specific instructions required by the District for Criminal Offender Record Inquiry checks, FBI background checks, TB testing and other medical certifications.

2. The District agrees that:
   A. It shall provide to the student teacher so placed by the University an opportunity to work in a teaching-learning situation under the supervision of a qualified, experienced teacher appropriately licensed by the Commonwealth of Massachusetts who has an educator evaluation rating of proficient or higher during the student teaching assignment.

1 Per 603 CMR 7.00 Regulations for Educator Licensure and Preparation Program Approval, definition of Supervising Practitioner: Supervising Practitioner: The educator who has at least three full years of experience under an appropriate Initial or Professional license and has received an evaluation rating of proficient or higher, 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.
B. It shall cooperate with the College of Education and Allied Studies in the development and implementation of the clinical experience program including jointly determining the most appropriate placements for BSU practicum candidates.

C. It shall implement the Student Teaching Program at its location in accordance with the policies and procedures set forth in the Practicum Handbook. These policies and procedures are hereby incorporated into and become a part of this agreement as though fully set forth herein.

D. It shall provide appropriate supervision of the student teacher pursuant to rules promulgated by its board. Such rules may not conflict with any minimum requirements established by the Commonwealth or the University with regard to the Student Teaching Program.

E. It shall, within a reasonable timeframe, notify the University if there is a change in the licensure or evaluation status of any teacher providing supervision to any student teacher assigned hereunder which would place in jeopardy the student teacher’s eligibility for licensure.

F. It shall not replace any of its employees nor fill any vacancies normally filled by an employee with a student teacher under this agreement. Therefore, normally, a student teacher will not be asked to act as a substitute teacher.

G. It shall consider and treat any student teacher placed in the School pursuant to this agreement as an authorized person in the building for purposes of liability insurance coverage and the provision of legal counsel.

H. It shall consider and treat all records and data regarding a student teacher, whether such records or data are received from the University or the student teacher or are generated by the School, as confidential records and data subject as such to the provisions of state and federal statutes. The District shall comply with the provisions of these State and Federal statutes and regulations as applied to records and data regarding any student teacher placed at the School pursuant to this agreement as through such statutes and regulations were fully applicable to the District.

3. General provisions:

A. The term of this agreement shall commence on July 1, _______ and end on June 30, _______.

B. The District shall neither assign nor transfer any rights or obligations under this agreement without the prior written consent of the University.

C. Any amendments to this agreement shall be in writing.

FOR THE _______________________ DISTRICT
DATED: ________________________________
NAME: __________________________________
TITLE: __________________________________

DATED: ________________________________
NAME: __________________________________
TITLE: __________________________________

FOR THE UNIVERSITY
Recommended for approval:

DATE: ________________________________
Dean, College of Education & Allied Studies
APPENDIX H

IMPORTANT PHONE NUMBERS

BSU Affirmative Action/Minority Affairs and Equal Opportunity.................. 531-1241
Licensure Office........................................................................................................ 531-1228
Clinical Experience Office........................................................................................ 531-1227
College of Graduate Studies ..................................................................................... 531-1300
Office of Career Services............................................................................................. 531-1328
College of Education and Allied Studies - Dean's Office ........................................ 531-1347
College of Education and Allied Studies - Education Departments
   Elementary and Early Childhood Education................................. 531-1243
   Movement Arts, Health Promotion and Leisure Studies ................. 531-1215
   Secondary Education and Professional Programs ....................... 531-1320
   Special Education and Communication Disorders ..................... 531-1226

IMPORTANT INTERNET ADDRESSES

Bridgewater State University................................................................. www.bridgew.edu

MA Department of Elementary & Secondary Education ........ www.doe.mass.edu


U.S. Department of Education (No child left behind) ....................... www.ed.gov

BSU Preservice Performance Assessment web site:

http://www.bridgew.edu/LicensureFieldPlacement/PPAsite.cfm
Dear Colleague,

The document before you represents a “work in progress” for the faculty and staff at Bridgewater’s College of Education and Allied Studies as well as partner school teachers and administrators who have donated their time to help us in this endeavor. We continuously try to improve our communication with the Prek-12 community. Those of us that work diligently to prepare future teachers at Bridgewater feel that student teaching is the single most important experience in the preservice teacher preparation program. Therefore, your feedback regarding this handbook is very important to us. Please list any corrections, omissions or general comments below. Be sure to include any information that you feel is missing from this handbook.

Thank you for your time.

Please return the form below to:

Mary Ann McKinnon
Assistant Dean
College of Education & Allied Studies
Bridgewater State University
Bridgewater, MA 02325

Supervising Practitioner Handbook Feedback Form:

General Comments:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

I wished the Handbook also included:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Name (Optional): ___________________________ Date: ___________________________
School (Optional): ___________________________ Town: ___________________________