

Elementary Education



HANDBOOK

2018-19

*This handbook is revised every academic year

WESTERN NEW ENGLAND
UNIVERSITY



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PREFACE

Welcome to the elementary education program handbook. This handbook is designed to offer an overview of the program and samples of the paperwork required to negotiate the major.

The Massachusetts Initial License and Interstate Transfer

Students at WNE double major; upon graduation you will have earned BA in Elementary Education, and a BA in one of the following majors: English, History, Psychology, Sociology, or Math. When a student completes the major in Elementary Education, he or she will be eligible to receive the Massachusetts Initial License. An initial license is good five years of teaching. During this five-year term teachers are expected to participate in an induction program, and earn a higher degree so that he or she can apply for a professional license.

Through the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Contract, when a person obtains a MA Initial License, she or he is eligible to transfer the license to many other states across the country, including all of the states in the Northeast and Mid-Atlantic regions. However, it is important for a student to check with the Department of Education in another state to determine if there are any additional requirements that must be met in order to transfer the license; we are happy to help you with this.

Majors

The Elementary Education major is compatible with the following content area majors: English, History, Psychology, Sociology, and Math. Students completing these majors will earn their BA and be eligible for initial licensure in four years. The Elementary Education major curriculum is outlined on page 6.

The University's catalog spells out the specific course requirements for each of these majors, and they must be met in order to successfully graduate and become licensed. The student's faculty advisor will assist the student in planning and scheduling courses to address both the major and program requirements. Please work closely with your advisor and the elementary program curriculum to plan your coursework.

Resources

Students interested in elementary education are encouraged to meet with members of the education department as soon as they decide to join the program. Faculty members of the department are available for advising as well as academic support throughout their coursework.

The D'Amour library has a collection of manipulative materials, children's literature and teacher resource books to aid you in completing methods coursework. They also have MTEL study guides available. These materials are also useful for implementing lessons while student teaching or in a prepracticum assignment. You can locate these materials through WILDPAC. (<http://www1.wne.edu/library/index.cfm>).

We also invite you to regularly check the [Education Majors Kodiak Classroom](#). Copies of all documents needed for completing your major, MTEL resources, and job opportunities are available in this module.

Western New England University
Elementary Education Major Curriculum
ADVISING SHEET

FIRST YEAR					
Fall Semester			Spring Semester		
ENGL 132	English Composition I		ENGL 133	English Composition II	
MATH 107	Mathematics for Elementary Education I		MATH 108	Mathematics for Elementary Education II	
HIST 111	U.S. History to 1877		HIST 112	U.S. History 1878-present	
PSY 101	Introduction to Psychology		POSC 102	American Government	
PEHR 151	Personal Health and Wellness		Major XXX	(Psychology majors take PSY 207)	
LA 100	First Year Seminar		PEHR 163	Games Children Play	
			Suggest: Communication and Literacy Skills (01) MTEL		
SOPHOMORE YEAR					
Fall Semester			Spring Semester		
ED 350	Teaching of Elementary Reading/Language Arts		*ED 375	ED 375 Elementary Curriculum and Methods*	
HIST 205	World Civilization I		PHYS 105	Basic Physics	
BIO 103	Life Sciences I		HIST 206	World Civilization II	
ENGL 260 or ENGL 214	Literary Horizons World Literature		ED 365	Special Education: Principles and Practices	
	Major XXX		ED 275	Teaching English Language Learners (meets SBMP for PSY)	
			ED 252	Survey of Geography (1 credit)	
Suggest: Foundations of Reading(90) MTEL			Suggest: General Curriculum (03) MTEL (Includes Math Subtest)		
JUNIOR YEAR					
Fall Semester			Spring Semester		
CSXXX	Computer requirement (any CS)		PHXXX	Philosophy requirement (any PH)	
EC 111	Principles of Economics		ED 301	Principles/Problems of Education	
ENGL 339	Children’s Literature			Major XXX	
	Major XXX			Major XXX	
	Major XXX			Major XXX	
				Major XXX (if needed)	
			All MTEL tests must be passed at this point		
SENIOR YEAR					
Fall Semester			Spring Semester		
ED 425	Elementary Education Topics		CULXXX	Cultures requirement	
ED 479	Elementary Teaching Practicum		MUS 101	Music Appreciation	
ED 480	Elementary Practicum Seminar			Major XXX	
				Major XXX	
				Major XXX	
*Requires 25-hour prepracticum classroom participation and written documentation of experience (guidelines given when prepracticum placement is assigned). Prepracticum hours must be completed in any sophomore or junior semester, ideally one experience in sophomore year and one experience in junior year.					
COURSES IN BOLD TYPE MUST BE TAKEN IN THE SEMESTER SPECIFIED NO COURSES MAY BE SUBSTITUTED IN THIS CURRICULUM					

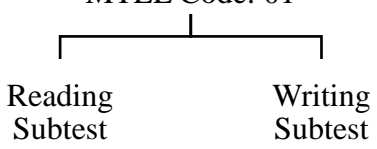
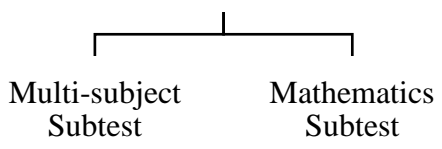
ELEMENTARY EDUCATION MAJOR REQUIREMENTS

In order to successfully complete the elementary education major at Western New England University, graduate in four years, and be eligible for initial licensure in Massachusetts you need to:

1. Follow the curriculum as outlined on the reverse side of this paper.
2. Check in regularly with your advisor, attend registration and practicum placement meetings.
3. Achieve a cumulative GPA of at least 2.8 overall, 2.8 in your major, and 2.8 in preliminary education courses. Achieve a minimum of 'C' or better in all ED major coursework.
4. Obtain Massachusetts MEPID and have it on file with the Education Department.
5. Demonstrate awareness of appropriate online presence and usage by completing and submitting digital citizenry assignments when assigned.
6. Complete 51A Online Mandated Reporter Training and submit Certificate of Completion to ED department staff.
7. Demonstrate competencies through pre-practica.
8. Take and pass the Communication and Literacy Skills (01), General Curriculum (03), and Foundations of Reading (90) tests of Massachusetts Tests for Educator Licensure (MTEL) according to the schedule posted at **www.mtel.nesinc.com**. Spring of junior year is your last opportunity to take and pass each MTEL test in order to be eligible for student teaching.
 - Most MTELs are now computer based tests which you register for on the MTEL website, **www.mtel.nesinc.com**. Please take note: for the Elementary License you take three MTELs but must receive five passing scores as two tests have subtests that yield a separate score. Preparation materials are available online, or see Professor Deb Patterson (EG103).
9. Register with the program by the end of sophomore year by completing and submitting an application to the program. Applications are available from Jacqueline LeHouiller in Emerson Ground Floor, or online.

Students will be eligible to student teach upon completion of all requirements listed above and attending a program review meeting with ED faculty in spring junior year. Students not passing MTELs by stated deadlines will not be eligible to complete the elementary education major, and will be ineligible to become a licensed teacher through this University in four years.

Required MTEL Tests for Elementary License (Massachusetts Tests for Educator Licensure™)

Communications and Literacy Skills MTEL Code: 01	Foundations of Reading MTEL Code: 90	General Curriculum MTEL Code: 03
 <p>Reading Subtest</p> <p>Writing Subtest</p>		 <p>Multi-subject Subtest</p> <p>Mathematics Subtest</p>
<p>*Note: You will register for this one test; you should complete both subtests for Communication and Literacy Skills. Ideally, you will pass each subtest; should you miss the pass score on either subtest you will register to retake just that specific subtest.</p>		<p>*Note: You will register for this one test; you should complete both subtests for General Curriculum. Ideally, you will pass each subtest; should you miss the pass score on either subtest you will register to retake just that specific subtest.</p>

Any questions or comments please call Prof. Deb Patterson at 782-1357 or email deb.patterson@wne.edu.

Getting Your Teaching License after Graduation

Massachusetts:

You have to apply for your license directly through the state. You will go into ELAR and follow the directions they give you (you will need to order an official copy of your transcript, after graduation, to complete the application). Once you are in ELAR (you have been here before to apply for your MEPID number), you want to apply for an **Initial** License in whatever area you majored in. We do not have access to any information in your ELAR account, be sure to keep track of your username and password. Only the state can license you, we just endorse you to the state (saying that you have completed all the requirements required to become a licensed teacher in Massachusetts).

<http://www.doe.mass.edu/licensure/>

Other States:

Generally you are applying for reciprocity, or look for the license level that states something about having completed an accredited program. Many states will allow you to get a license with your degree from WNE, but will ask you to complete other requirements within a certain time period (take their state exams, take extra workshops...); read the directions carefully.

<http://education.nh.gov/certification/>

<http://portal.ct.gov/SDE/Certification/Bureau-of-Certification/Obtaining-Certification>

<http://www.maine.gov/doe/cert/initial/application/index.html>

<http://www.state.nj.us/education/educators/license/tcis/>

<http://www.highered.nysed.gov/tcert/certificate/teachrecother.html>

<http://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx>

<http://education.vermont.gov/educator-quality/become-a-vermont-educator/reciprocity>

If you need a form for another state to verify that you completed a state accredited program please send it to Education department staff assistant: Jackie LeHouiller, Western New England University, College of Arts and Sciences, 1215 Wilbraham Rd., Springfield, MA 01119) with a self-addressed, stamped envelope for where you want the completed form sent back (usually either yourself, or direct to the state).

Make sure you have filled out your part; I can't sign blank documents, and we do not have access to your social security numbers. Please send me an email to let me know you sent a form in, especially during the summer, deb.patterson@wne.edu, so I can get it done quickly for you.

Official copies of your transcript are available from SAS: [413-796-2080](tel:413-796-2080), <http://www1.wne.edu/student-administrative-services/transcript-services.cfm>

You can always call or email us for help!

Appendix A

Official Paperwork

- Application for Elementary Teacher Education Program
- Advising Verification Form
- Massachusetts Initial Licensure Professional Standards for Teachers
- Massachusetts Education Personnel Identifier (MEPID)
- Lesson Plan Template (*use this format for all methods class assignments and observations*)
- Waiver Request

APPLICATION FOR ELEMENTARY TEACHER EDUCATION PROGRAM

Elementary Education Majors must fill out this application form and attach the requested materials noted at bottom of this form. Completed applications should be submitted to Jacqueline LeHouiller in Emerson Hall, Ground Floor, Room G100C at the end of the spring semester sophomore year. Notification of acceptance to the elementary education program is made in the spring semester junior year and once all program requirements have been met. Students not passing MTEL by stated deadlines will not be eligible complete the elementary education major, and will be ineligible to become a licensed teacher through this University in four years.

Today's Date _____ Name _____

Date of Birth _____ Gender ☐ Female ☐ Male

Last Four Digits of Social Security Number _____ Student ID _____

Email Address _____ Graduation Year _____

Major _____ Major GPA _____ Overall GPA _____
(Class of)

The following two statements are **optional**, answering them will help meet revised State requirements on the collection and reporting of race/ethnicity.

A. I identify myself as Hispanic or Latino, or of Spanish origin ☐ Yes ☐ No

B. I identify myself as belonging to one or more of the following groups (Please check **all** that apply, if any)

☐ Black/African American/Haitian ☐ Asian ☐ American Indian/Alaska Native

☐ Native Hawaiian/Other Pacific Islander ☐ White ☐ Two or more races

(If you answered statement B, please make sure that you also answered statement A.)

Permanent Address	Street _____ Apt. _____
	City _____ State _____ Zip _____
	Telephone _____
Local or Campus Address	Street _____ Apt. _____
	City _____ State _____ Zip _____
	Telephone _____ WNE Box No. _____

Materials to be attached to this application form:

1. Copy of your degree audit.
2. One-page statement of your philosophy of education – what you believe about teaching and learning.
3. Resume or detailed list of your experiences working with children (especially ages of the children with whom you worked, types of activities done with the children, etc.)
4. Letter of reference that supports your application. Ideally, the reference should come from someone who has seen you work with children, but a reference from an employer or a professor at Western New England University will be acceptable. Education faculty are *not* eligible to write a reference for this application.

Materials Received _____

Education Majors Advisement Verification Form

I acknowledge that I have been advised on, and have a clear understanding of, the following information related to my eligibility for a Western New England University Education major (please initial):

____ I have been advised on, and received a Curriculum Sheet for my major.

____ I need to submit the formal application by the end of my sophomore year to ED faculty.

____ I must maintain a minimum 2.8 grade point average (GPA) in my major content area and my overall GPA to be eligible for the student teaching block and license endorsement. I must achieve a minimum of "C" or better in all ED major coursework, and in the student teaching block.

Elementary preliminary courses:

LA 100 ED 365
ED 275 ED 301
ED 350
ED 375

Elementary preliminary

ED 120
ED 275
ED 301
ED 365

____ I must earn passing scores on required MTEL exams; test by Spring Break of my junior year in order to be eligible for the student teaching block fall of senior year. (<https://www.mtel.nesinc.com>)

Elementary MTEs

- Communication & Literacy (01)
- General Curriculum (03)
- Foundations of Reading (90)

Secondary MTEs

- Communication & Literacy (01)
- Content Area (English, History, Math, Biology, Chemistry or Business)

____ I have been advised about ways to successfully prepare for the MTEL Exams (course assignments, review materials in D'Amour Library, Kodiak class for ED majors, MTEL website, MCAS questions). I will obtain a MEPID number before registering for MTEs, and share this number with Jackie LeHouiller, ED staff assistant (see separate handout).

____ I need to complete two pre-practicum field placements at area schools which will each require minimum 25 hours of participation and specific related assignments to complete while in the K-12 classroom. I need to successfully complete this work by the end of my junior year.

____ I will complete the 51A Online Mandated Reporter Training. (<http://51a.middlesexcac.org>) and submit my certificate to Jackie LeHouiller, ED staff assistant or an ED faculty member before student teaching.

____ I have been advised about appropriate communication, dress codes, and necessary professional conduct related to my pre-practicum and practicum participation.

____ I will complete and submit digital citizenry assignments to demonstrate my awareness of appropriate online presence and usage.

____ I will meet with a faculty member to review my prepracticum work and teacher feedback as well as quality of coursework participation before being placed for student teaching – Spring semester junior year.

Faculty Signature _____

Date _____

College of Arts and Sciences
Department of Education

Massachusetts Education Personnel Identifier (MEPID)

Students enrolled in an elementary or Elementary educator preparation program in Massachusetts must create a profile with the Massachusetts Department of Elementary and Elementary Education and be assigned a MEPID (an exclusive 8-digit number assigned to you). Your MEPID number is also required to register for the Massachusetts Tests for Educator Licensure (MTEL). By creating your profile with the state and upon successful completion of your educator preparation program you will be able to apply for licensure, check licensure status, renew your license, and look for jobs online.

We will use this MEPID number to provide the Massachusetts Department of Elementary and Elementary Education with information on students enrolled in, and completing the elementary or Elementary educator preparation program at Western New England University.

Instructions for creating a profile in the ELAR system and obtaining a MEPID

- Go to www.doe.mass.edu/educators and click on the “ELAR” icon.
- On this new webpage locate the “ELAR” icon once more and click on it. Now select the link “**Create ELAR profile**” and follow the instructions. Save your password in place you will remember as you will need it in the future. We have no access to your ELAR account; we are only collecting your MEPID.
- The MEPID assigned to you can be found on your ELAR profile page by selecting ‘Check license status and history’ link from the ELAR Welcome Page. The screenshot (below) shows where to find the MEPID on that page.

Inquiry - Activity Summary

Personal Information

User Name: edillon9 Under Review: No

MEPID: 59999999

Name: Erin Dillon

Date of Birth: September 09 1978

Gender: FEMALE

Address: 26 Appleton St, Somerville, MA, 02144, USA

Telephone Number:

☒ I prefer that the Department of Elementary and Secondary Education communicate with me via email (unless a phy

The Department of Elementary and Secondary Education strongly encourages you to provide and communicate to us via

* A MEPID or Massachusetts Education Personnel ID is a unique identifier assigned to all educators and to school distria individual level from school districts to the Department. For more information on MEPIDs and EPIMS, visit the EPIMS

Education

Country	State/Province	College/ University/ Institu
United States of America	Virginia	College Of William And Mary

IMPORTANT: Once you have created your profile and have your MEPID please complete the bottom portion of this page and turn it in to: Jacqueline LeHouiller, Department of Education, EG100C (Emerson Hall, Ground Floor) or email your MEPID# to jlehoul@wne.edu.

Student Name: _____ Major: _____ Class of: _____

MEPID: _____ Date ELAR Profile Created: _____

Professional Standards for Teachers (PST) Matrix
Sponsoring Organization:
Licensure Program (License and Grade Level):
Name(s) of person(s) completing this matrix:

7.08: Professional Standards for Teachers

(1) Curriculum, Planning, and Assessment standard: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

Indicators	Introduction	Practice	Demonstrate
(a) Curriculum and Planning indicator: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.			
(b) Assessment indicator: Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction.			
(c) Analysis indicator: Analyzes data from assessments, draws conclusions, and shares them appropriately.			
SEI Indicator (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.			
SEI Indicator (c) 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.			

(2) Teaching All Students standard: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicators	Introduction	Practice	Demonstrate
(a) Instruction indicator: Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.			
(b) Learning Environment indicator: Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks,			

challenge themselves, and claim ownership of their learning.			
(c) Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.			
(d) Expectations indicator: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.			
(e) Social and Emotional Learning Indicator: Employs a variety of strategies to assist students to develop social emotional-competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.			
(f) Classroom Management Indicator: Employs a variety of classroom management strategies, and establishes and maintains effective routines and procedures that promote positive student behavior.			
SEI Indicator (b) Uses effective strategies and techniques for making content accessible to English language learners.			
SEI Indicator (d) Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.			
(3) Family and Community Engagement standard: Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.			
Indicators	Introduction	Practice	Demonstrate
(a) Engagement indicator: Welcomes and encourages every family to become active participants in the classroom and school community.			
(b) Collaboration indicator: Collaborates with families and communities to create and implement strategies for supporting student learning and development both at home and at school.			
(c) Communication indicator: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.			
SEI Indicator (e) 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.			

(4) Professional Culture standard: Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.			
Indicators	Introduction	Practice	Demonstrate
(a) Reflection indicator: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.			
(b) Professional Growth indicator: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.			
(c) Collaboration indicator: Collaborates effectively with colleagues on a wide range of tasks.			
(d) Decision-making indicator: Becomes involved in school-wide decision-making, and takes an active role in school improvement planning.			
(e) Shared Responsibility indicator: Shares responsibility for the performance of all students within the school.			
(f) Professional Responsibilities indicator: Is ethical and reliable, and meets routine responsibilities consistently.			

College of Arts and Sciences
Department of Education

Lesson Plan Format
Western New England University

*Each time you write a lesson plan for a class assignment, or for a classroom observation, please follow the outline below.

Specific Rationale - a descriptive statement or paragraph describing why the students you are working with need this lesson *at this time* (PST 1.b, c)

♦ What have you seen or heard, or what assessment data have you collected that suggests this lesson is needed at this time, for this group of students?

Objective - specific statement of the skill/concept that you expect students to be able to apply/demonstrate/practice by the end of the lesson; a measurable skill (PST 1.a, 2.d)

♦ What will students be able to do as a result of participating in/attending this lesson; what skill are you teaching, practicing, reviewing... in this lesson? "By the end of this lesson students will be able to (insert a skill or verb)" is a clear way to articulate an objective (ex. 'By the end of this lesson students will be able to consistently identify and accurately use ending punctuation marks').

♦ Learn, know and understand should be avoided in objectives as they are too broad and difficult to accurately assess.

♦ The lesson objective should be made clear to the students in your methodology.

General Rationale: - a statement of why students need to learn what is stated in the objective (PST 1.a)

♦ Why do students need to learn what is stated in the objective? A MA Curriculum Framework (<http://www.doe.mass.edu/frameworks/>) should be cited for this part of the lesson plan (ex. MA Curriculum Framework for English Language Arts & Literacy, March 2017, Grade 6, (RI), Craft and Structure, #5, pg.90.) for each objective. Use the Framework appropriate to the content and objectives of your lesson. Be sure to include all key details in the citation so anyone can easily look up the citation you have cited.

♦ In addition to citing the appropriate content area Framework(s), you should describe why students need to learn the skill/concept that is identified in the objective in your own words (this must be more than 'it's next in the book', or 'it's in the framework'). Think 'big picture here, for example, why do students need to learn how to write?

Methodology: - detailed outline of how you will teach/lead/facilitate the lesson. (PST 1.a, 2.a, 2.d, SEI Indicators a, b, c)

♦ How will you organize the time, what materials will you use to deliver the lesson, and what will you say or do to implement the lesson?

◆ Your methodology should be written as if you were leaving the lesson plan for a substitute teacher who has never been in your classroom. All directions must be clearly written out, all discussion questions must be included, how students are to be grouped... are examples of some specifics to be sure to include in this part of the lesson plan.

◆ Please use the many resources available to you in designing the methodology (books, your cooperating teacher, web sites...), but remember to identify the source if you use something other than your own creativity. If your lesson includes a worksheet of any kind you must attach a copy.

◆ This is the section of the lesson to identify/include lesson modifications for ELL students, and students with special needs; use the UDL handout* as a framework for differentiating.

◆ This is also where you identify language level and targeted language skills for ELLs

Assessment: - description of the tool or strategy you will use to collect evidence of each individual student's learning (PST 1.b)

◆ What evidence will you collect that shows how/if each individual student met the lesson's objective?

◆ When and what types of data/evidence are you collecting; demonstrate formative, and diagnostic as well as summative strategies.

◆ The assessment must link directly with the objective and identify what qualities or level of accomplishment you expect to see in order to consider the objective successfully met (or in need of reteaching).

◆ If a test, quiz or rubric is to be used you must attach a copy to the lesson plan. Remember that the assessment strategy must provide evidence for each individual student's learning.

Aim - a teaching skill focus (PST 4.b)

◆ What aspect of your teaching are you practicing or refining in this lesson?

◆ This aspect of the lesson is helpful for your cooperating teacher and college supervisor to provide more meaningful feedback. A clearly stated aim will also give you a place to focus your reflections for journal entries and improving your overall teaching practices. Your SMART goals are a key source for identifying an aim.

References/Resources:

◆ Did you cite the resources you used in this lesson? You may adapt lessons from your teacher, online sources, teaching resource books, and/or class activities, but you must always give your source credit. Cite sources according to the professional writing standards for your content area.

*<http://www.doe.mass.edu/frameworks/>

* http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice

* <https://www.wida.us/downloadLibrary.aspx> (Can Do Descriptors)

Waiver Request for Education Program Requirement

Name_____

Date_____

Education Program_____

Advisor_____

Type of Waiver (circle one): Required Course GPA MTEL

If requesting a course waiver please attach catalog description and syllabus of course you wish to substitute.

Rationale for Waiver (describe clearly and with specifics why you are requesting this waiver).

Waiver Decision Granted Denied

Date_____

Reason for decision:

Department Chair Signature

Appendix B

Prepracticum Documents

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- ED 425 Prepracticum Records of Prepracticum Hours

Pre-practicum Guidelines

ED 350 Requirements:

The Pre-practicum requirement is **25 hours** in an elementary classroom. In the classroom, you should be an active participant. You should:

- Offer to work with the children. You can read to students, assist students who need extra attention, monitor a learning center, help a student with his/her homework, etc.
- Dress professionally. Avoid wearing shorts, jeans, or other inappropriate casual attire, no undergarments should be visible, or any inappropriate skin showing. Notice how the teachers dress and model your choices after what you see.
- Identify a clear regular schedule with your cooperating teacher. Be on time and follow the schedule consistently. Call the school and leave a message if you are not going to be there at the scheduled time or date. You are responsible for meeting the full 25 hours regardless of emergencies.
- Communicate with your teacher. Ask questions, share observations, and be open to suggestions.
- Say thank you to your cooperating teacher at the end of the semester. Remind your cooperating teacher to complete the Evaluation Form documenting your 25 hours. Remember to say thank you and good-bye to the students. The students especially need some type of closure.

ED 350 Requirements:

For the ED 350 Pre-practicum you will complete two projects and a four journal entries to document your classroom experience. The projects (case study and leaning center) and journal are due at the end of your 25-hours. The goal of the projects and journal is to support your reflections about teaching and learning, and to demonstrate application of your learning in the elementary classroom.

Journal #1: Find the mission statement of the school, copy it (or photograph) and write a reflection on the role literacy plays in this statement. Then make a chart with the information listed below (observe or ask your cooperating teacher). If your cooperating teacher is unsure or is still learning about any aspect of the information, that's fine, just indicate it in your answers to the questions.

- a. How many males? Females?
- b. What is the cultural diversity of the class (e.g., racial/ethnic makeup)? List the cultural diversity and the number of each group.
- c. Are there students who speak a language other than English as their native language? List the students and the languages. How is second language accommodated in student instruction/in the class? What type of support (outside of the classroom) is available for students who are English Language Learners? Are all teachers on campus expected to apply, or be on track for, for SEI endorsement in Massachusetts?
- d. Are there students with IEPs and require special education support in the class? Discuss the accommodations required/made for each student in the class, if this is the case. Indicate the accommodations in your answer.
- e. What evidence of differentiation do you see for all students with regards to literacy instruction; be specific in type of differentiation and Literacy Instruction?

Journal #2 – Describe how is the classroom organized to support literacy learning (materials, accessibility, environmental print, class library, classroom displays, meeting needs of Special Ed. and ELL students; make sure you give specific examples (minimum 3) for each of the Language arts...)

Journal #3 – Describe what the daily schedule looks like, in particular identify how literacy is implemented for literacy instruction (what are the areas of focus, specific curriculum implemented....), and across the curriculum content areas (during Math, Science, Social Studies and aesthetics...).

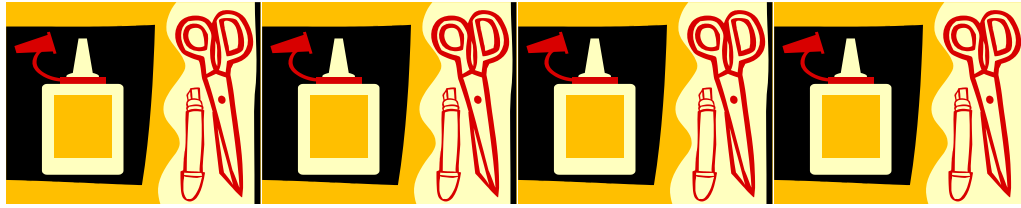
Journal #4 - How does the teacher communicate lesson objectives? How clearly is assessment connected to stated lesson objectives (give examples)? Identify at least two examples of UDL principles and differentiation In Literacy lessons or routines used in the class.

For this project you will create a learning center that offers exploration, application, and/or extension of skills in one of the five language arts.

The center should include:

- ✦ A label/name (can be catchy to engage student interest)
- ✦ A clearly stated learning objective (identifying a measurable skill)
- ✦ A MA Curriculum Framework Citation (ex: MA Curriculum Framework for English Language Arts & Literacy, 2017, Craft and Structure, #5, pg.90). If you are using a language arts skill for a content area lesson you may select a Framework citation from the appropriate content area Framework.
- ✦ The materials the students will use (directions, recording sheets, actual objects for manipulation, books/texts for practice reading....)
- ✦ A description of how students will be assessed (description of the tool or strategy you will use to collect evidence of each individual student's learning), and how students will demonstrate that they have met the objective.
- ✦ Each learning center should be a self-contained 'package' - you choose the storage format (folder, baggie, box...)
- ✦ A narrative of how effectively the center worked in your preprac class (what worked, what did not and what changes would you make).

Due upon completion of your prepracticum.



Preprac ED 350 - Case Study Guidelines

Dr. Deb Patterson

Overview:

The purpose of this assignment is to demonstrate your ability to collect data, analyze data, and identify strategies to support and further a student's literacy learning based on data analysis. You may choose a student who you notice is struggling, or you may choose a student you believe to be doing well for this project.

Please respect the privacy of your student by changing his/her name (or crossing out) when writing the case study. Samples of work used for analysis can be demonstrated through photos (the child owns his/her work) or copies. Make sure you have received permission from your cooperating teacher to complete this assignment.



Part 1: Introduction to the Student and First Impressions

Before gathering any specific data respond to the following:

1. Describe the student (physical appearance, grade level, language, family context, age, culture, etc.)
2. Why did you choose this student as your case study? What behaviors does s/he exhibit that are of concern/interest?
3. What do you think you know about this student?
4. What do you think his/her language arts strengths are?
5. What do you think his/her language arts weaknesses are?
6. How comfortable do you feel with this student?
7. List at least 3 questions you have about this student as a language-arts learner (remember to consider all five language arts; reading, writing, speaking, listening, and viewing).



Part 2: Student Background

After completing Part 1,

1. When and where the student was born.
2. Child development; normal, concerns...?
3. Description of family and home life

4. *Brief overview of the student's experience at school (on grade level, any specific learning concerns, on an IEP, years at your school, how many years in your school district...?)*
5. *Has literacy development been consistent through schooling or are there developmental delays in any areas?*

Reflection: Was what you learned consistent or inconsistent with your initial impressions of this student? Why/why not? What further questions do you have now as you go forward with the case study?



Part 3: Observe Your Student

Observe the following:

1. *With whom does s/he interact? What is the nature of the interactions positive , negative, types of play or conversation..., follower/leader?*
2. *In what classroom activities is s/he participating/not participating? What is s/he doing instead, if not attending?*
3. *What does the child do when on the playground? In what activities is s/he involved?*
4. *What does this child do in the classroom? Describe what s/he does at particular times, during different activities (reading, writing, math, etc.) and in different structures (individual time, small group work, large class instruction)*
5. *If your child goes out for instruction or enrichment, observe him/her if possible in this setting.*
6. *You should talk with your student directly to gauge their interest, perceptions, and level of confidence about school (you can use a survey to do this if you want more structure –use ones we have used in class)*

Analyze the data: What did you learn about this child and how s/he functions in the classroom? When does s/he seem to do best? When does s/he have the most difficulty? Anything you notice that triggers certain behaviors – good or bad? How does this compare to what you thought at the beginning of the case study?



Part 4: Collect Student Data

Collect data about the development and skill level for each of the language arts; you can use samples of student work, assessments we have discussed or tried out in class, and assessments that your school uses for reading, writing, speaking, listening, and viewing. Aim for multiple samples especially from areas of struggle or success (this will help you identify next steps). The data



Part 5: Analyze Student Data

Analyze the data you collected: What did you learn about this student that you did not know before and/or what did you confirm about the student? What patterns, if any do you notice? Use the 'big ideas' we have examined; cueing systems, spelling development, comprehension, motivation and engagement.....as a strategy for sorting the data you collected.



Part 6: Identify Next Steps

(Intervention or Furthering of Skills)

Now that you have analyzed the data, what is your plan of instruction/intervention for this student? In your discussion of your next steps make sure to reference your data specifically, and get feedback from your cooperating teacher about your conclusions and what is possible in the school setting.



Part 7: Reflection

Discuss how what you have learned by doing this case study; what influence will it have on how you behave/think as a teacher in the future. Go back and review what you wrote in Part #1, and compare that with what you know now. Have your beliefs/assumptions about the child and what s/he can achieve, changed? If so, in what ways have they changed or remained constant?

Pre-Practicum Evaluation Form - ED 350

Student Name _____

Cooperating Teacher _____

School/Grade _____ Semester _____

Please provide specific feedback on the student's participation in your classroom during this 25- hour pre-practicum. Using the PSTs listed below please identify strengths you observed, and some areas that may become the focus of goals for the student's practicum:

PST	Evidence
Curriculum, Planning, and Assessment	
Teaching All Students	
Family and Community EngagemenT	

Professional Culture	
Strengths Observed During Participation	
Suggested Next Steps	

Signature _____ Date_____

Please return the completed form to Dr. Tamara Shattuck, or Dr. Deb Patterson, Western New England University, 1215 Wilbraham Rd, Springfield, MA 01119; or you can have the student deliver the completed form in a sealed envelope to Mrs. Jackie LeHouiller (ED staff assistant) in Emerson G110C.

Thank you!

RECORD OF PREPRACTICUM HOURS - ED 350

Requirements for your prepracticum include, but are not limited to, a minimum of 25 hours in your host classroom. This must be completed before your student teaching practicum during the fall semester of your senior year. Typically, you would complete one prepracticum during your sophomore year, one during your junior year, and the final round at your practicum site between August and September of your senior year.

It is your responsibility to keep this record of prepracticum hours. When you have reached 25 prepracticum hours, please return the record to Prof. Tamara Shattuck in G100D, Prof. Deb Patterson in EG 103 with the rest of your preprac documents.

Note: verification of records may occur.

[illegible]

This information should be consistent with assigned placement information. Any changes must be submitted for review and approval.

Pre-practicum Guidelines (ED 375):

The Pre-practicum requirement is **25 hours** in an elementary classroom. In the classroom, you should be an active participant. You should:

- Offer to work with the children. You can read to students, assist students who need extra attention, monitor a learning center, help a student with his/her homework, etc.
- Dress professionally. Avoid wearing shorts, jeans, or other inappropriate casual attire, no undergarments should be visible, or any inappropriate skin showing. Notice how the teachers dress and model your choices after what you see.
- Identify a clear regular schedule with your cooperating teacher. Be on time and follow the schedule consistently. Call the school and leave a message if you are not going to be there at the scheduled time or date. You are responsible for meeting the full 25 hours regardless of emergencies.
- Communicate with your teacher. Ask questions, share observations, and be open to suggestions.
- Say thank you to your cooperating teacher at the end of the semester. Remind your cooperating teacher to complete the Evaluation Form documenting your 25 hours. Remember to say thank you and good-bye to the students. The students especially need some type of closure.

ED 375 Requirements:

For the ED 375 pre-practicum you will complete one project and four journal entries to document your classroom experience. The project (seeing student thinking) and journals are due at the end of your 25-hours. The goal of the project and journal is to support your reflections about teaching and learning, to demonstrate application of your learning in the elementary classroom, and to connect ED 375 course content to your pre-practicum experience.

Journal #1: Tell the reader where you did your observations, what subjects, content and grades were covered, and about the student demographic. How many males? Females? What is the cultural diversity of the class (e.g., racial/ethnic makeup)? Are there students who speak a language other than English as their native language? List the students and the languages. How is it accommodated in their instruction? Are there students with IEPs and require special education support in the class? Discuss the accommodations required/made for each student in the class, if this is the case.

Journal #2 – Describe how is the classroom organized to support math, science, and social studies (materials, accessibility, class library, subject centers, classroom displays, meeting needs of Special Ed. and ELL students...)

Journal #3 – Describe what the daily schedule looks like, in particular identify how math, science, and social studies are implemented (e.g. what are the areas of focus, is one subject highlighted more than others?)

Journal #4 – Observe one math, one science, and one social studies lesson: Describe the lesson, what was the topic? How does the teacher communicate lesson objectives? What examples of UDL principles and differentiation do you see in action? Describe the activities associated with the lesson: (e.g. what content and process are students learning? Are they actively engaged in a learning activity? Are they comparing, analyzing, classifying, discovering, or constructing? Are the students self-directed? Are they interacting with the teacher, with each other? Are they working alone, in pairs, or in groups?)

ED 375 Prepracticum Assignment: Seeing Student Thinking

Introduction/Purpose:

Before they ever arrive in a classroom, children have developed an understanding of the world around them: They have their own ideas about language, counting, the natural world and even social relations...To help students in their understanding, teachers must directly address the knowledge they bring with them to school and build on it whenever possible. To learn, people have to link new experiences to previous understanding (Levstik & Barton, 2005, p. 17).

Children are not a “blank slate.” They come to school with previous understandings of the topics we teach. As teachers, we need to know about these understandings so that we can build upon or challenge them as we design curriculum. This assignment asks you to think critically about how students make sense of the math, science, or social studies material you anticipate observing/ and teaching in your pre-practicum placement. You will conduct a “think-aloud” exercise with one or two elementary students (in your pre-practicum placement) on the topic of a lesson your cooperating teacher is anticipating teaching, in order to gain valuable knowledge about students’ understandings, misconceptions, curiosities, excitements, and even concerns about the topic.

Directions:

1. With your cooperating teacher discuss an upcoming math, science, or social studies lesson they plan on teaching.
2. Consult external resources to help you think about the kinds of misconceptions children have about concepts that are going to be addressed in the lesson. For example, if the lesson topic is measurement, you might want to go back and re-read the ED375 article: Measurement of Length: How Can We Teach it Better? [http://melt-institute-resources.wikispaces.com/file/view/1.7 Measurement+of+Length_xid-8357178_1.pdf](http://melt-institute-resources.wikispaces.com/file/view/1.7+Measurement+of+Length_xid-8357178_1.pdf)
3. Draft a series of questions and/or short activity related to the topic of the lesson. To help draft the questions think about the lesson plan content and purposes, and connect the questions back to the purpose of the lesson. It is very helpful if you have the students draw, write, or produce some kind of document which you can then analyze. The interviews are useful, but sometimes children don’t articulate their understandings as well as they do when producing something.
4. Select two focal students in your pre-practicum placement you wish to interview. Try to select students with varying achievement levels or are different in other ways (e.g., gender, race, interests). Be sure you know or learn the students’ interests (both inside and outside of school). You may wish to select students with whom you have developed a rapport so that they are likely to feel more comfortable with you. Also, be sure to clear your selected students with your cooperating teacher and find an agreed-upon time (about 10-15 minutes) for you to interview them.
5. Engage the student(s) in the questions/activities, and write them down (do NOT rely on your memory, and it is important to try to get as much of students’ comments verbatim). To help with this, consider digitally record the responses (but be sure your cooperating teacher indicates you have permission to do that) to listen to them later on. Again, be sure to capture the precise language the student uses (you can use direct quotes in your write-up).

6. Write up your findings in the format described next.

Format and Criteria for Evaluation:

This assignment will be evaluated on the following seven elements. The essay should demonstrate thoughtful exploration of students' prior knowledge, possible misconceptions and confusions based upon evidence from the interviews. You should draw on the external resources that you found that address students' common misconceptions.

Your paper should be **two to three pages (double-spaced)**. It should have the following elements:

- a) brief introduction to the math, science, or social studies topic that your cooperating teacher is planning on teaching.
- b) brief description of the children you selected. **Be certain to use pseudonyms or initials for all children, teachers, and the school. This is very important for protecting the privacy of children and the school.**
- c) questions you posed and the answers the child provided (try to capture the child's exact language, rather than paraphrase it).
- d) an analysis of the child's understandings and misconceptions of the topic, **drawing on relevant external resources**.
- e) how you would use the analysis to inform how you would teach this topic. Note: You should share your findings with your cooperating teacher, they may find it useful when they go to teach the lesson (sometimes students know much less about the topic than anticipated; and sometimes vice-versa).

Some Tips:

- Check with your cooperating teacher and carve some time (around 15 minutes) to meet with each of the students. You can conduct the interviews individually or with both students simultaneously. There are advantages and disadvantages to each.
- Explain to students the purpose of your chatting with them: explain that you are helping to write some lesson plans for the students and you wanted to know what students thought about this material, what they wanted to know, what excited them, what confused them
- You can start **big**: "What do you think the American Revolution was about?" or "How do people use nature to help them in their lives?" But then you'll have to **narrow** your questions to more manageable chunks: "Can you think of why we had a war with Britain?" and "Are rivers useful to people? How?" Be sure to think of the questions ahead of time – it's often very difficult to think of them "on the spot."
- Use the students' language as markers for what to ask next. You can pick up on their questions, inquiries, confusions and probe as long as the students feel comfortable. *If you sense they are not enjoying this conversation, stop!*

- You could also ask these students to engage in a free-write around certain questions, or a short activity (i.e., a sequencing activity if you are going to teach chronology; having students read and respond to a “primary document”; having students interpret a map, measure something with a ruler, etc.).
- If you have students produce any work, include it in the assignment (removing any identifying characteristics like their name). Be sure to refer to the work in your write-up—in other words, don’t just let it “speak for itself.

Pre-Practicum Evaluation Form - ED 375

Student Name _____

Cooperating Teacher _____

School/Grade _____

Semester _____

Please provide specific feedback on the student's participation in your classroom during this 25- hour pre-practicum. Using the PSTs listed below please identify strengths you observed, and some areas that may become the focus of goals for the student's practicum:

PST	Evidence
Curriculum, Planning, and Assessment	
Teaching All Students	
Family and Community Engagement	

Professional Culture	
Strengths	
Areas of Improvement	

Signature _____

Date _____

Please return the completed form to Dr. Tamara Shattuck, Western New England University, 1215 Wilbraham Rd, Springfield, MA 01119; or you can have the student deliver the completed form in a sealed envelope to Dr. Tamara Shattuck.

Thank you

RECORD OF PREPRACTICUM HOURS - ED 375

Requirements for your prepracticum include, but are not limited to, a minimum of 25 hours in your host classroom. This must be completed before your student teaching practicum during the fall semester of your senior year. Typically, you would complete one prepracticum during your sophomore year, one during your junior year, and the final round at your practicum site between August and September of your senior year.

It is your responsibility to keep this record of prepracticum hours. When you have reached 25 prepracticum hours, please return the record to Prof. Tamara Shattuck in G100D.

Note: verification of records may occur.

[illegible]

This information should be consistent with assigned placement information. Any changes must be submitted for review and approval.

Pre-practicum Guidelines (ED 425):

The Pre-practicum requirement is **25 hours** in an elementary classroom. In the classroom, you should be an active participant. You should:

- Offer to work with the children. You can read to students, assist students who need extra attention, monitor a learning center, help a student with his/her homework, etc.
- Dress professionally. Avoid wearing shorts, jeans, or other inappropriate casual attire, no undergarments should be visible, or any inappropriate skin showing. Notice how the teachers dress and model your choices after what you see.
- Identify a clear regular schedule with your cooperating teacher. Be on time and follow the schedule consistently. Call the school and leave a message if you are not going to be there at the scheduled time or date. You are responsible for meeting the full 25 hours regardless of emergencies.
- Communicate with your teacher. Ask questions, share observations, and be open to suggestions.
- Say thank you to your cooperating teacher at the end of the semester. Remind your cooperating teacher to complete the Evaluation Form documenting your 25 hours. Remember to say thank you and good-bye to the students. The students especially need some type of closure.

ED 425 Requirements:

For the ED 425 pre-practicum you will complete one project and five journal entries to document your classroom experience. The project (Integrated Art Lesson Plan) and the journals are due at the end of your 25-hours. The goal of the project and journal is to support your reflections about teaching and learning, to demonstrate application of your learning in the elementary classroom, and to connect ED 425 course content to your pre-practicum experience.

Journal #1: Impressions of your practicum campus. Tell the reader where you did your observations, what subjects, content and grades were covered, and about the student demographic. How many males? Females? What is the cultural diversity of the class (e.g., racial/ethnic makeup)? Are there students who speak a language other than English as their native language? List the students and the languages. How is it accommodated in their instruction? Are there students with IEPs and require special education support in the class? Discuss the accommodations required/made for each student in the class, if this is the case.

Journal #2 – Impressions of your classroom. Describe how is the classroom organized to support art, math, science, social studies, and ELA (materials, accessibility, class library, subject centers, classroom displays, meeting needs of Special Ed. and ELL students...)

Journal #3- Impressions/ observations of your classroom teacher: General Questions:

- Purpose – Why is the teacher teaching the lesson?
- Learning Objectives – What is the teacher expecting to achieve in this class period?
- Materials – What materials does the teacher use?
- Procedures/Activities – How does the teacher organize the lesson? What's first, second?
- Assessment – How did the teacher check for understanding?
- Homework – Was any homework or enrichment assigned?
- Pacing of lesson

- Beginning and ending of lesson
- Monitoring of students
- Traffic flow of classroom
- Routines and procedures used
- Structure of lesson

Journal #4 – Describe what the daily schedule looks like, in particular identify how art, math, science, social studies, and ELA are implemented (e.g. what are the areas of focus, is one subject highlighted more than others, how is art integrated into other subject areas?)

Journal #5 – Observe one art lesson (with the school art teacher) or if art isn't taught in your school observe a lesson that integrates art. Describe the lesson, what was the topic? How does the teacher communicate lesson objectives? What examples of UDL principles and differentiation do you see in action? Describe the activities associated with the lesson: (e.g. what content and process are students learning? Are they actively engaged in a learning activity? Are they creating, presenting, responding, or connecting? Are the students self-directed? Are they interacting with the teacher, with each other? Are they working alone, in pairs, or in groups?)

ED 425: Prepracticum Assignment: Integrated Art Lesson Plan

Introduction:

The ED 425 methods course investigates content, instructional strategies, and assessments for the teaching of the arts, health, physical education, and technologies for grades 1-6. For your ED 425 prepracticum you will plan an integrated art lesson that you will teach to the students in your placement. In consultation with your mentor teacher, select a topic in: social studies, ELA, math, or science that students will be learning about and create a complementary lesson plan which integrates a fine arts strand (Dance, Music, Theater, or Visual Arts). In addition to turning in the lesson plan that you taught you will also reflect upon and write a summary of your experience teaching an integrated art lesson.

Format and Criteria for Evaluation:

Your summary will be evaluated on the following six elements. The essay should demonstrate thoughtful exploration of the lesson you created and taught. Your paper should be **two to three pages (double-spaced)**. It should have the following elements:

1. How did you select the fine arts strand that you would integrate? Did you need to consult other resources besides the MA Arts Framework to make your decision?
2. Give a brief description of the math, science, ELA, or social studies lesson/topic that your cooperating teacher taught and how your lesson connects to this previously taught lesson.
3. Do you feel that you successfully integrated art with you chosen topic/subject area? Why or why not?
4. How did you modify the lesson to teach all students (Language, Culture, Gender, Socioeconomic status)? How did students respond to your lesson?
5. What went well during the lesson? What would you want to change if you were to teach this lesson again?
6. Would you use art integration in your own classroom, why or why not?

Integrated Art Lesson Checklist:

- ☐ I have consulted with my mentor teacher and selected a subject/ topic.
- ☐ I have reviewed the [MA Arts Framework](#) and have selected a fine arts strand I would like to integrate into a lesson.
- ☐ I used the WNE lesson template to create my lesson plan.
- ☐ I spoke with my mentor teacher and selected a day/time to teach my lesson.
- ☐ After I taught the lesson I wrote a two-three page summary of my experience.

Note: The lesson plan and summary are due upon completion of your 25 hour prepracticum experience.

Pre-Practicum Evaluation Form - ED 425

Student Name _____

Cooperating Teacher _____

School/Grade _____

Semester _____

Please provide specific feedback on the student's participation in your classroom during this 25- hour pre-practicum. Using the PSTs listed below please identify strengths you observed, and some areas that may become the focus of goals for the student's practicum:

PST	Evidence
Curriculum, Planning, and Assessment	
Teaching All Students	
Family and Community Engagement	

Professional Culture	
Strengths	
Areas of Improvement	

Signature _____

Date _____

Please return the completed form to Dr. Tamara Shattuck, Western New England University, 1215 Wilbraham Rd, Springfield, MA 01119; or you can have the student deliver the completed form in a sealed envelope to Dr. Tamara Shattuck.

Thank you

RECORD OF PREPRACTICUM HOURS – ED 425

Requirements for your prepracticum include, but are not limited to, a minimum of 25 hours in your host classroom. This must be completed before your student teaching practicum during the fall semester of your senior year. Typically, you would complete one prepracticum during your sophomore year, one during your junior year, and the final round at your practicum site between August and September of your senior year.

It is your responsibility to keep this record of prepracticum hours. When you have reached 25 prepracticum hours, please return the record to Prof. Tamara Shattuck in G100D.

Note: verification of records may occur.

[illegible]

This information should be consistent with assigned placement information. Any changes must be submitted for review and approval.

Appendix C

Student Teaching Documents

Core Beliefs About Teacher Education

Roles and Responsibilities of the Professional Community

- Director of the Secondary Education Program
- Building Principal
- Classroom Supervising Practitioner
- University Program Supervisor
- Student Teacher

Overview of the Full-Practicum and Practicum Seminar

- Expectations of Students
- Suggested Time-line for the Full-Practicum
- Evaluation Process
- Removal from Student Teaching

Tips on Teaching

Frequently-Asked Questions

Sample Letter to Cooperating Teachers

Smart Goals Form

CAP (Candidate Assessment of Performance) Forms

- Candidate Assessment of Performance Form
- Model Observation Protocol: Pre-conference Planning Form
- CAP: Observation Form
- Model Observation Protocol: Candidate Self-Reflection Form
- Candidate Self-Assessment Form
- CAP: Formative Assessment Form
- Summative Assessment Form

ED 479 Record of Practicum Hours

Unit Checklist

Elementary Practicum Portfolio Guidelines

*******All observations must use the WNE Lesson Plan Format*******

Core Beliefs about Teacher Education

The Elementary Education Program at Western New England University seeks to prepare beginning professional teachers who have the potential to become skillful teachers. It seeks to attract candidates who are intellectually curious and academically ambitious, who are eager to teach a diverse population of learners, and who understand that becoming a master teacher is a career-long journey. Western New England University seeks to develop teachers who are competent problem solvers; who reflect upon and learn from their experience; and who seek to become members of a learning community, working collaboratively with peers and learning from their students as well as teaching them.

The preparation of beginning teachers includes: strong academic training in the content area and child development; deepening competence in the skills of communication; a growing understanding of learners and how they develop along multiple dimensions; development of skills of teaching that allow the teacher to draw upon multiple instructional approaches for particular learners and subject matter; and skills in assessment of one's own teaching and of learner outcomes. Teachers respect and celebrate diversity among learners; they see themselves, as well as their students, as members of a world community. Beginning teachers demonstrate their competence in the above areas by providing evidence that satisfies each of the four state professional standards (listed on the next page).

Cooperating teachers (also referred to as supervising practitioner) function as decision-makers and facilitators of learning. They are reflective of their own practice and continue to learn about the world around them, about teaching and learning, and about their students and their community. Cooperating teachers understand the historical and contemporary roles of schools in a democratic society. Knowledgeable about a range of educational philosophies, they can subsequently articulate their own philosophy and, from it, derive implication for their practice. Cooperating teachers continue to seek professional challenges and contribute to leadership in education, in their schools, districts, communities, and through professional organizations. They remain informed of contemporary research and writing by leaders in their field and are active partners in shaping and implementing models of good practice.

The Elementary Education Program at Western New England University seeks to reflect its core beliefs about teachers and teacher education through the recruitment and selection of students for its education program; and in the training of students in the knowledge, skills, and philosophy it believes are important for teachers.

Roles and Responsibilities of the Professional Community

For questions concerning the roles and responsibilities of individuals, this handbook should be the first reference. If it does not address the student's specific situation, contact the Director of the Elementary Education Program. The success of the Elementary Education Program lies with several key persons; each has a definite responsibility and role to play in making student teaching a challenging and rewarding experience for the student; each contributes an important aspect to the total teacher-preparation program.

Director of the Elementary Education Program

The Director of the Elementary Education Program serves as a liaison between the Elementary Education Program and the various school systems in arranging and scheduling all clinical experiences. The director: 1) implements departmental and school policies pertaining to the field experience requirements for the teacher education program; 2) screens student teacher applicants for compliance with curriculum requirements, field experiences, and professional behavior; and, 3) reviews student teacher applications and secures a student teaching assignment for the applicant. Other responsibilities are to:

- provide local school officials with the field experience program requirements;
- develop forms and materials necessary for the administration of clinical field experiences;
- secure placements for students by submitting a request to the appropriate public school officials and providing relevant information concerning the student teacher to aid in the assignment of that individual;
- notify the student of the student teaching placement; and
- resolve conflicts that may arise between student teachers and/or supervising practitioners, school administrative personnel, or University program supervisors.

The Building Principal

The school administrator is an integral part of the field experience team. The principal is the instructional leader who establishes a school climate conducive to strong professional development of the student teacher.

Important responsibilities of the principal include:

- working directly with, or assigning an appropriate administrative person to work directly with the Director of Elementary Education to select qualified supervising practitioners and matching them with appropriate students; and
- adjudicating any significant issues that may arise in the process of field experiences.

The Classroom Supervising Practitioner

The influence of the supervising practitioner (also referred to as the "cooperating teacher") on the student teacher is one of the most lasting components of the teacher education program. Supervising practitioners who agree to guide the progress of a student teacher have two major roles: professional teacher and teacher educator. As a professional teacher, the primary responsibility is to the students in the classroom. As a teacher educator, the responsibility is to serve as a mentor to the student teacher and to provide a classroom setting where current knowledge can be applied and skills practiced. The student teacher has the background in learning theory, unit/lesson planning, and current teaching practices. The expertise and experience of the cooperating teacher are critical in guiding the student teacher from theory to practice. The supervising practitioner's responsibilities include providing opportunities for the student teacher to:

- observe teaching, participate in teaching tasks, and gradually assume responsibility for the class;
- develop an understanding of the individuals in each class and plan for their instruction;
- develop skills in classroom instruction; and
- explore a variety of techniques and methods of instructional delivery.

Supervising practitioners must meet the following criteria:

- licensed by the Commonwealth of Massachusetts in the area of content specialization;
- have at least three years of successful teaching experience;
- received a summative evaluation rating of proficient or higher in his/her most recent evaluation;
- understand the teacher education program goals and be currently teaching in the same area of specialization as the student teacher; and
- provide positive clinical supervision of student teachers.

The University Program Supervisor

The university program supervisor (also referred to as “program supervisor”) is a liaison between the University's Elementary Education Program and the participating school. Supervisors familiarize themselves with the organization and pertinent regulations of the Western New England University Elementary Education Program. They advise supervising practitioners and school personnel about the Western New England University program's organization, goals, and regulations, especially those connected with the student teaching semester. They provide leadership in building harmonious relations with the participating schools and personnel.

To be qualified, a program supervisor must meet the following criteria:

- minimum of three years successful teaching experience;
- trained in supervision;
- familiar with Western New England University student teaching program goals and policies;
- ability to mentor growth and development of a student teacher; and
- establish a supportive teaching and learning environment with the school administrator, the supervising practitioner, the student teacher, and other school personnel.

Principal responsibilities are to:

- assist the student teacher in developing teaching competency;
- provide continuous and cooperative evaluation of the student teacher's development;
- observe on a regular basis throughout the semester;
- arrange conferences with the student teacher and the supervising practitioner;
- consult with the supervising practitioner to complete the formative and summative assessments; and
- collect and submit all observation forms and assessments.

The Student Teacher

Student teaching is designed to be the capstone experience and culmination of a student's professional training prior to initial licensure. The student will be put into action, implementing his or her philosophy about teaching while becoming acquainted with other harmonious, and perhaps diverse, functioning philosophies of teaching. Student teachers are teachers in training and should be regarded as co-professionals by the supervising practitioner, faculty, and staff.

The objective of the student teaching practicum is to provide a successful transition from being a student to becoming a competent, full-time professional teacher. Student teachers are not permitted to receive any type of remuneration for services related to their assignment. The Western New England University Education Department faculty recommends no outside employment or additional coursework. If employment is necessary, the student teacher should try to limit it to ten hours per week. Student teaching performance will impact the student's ability to obtain a teaching position; thus it is important to plan carefully for a meaningful and successful experience.

Overview of Full-Practicum (Student-Teaching Practicum) and Practicum Seminar

The practicum and practicum seminar provide students in the licensure program with a University-supervised field experience. Students are in placements for five full days a week, which begins, as was noted earlier, around October 1st. At that point, practicum students also become involved in a weekly seminar. All students must have successfully completed the pre-practicum experiences and passed all required Massachusetts Tests for Educator Licensure prior to the practicum. All required education courses must also be completed and passed prior to the practicum experience.

The practicum is designed to provide students the opportunity to practice planning, implementing, and evaluating learning experiences for students in all areas of curriculum. To successfully complete the full-practicum, a student must do, according to commonwealth regulation, a minimum of 300 hours of classroom teaching. This includes a minimum of 100 hours when the student assumes full responsibility in the role of the teacher.

Expectations of Students

The student is expected to be in attendance at his or her practicum site during the required school hours, daily. If illness or unforeseen circumstances cause a student to miss a day, the student must notify his or her supervising practitioner and his or her program supervisor of this absence prior to the start of the school day. In the event that the illness or unforeseen circumstance causes the student a miss a day when he or she was supposed to be teaching a lesson, the student must submit the materials to teach the lesson (e.g., lesson plan, activities, etc.) to the supervising practitioner. In the case of the above absence, or a school cancellation, the student is expected to make up the time.

The student is expected to become familiar with the policies of the school district, individual school, and the supervising practitioner.

As the semester progresses, the student is expected to assume more and more of the classroom instruction. The student is also required to have a two-week period of time when he or she would assume full responsibility for all instruction and classroom management. This period of time is referred to as the student's "Total Teach".

It is expected that the student will have the following experiences:

- Observe the classroom teacher
- Instruct individual students who may need help
- Lead small groups
- Instruct the entire class in the curriculum
- Plan and teach at least one unit per class
- Plan and write in-depth lesson plans that address the Massachusetts DESE Curriculum Frameworks
- Adapt the use of curriculum materials to the individual learning needs of the students
- Assist the classroom teacher in performing routine tasks in the classroom
- Assist the classroom teacher in supervisory responsibilities
- Design bulletin boards and/or update the classroom website or blog

Each student will have a university program supervisor to assist him or her in achieving the greatest professional growth. Supervisory visits will be made by appointment. When arranging the visits, the student teacher should plan a time that will allow the student and supervising practitioner time to confer with the program supervisor following the observation. At each observation the student will provide the program supervisor with a lesson plan for the class that will be observed.

A Suggested Time-Line for the Full-Practicum:

- Week 1: The student should pick up one class.
- Weeks 2-3: The student should move up to teaching two classes, though the classes can require the same preparation.
- Weeks 4-5: The student should be teaching 3 or 4 classes, but not have more than 3 preparations.
- Weeks 7-11 During this time the student should have the full teaching load for at least two weeks, commencing the “Total Teach” experience.

This is only a suggested time-line and is open to negotiation among the student, the supervising practitioner, and the program supervisor. It is expected that the supervising practitioner will regularly observe the student teacher and provide feedback and suggestions for improving the student’s teaching. A more detailed time-line will be provided for the student, the supervising practitioner, and the program supervisor during their initial three-way meeting.

Evaluation Process

DESE has developed a Candidate Assessment of Performance (CAP) system, based on the Massachusetts Educator Evaluation Framework for in-service educators, to be used throughout the practicum experience. The student is responsible for producing documentation and demonstrating performance, which will indicate that he or she has met the state standards. Sources of evidence to assess a teacher candidate’s practicum performance may include, but are not limited to, the following: *lesson plans, units, syllabi, assessments, portfolios (specify documents used as evidence), examples of students’ work, reflective paper, observable behaviors, and other sources of evidence appropriate to and accepted by the relevant discipline*. The program supervisor and supervising practitioner will evaluate the student’s performance and documentation to determine eligibility for licensure. In order to be approved for licensure, a student must show satisfactory performance according to all standards. The Candidate Assessment of Performance (CAP) assessments will be completed twice; once during the formative assessment session around the midpoint of the practicum (Weeks 5-6), and once during the summative assessment session at the end of the full-practicum. (The assessment forms, as well as other CAP material, are included in the Appendices).

At the beginning of the full-practicum, there will be an initial visit by the program supervisor. The focus of the visit will be to review with the student and supervising practitioner the processes and procedures for the practicum experience. In consultation and collaboration with the supervising practitioner and the university program supervisor, the student will submit preliminary SMART goal(s) for their professional development over the duration of the practicum. The student will also complete the Candidate Self-Assessment Form based on his or her experiences in the pre-practicum and skill acquired in coursework.

One to two weeks later, the program supervisor will make an appointment with the student teacher to come to the school to do the first formal observation. Arrangements will also be made for a three-way meeting with the student teacher, supervising practitioner, and program supervisor to assess the student’s performance using the CAP Formative Assessment form before the student assumes Total Teach responsibilities. On the day of the observation the student will provide a lesson plan for the class to be taught, as well as a Pre-Conference Planning Form. The program supervisor will observe the student teach the lesson and will complete a post-conference when he or she provides feedback to the student teacher about his or her performance. The program supervisor will provide the student teacher and supervising practitioner with a completed CAP Observation Form. The student teacher will complete a Candidate Self-Reflection Form. These forms are designed according to the MA Professional Standards for Teachers and include sections that highlight the student’s strengths as well as areas that need

improvement. The student will keep copies of these completed forms, and electronic copies will go into the student's permanent file with the University's Education Department. This will conclude the first observation cycle.

Approximately one to two weeks later, the supervising practitioner will complete an unannounced observation of student teach a lesson. The supervising practitioner will complete the CAP Observation Form and conduct a post-conference to review the feedback with the student. The student will complete a Candidate Self-Reflection Form based on the feedback he or she received. Around this time, the program supervisor will make a second appointment with the student teacher to come for the second formal observation. On the day of the observation, the student will provide a lesson plan and a Pre-Conference Planning Form. As before, the program supervisor will use the CAP Observation Form. Following the lesson, the program supervisor will complete a post-conference with the student teacher, when the program supervisor will provide feedback to the student teacher about his or her performance. The program supervisor will provide the student teacher and the supervising practitioner with a completed CAP Observation Form. The student teacher will complete a Candidate Self-Reflection Form based on the feedback and the goal setting during the conference. The student will keep copies of all completed forms, and electronic copies will go into the student's permanent file with the University's Education Department. This will conclude the first announcement observation cycle and the second formal observation cycle with the program supervisor.

At the midpoint of the student's practicum, the supervising practitioner, program supervisor, and student will meet for their second three-way meeting. This will occur five to six weeks into the practicum and should occur before the commencement of the student's Total Teach requirement. During this meeting, the supervising practitioner and program supervisor will complete the CAP Formative Assessment form, which is designed according to the MA Professional Standards for Teachers. The supervising practitioner and the program supervisor will rate the student's performance to date, indicating his or her strengths and areas for improvement. They will also spell out for the student areas that need improvement in order to successfully complete the practicum and to receive a grade in the University's practicum course. The students should be tracking his or her progress on his or her SMART goal(s) throughout the practicum, to date, and should also share it during the meeting. In consultation with the supervising practitioner, the student should also plan to administer the appropriate Student Feedback Instrument to one period/block of students. As before, the student shall keep a copy of all the complete forms, and electronic copies will go into the student's permanent file with the University's Education Department.

During weeks 7-10 of the practicum, the student should assume the full teaching load and responsibilities for at least two weeks, marking his or her Total Teach experience. The observation procedure will be the same as before, with a second unannounced observation cycle occurring between the supervising practitioner and the student, and a third announced observation cycle between the program supervisor and the student. The student will also: continue to monitor, or update, his or her SMART goal(s); administer the appropriate Student Feedback Instrument; and, complete the Candidate Impact on Student Learning document.

During the final week of the practicum, the program supervisor, supervising practitioner, and the student will complete a final three-way meeting. During the three-way meeting, the program supervisor will complete, in collaboration with the supervising practitioner, the CAP Summative Assessment form. The CAP Summative Assessment form is required for the final evaluation. In addition, the program supervisor and supervising practitioner will designate on the form whether the student has successfully completed all requirements for the Initial License and is ready to teach. If there is not agreement between the program supervisor and the supervising practitioner about the satisfactory completion of this practicum by the student, a third party will be brought in to help decide the matter. This person will be

assigned after a discussion between the school principal and the University's Director of Elementary Education. Copies of the concluding paperwork will be provided to the student, while the originals (or electronic versions of the forms) will go into the student's permanent file.

At this concluding meeting, there will also be a discussion about the student's final grade for the full-practicum. The program supervisor, who is the official instructor for the course in which a grade is given, will collaborate with the supervising practitioners for the purposes of assigning the students their final grade.

The sequence outlined above is the normal design for the evaluation of the full-practicum. However, the program supervisor will come for additional observation sessions and/or three-way meetings, as needed, to support a student and help promote a successful practicum experience.

Upon completion of the practicum experience and a college degree, students can apply for initial licensure through the Massachusetts DESE. All applications for licensure are completed on-line. Students can obtain additional information on applying on-line from the Administrative Assistant for the University's Education Department.

Removal from Student Teaching

For a variety of different reasons, there are times when student teaching does not work out for particular students. Despite having passed the relevant coursework and MTEL tests, some students are not ready for the demands and responsibilities of teaching. In other cases, students experience personal problems that interfere with teaching responsibilities. In this case, a student must resolve these problems before the responsibilities of student teaching are resumed. On occasion, it is necessary to remove a student from his or her teaching assignment.

If there is a problem involving a student teacher, that student may be subjected to removal from his or her assignment. A building principal may decide that it is in the best interest of the students and teacher to remove a student teacher. The program supervisor may decide that it is in the best interest of the student teacher, the supervising practitioner, and the students in the school to remove the student teacher. The Director of the Elementary Education Program is to be notified immediately if a student teacher does not appear to be progressing at a rate to allow for successful completion of student teaching according to the Massachusetts Professional Standards for Teaching indicated on the CAP assessments.

Procedure for removal:

The Director of the Elementary Education Program and Education Department Chairperson have the responsibility of removing students from a student teaching assignment. Reasons for removal include inappropriate behavior within the school setting and inability to meet expectations, documentation of unprofessional behavior, and inadequate progress towards meeting required ratings on the CAP assessments.

Before a decision is made to remove a student, the Director of Elementary Education informs the student and schedules a meeting to consider appropriate options. The meeting may include the supervising practitioner, building principal, and/or university program supervisor. During the meeting a plan will be devised to determine the next steps for the student teacher. Students reassigned in the same semester should expect an extended placement.

The student may appeal the decision made by the Director of Elementary Education and to the Education Department Chairperson.

The developmental skills for becoming an effective classroom teacher are similar to those developed in mathematics or reading. Individuals develop at varying rates. Therefore, some student teachers may require additional coursework and/or skill development beyond the minimum required student teaching period. It may also require serious evaluation of whether the teaching profession is the correct career choice. The Director of the Elementary Education Program, the content faculty advisor, and/or other faculty or staff in the College of Arts and Sciences will assist a student in the reevaluation of professional career choices.

Tips on Teaching

Student teachers should be competent in their subject fields and should be developing an increasing variety of appropriate teaching methods. When teaching, a student teacher should try to teach confidently, teach enthusiastically, teach intelligently, and try to teach students individually as well as collectively.

Every time you teach, keep these points in mind:

- Be prepared to teach. Greet students as they enter the classroom. Be friendly, but avoid familiarity, “wise cracks,” or sarcasm.
- Plan to start work immediately at the beginning of each class period. Have an assignment on the board, or prepare a short activity for students to review or complete to allow you time for clerical duties, attendance, etc.
- Focus the attention of the students before making announcements or beginning a lesson.
- Don’t expect to do all the teaching. Provide the students a chance to discuss, answer questions, perform/demonstrate, etc. Teaching requires a lot of energy.
- Try to keep all students interested. Do not let a few students monopolize the activities or discussions. Minimize lecture time to emphasize active student learning.
- Keep all students on task while you are working with an individual student. Ask questions so that the entire class may hear before calling on specific students.
- Utilize a variety of instructional aids and materials to enhance learning.
- Use proper English, good enunciation, and good pronunciation. Avoid excess use of stereotyped expressions such as “OK,” “all right,” “you guys,” etc. Slang is not appropriate.
- Practice varying the tone and volume of your voice.
- Practice good handwriting plus correct spelling on boards and handouts.
- Move around the room when teaching, but do not pace nervously.
- First, work to earn the respect of students, rather than wanting the students to like you.
- Plan carefully in regard to details – handling materials, making arrangements in advance, etc.
- Plan meaningful assignments with specific evaluation criteria you will use to evaluate students’ work. Provide clear directions for completing work and clarify students’ understanding.
- Prepare questions in advance to stimulate class discussion. Do not rely on “ad-libbing.”
- Begin with individual student conferences to help resolve individual student behavior problems.
- Avoid disciplining individual students in front of the whole class.
- Be observant of what is “going on” in the class at all times.

Frequently Asked Questions

QUESTION 1 What calendar does the student teacher follow?

ANSWER: The student teacher follows the calendar of the school to which he/she has been assigned. The student teacher is expected to attend any in-service meetings, professional development opportunities, parent-teacher conferences, and other school-related functions as deemed appropriate by the supervising practitioner. When Western New England University offers a holiday break (e.g., Fall Recess), if the calendar of the school to which he/she has been assigned does not feature the break, the student must meet the expectations for teachers at the school.

QUESTION 2 How often does the student teacher write lesson plans?

ANSWER: A lesson plan should be written for each lesson that is taught and presented to the supervising practitioner **three days** prior to the implementation of the lesson. One of the primary causes of failure in student teaching is lack of effective planning and proper preparation for teaching. Planning helps the student teacher organize materials. Being ready provides a feeling of confidence for the student teacher, as well as ensuring a more effective learning experience for students.

QUESTION 3 What is the policy regarding absences?

ANSWER: Daily attendance is required. Occasionally, the student may be absent due to illness, accidents, religious holidays, or a death in the family. However, a student who has long or repeated absences, for whatever reasons, will be required to repeat the student teaching experience. For each day missed, regardless of the reason, the student teacher is required to make up the days. When the student teacher must be absent, he or she must call the school, supervising practitioner, and program supervisor. Plans for any lessons that the student teacher was expected to teach must be available for use by either the supervising practitioner or substitute.

QUESTION 4 What are the daily hours and dress code?

ANSWER: The student teacher should abide by the standards expected of teachers in the assigned schools regarding arrival and departure time. The student teacher is to dress professionally, and should not wear shorts, jeans, or other inappropriate casual attire. The student teacher should not wear nose or tongue rings, have undergarments visible, or have stomachs showing.

QUESTION 5 What is the policy regarding substitute teaching?

ANSWER: It is against the policy of Western New England University to use student teachers as substitute teachers. Although the student teacher receives a license, this license does not allow him or her to assume the teaching responsibilities undertaken by a substitute during the student teacher semester. In the event of the supervising practitioner's absence, a regular substitute must be employed. Upon successfully completing the practicum, the student teacher can be available to substitute teach if he/she meets the requirements set forth by the school district.

QUESTION 6 What about jobs or other coursework?

ANSWER: Because student teaching requires a total commitment on the part of the student, additional coursework is not recommended during the semester. It has been our experience that students who do not have the additional responsibility of a job are likely to perform better during student teaching. For students who must work, their jobs should not interfere with their student teaching.

**College of Arts and Sciences
Department of Education**

August 2017

Thank you for accepting one of our practicum students this semester. We hope that you will find your role as a supervising practitioner a rewarding one. To clarify expectations for working with our student teachers key information is outlined below.

1. During the month of September your student teacher will spend every morning in your classroom; they return to the University for an integrated methods course in the afternoon. This methods course meets from August 29 to September 22, 2017. The first twenty-five hours the student teacher works with you are counted as pre-practicum hours and we ask that you complete a short narrative about your student teacher at this time (form is in this packet). During this time the student teacher should become oriented to your school and program and gradually become an active, contributing member of your classroom community. You should feel comfortable asking your student to take on classroom routines and responsibilities as soon as you feel appropriate for you, the student teacher, and your class.

2. The fulltime practicum officially begins on Monday, September 25, 2017 and continues until Friday, December 8, 2017. During the practicum, the student teacher is expected to gradually take on more and more responsibility for the classroom culminating in full responsibility for the classroom for at least one to two full weeks. There will be variation in how a student takes on this responsibility as classrooms and individuals have a variety of working styles. The timeline for this process is negotiable with the student and the University program supervisor.

3. We will be using the Candidate Assessment of Performance (CAP) as documentation of growth and meeting standards. The CAP rubric evaluates the teacher candidate's readiness in relation to key elements of the Professional Teaching Standards, and parallels the Massachusetts Educator Evaluation system. The CAP rubric is in this packet. The goal is to prepare teachers who are fully ready to teach in their own classrooms as a result of their preparation experiences (coursework and practica). Please note the asterisks in the CAP, these identify expected minimum levels of accomplishment.

Like the MA Educator Evaluation, CAP is grounded in a 5-Step Cycle. The 5-Step Cycle used in CAP has been modified to meet the needs of candidates, Program Supervisors, and Supervising Practitioners, but retains the same core architecture of the cycle included in the evaluation framework:

Step 1: Self-Assessment

Step 2: Goal-Setting and Plan Development (using the SMART goal format)

Step 3: Plan Implementation

Step 4: Formative Assessment

Step 5: Summative Evaluation

4. The program supervisor will meet with you to discuss the CAP assessment process. As a supervising practitioner, you will conduct and record at least 2 unannounced observations of your student teacher using the CAP rubric to assess and document evidence of the candidate's readiness for the licensure role. (Observation form is in this packet.) The student teacher will also need your assistance with identifying a measure of student learning and conducting a classroom survey as part of the CAP assessment process. During the semester, please regularly observe and give your student teacher feedback on her/his teaching practice throughout the semester using the indicators from the CAP forms.

5. There will be a minimum of two official visits from the program supervisor that will include a pre and post conference, an observation of the student, and 3 three-way meetings with the student, you, and the program supervisor. The program supervisors are professors in the education department at the University and former teachers themselves. We look forward to working with you to support the professional development of our students. To support your work with your student teacher we have posted all the forms you will need in google docs. The link will be shared with you via your email.

6. During the practicum, student teachers are involved in a student teaching seminar at the University. This course is designed to further reflection on the practicum experience, develop their master teaching units, and help them prepare for the job search process. This seminar meets Tuesdays after school at the University.

7. At the final three-way meeting you will be asked to provide your MEPID. You will receive a stipend of two hundred dollars for working with a student teacher, and a certificate documenting the number of hours you served as a mentor, and the number of PDPs earned.

If you have any questions, please contact me directly or speak with your student's program supervisor. I can be reached at 782-1357, or by email, deb.patterson@wne.edu.

Thank you for participating in our Education Program and the education of future teachers!

Warmly,



Deb Patterson, Ed.D.
Professor and Department Chair, Education
Western New England University
782-1357,
deb.patterson@wne.edu

SMART Goal Worksheet

S.M.A.R.T.	Questions...
Specific	Does your goal clearly and specifically state what you are trying to achieve? <i>If your goal is particularly large or lofty, try breaking it down into smaller, specific SMART goals.</i>
Measurable	How will you (and others) know if progress is being made on achieving your goal? Can you quantify or put numbers to your outcome?
Attainable	Is achieving your goal dependent on anyone else? Is it possible to reframe your goal so it only depends on you and not others? What factors may prevent you from accomplishing your goal?
Relevant	Why is achieving this goal important to you? What values in your life does this goal reflect? What effect will achieving your goal have on your life or on others?
Time-bound	When will you reach your goal? <i>Again, if your goal is particularly large, try breaking it down into smaller goals with appropriate incremental deadlines.</i>

Today's Date: _____

Date by which you plan to achieve your goal: _____

What is your goal in one sentence? (What's the bottom line?)

The benefits of achieving this goal will be...

Verify that your goal is S.M.A.R.T.

Specific: *What exactly will you accomplish?*

Measurable: *How will you (and others) know when you have reached your goal?*

Attainable: *Is attaining this goal realistic with effort and commitment? Do you have the resources to achieve this goal? If not, how will you get them?*

Relevant: *Why is this goal important to you? Hone in on why it matters.*

Time-bound: *When will you achieve this goal?*

ACTION PLAN		
What specific steps must you take to achieve your goal?		
<i>This action plan may just get you started. Feel free to create a more detailed step-by-step plan.</i>		
Task / to-do item	Expected completion date	Date actually completed

OBSTACLES / CHALLENGES	
What obstacles stand in the way of you achieving your goal?	
Obstacle	How will you address the challenges if/when they arise?

Network of Support & Accountability

When working towards achieving a goal, it is helpful to have a one or two people whom you agree to check in with on a regular basis. Keeping others informed on your progress can be a useful external motivator!

Who can you share your goal with?

- 1) Talk with one or two individuals who will genuinely want to see you succeed in achieving your goal.
- 2) Explain to them why achieving this goal is important to you.
- 3) Ask if they will support you and hold you accountable in reaching your goal.
- 4) Select and agree upon future dates/times you will report updates on your progress.

Contact's signature	Frequency of updates on progress (i.e. weekly, bi-weekly, monthly?) <i>List future dates/times you will report your progress</i>	Agreed upon method of communication (i.e. face to face, phone, email updates...)

Date your goal is ACHIEVED _____

Congratulations on creating a SMART goal and sticking with it!

Be sure to share your achievement with your network of supporters and find a way to celebrate your success.

**College of Arts and Sciences
Department of Education**

Candidate Assessment of Performance Form							
Section 1: General Information (to be completed by the Candidate and the Program Supervisor)							
Candidate Information							
First Name:		Last Name:					
Street Address:							
City/Town:					State:		Zip:
MEPID #:							
Massachusetts license number(if applicable):							
Program Information							
Sponsoring Organization:							
Program Area & Grade Level:							
Have any components of the approved program been waived? 603 CMR 7.03(1)(b)					<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Practicum Information				<input type="checkbox"/> Practicum		<input type="checkbox"/> Practicum Equivalent	
Practicum/Equivalent Course Number:					Credit hours:		
Practicum/Equivalent Seminar Course Title:							
Practicum/Equivalent Site:					Grade Level(s) of Students:		
Supervising Practitioner Information <i>(to be completed by the Program Supervisor)</i>							
Name:							
School District:					Position:		
License Field(s):					MEPID or License #		
# of years experience under license:					<input type="checkbox"/> Initial	<input type="checkbox"/> Professional	
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 most recent evaluation.					<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Name:		Date:	
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Candidate Assessment of Performance Form

Section 2: Total Hours and Signatures

Three-Way Meetings		
1st Three-Way Meeting Date:	Candidate	
	Supervising Practitioner	
	Program Supervisor	
2nd Three-Way Meeting Date:	Candidate	
	Supervising Practitioner	
	Program Supervisor	
Final Three-Way Meeting Date:	Candidate	
	Supervising Practitioner	
	Program Supervisor	

Total Number of Practicum Hours:		Number of hours assumed full responsibility in the role:		
Based on the candidate's performance as measured on the CAP Rubric, we have determined this candidate to be:	Ready to Teach	<input type="checkbox"/>	Not Yet Ready	<input type="checkbox"/>
Supervising Practitioner	Date:			
Program Supervisor	Date:			
Mediator (if necessary see: 603 CMR 7.04(4))	Date:			

Model Observation Protocol: Pre-Conference Planning Form

Name:								
Observation Details								
Date:					Time (start/end):			
Content Topic/Lesson Objective:								
<input type="checkbox"/>	Whole Group	<input type="checkbox"/>	Small Group	<input type="checkbox"/>	One-on-One	<input type="checkbox"/>	Other	

Element(s) to be Observed (circle)	Comments
1.A.4: Well-Structured Lessons	
1.B.2: Adjustments to Practice	
2.A.3: Meeting Diverse Needs	
2.B.1: Safe Learning Environment	
2.D.2: High Expectations	
4.A.1: Reflective Practice	

Refinement areas previously identified

Questions to ask in pre-conference

College of Arts and Sciences
Department of Education

Candidate Assessment of Performance (CAP) Observation Form

Candidate Name: _____

Date: _____

Observation #: _____

Type (Announced/Unannounced): _____

Observed
By: _____

Focus Elements:	<input type="checkbox"/>	1.A.4: Well Structured Lessons (#1 Announced, #1 Unannounced)	<input type="checkbox"/>	2.B.1 Safe Learning Environment (#1 Unannounced)
	<input type="checkbox"/>	1.B.2: Adjustments to Practice (#2 Announced, #2 Unannounced)	<input type="checkbox"/>	2.D.2 High Expectations (#1 Announced)
	<input type="checkbox"/>	2.A.3: Meeting Diverse Needs (#2 Announced)	<input type="checkbox"/>	4.A.1 Reflective Practice

Date of
Lesson: _____

Time (start/end): _____

Content Topic/Lesson Objective: _____

<input type="checkbox"/>	Whole Group	<input type="checkbox"/>	Small Group	<input type="checkbox"/>	One-on-One	<input type="checkbox"/>	Other
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Active Evidence Collection (see attached documentation including lesson plan and data collected during observation) occurred during the observation and is synthesized and categorized below.

Element	Evidence
1.A.4	
1.B.2	
2.A.3	

2.B.1	
2.D.2	
4.A.1	

Focused Feedback	
Reinforcement Area/Action: (strengths)	
Refinement Area/Action: (areas for improvement)	

College of Arts and Sciences
Department of Education

Model Observation Protocol: Candidate Self-Reflection Form

Directions: Following an announced or an unannounced observation, please use the form below to reflect on the lesson. Submit the form to your Supervising Practitioner/Program Supervisor within 24 hours of the observation.

Name:					
Observation Details					
Date:				Time (start/end):	
Content Topic/ Lesson Objective:					
Type of Observation:			Observed by:		
<input type="checkbox"/>	Announced	<input type="checkbox"/>	Unannounced	<input type="checkbox"/>	Supervising Practitioner
		<input type="checkbox"/>		<input type="checkbox"/>	Program Supervisor

Reflection Prompt: *What do you think went particularly well? How did this strength impact your students' learning?*

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Reflection Prompt: *If you could teach this lesson again, is there anything you would do differently? How would this have impacted your students' learning?*

--

Essential Element	Evidence: Where possible, provide one piece of evidence that you believe demonstrates your performance relative to the Quality, Consistency or Scope of each element.
1.A.4: Well-Structured Lessons	
1.B.2: Adjustments to Practice	
2.A.3: Meeting Diverse Needs	
2.B.1: Safe Learning Environment	
2.D.2: High Expectations	

Candidate Self-Assessment Form

Directions: Independently, reflect on your performance in each dimension of an element. Use the performance descriptors from the CAP Rubric to help ground your assessment. Consider the following in rating your current level of performance (as applicable):

- Skills acquired in coursework
- Experiences in pre-practicum
- Targeted feedback you have received about your practice
- Evidence of impact with students
- Reflection on performance in Announced Observation #

Name:				Date:	
I.A.4: Well-Structured Lessons					
I-A-4. Well-Structured Lessons	Unsatisfactory	Needs Improvement	Proficient	Exemplary	
	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.	
Quality					
Scope					
Consistency					

I.B.2: Adjustment to Practice				
I-B-2. Adjustment to Practice	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated

			interventions and enhancements for students.	interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.
Quality				
Scope				
Consistency				

II.A.3: Meeting Diverse Needs				
II-A-3. Meeting Diverse Needs	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.
Quality				
Scope				
Consistency				

II.B.1: Safe Learning Environment				
II-B-1. Safe Learning Environment	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
Quality				
Scope				
Consistency				

II.D.2: High Expectations				
II-D-2. High Expectations	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
Quality				
Scope				
Consistency				

IV.A.1: Reflective Practice				
IV-A-1. Reflective Practice	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
Quality				
Scope				
Consistency				

Dimensions of Readiness: *Quality: ability to perform the skill, action or behavior; Scope: the scale of impact (e.g., one student, subset of children, all students) to which the skill, action or behavior is demonstrated with quality; Consistency: the frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality.*

Self-Assessment Summary Sheet

Directions: In the table below, please record your self-assessment rating for each element. Use the following key: *Exemplary (E)*, *Proficient (P)*, *Needs Improvement (NI)*, *Unsatisfactory (U)*

Name:		Date:	
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Self-Assessment Summary			
Element	Quality	Scope	Consistency
1.A.4: Well-Structured Lessons			
1.B.2: Adjustment to Practice			
2.A.3: Meeting Diverse Needs			
2.B.1: Safe Learning Environment			
2.D.2: High Expectations			
4.A.1: Reflective Practice			

Based on your Self-Assessment, briefly summarize your areas of strength and high-priority areas for growth.

Area(s) of Strength	Evidence/Rationale	Element/Dimension

Area(s) for Growth	Evidence/Rationale	Element/Dimension

Please share your Self-Assessment as well as the Goal Setting & Plan Development Forms with your Program Supervisor and Supervising Practitioner at least three days in advance of the initial Three-Way Meeting, or earlier upon request.

Dimensions of Readiness: *Quality: ability to perform the skill, action or behavior; Scope: the scale of impact (e.g., one student, subset of children, all students) to which the skill, action or behavior is demonstrated with quality; Consistency: the frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality.*

Formative Assessment Form

Name:		Date:	
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I.A.4: Well-Structured Lessons				
I-A-4. Well-Structured Lessons	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for I-A-4: Well-Structured Lessons:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
Req.	Req.	<input type="checkbox"/>	<input type="checkbox"/>	Req.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence [insert evidence to support the ratings here]:

I.B.2: Adjustment to Practice				
I-B-2. Adjustments to Practice	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for I.B.2: Adjustment to Practice:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
<input type="checkbox"/>	<input type="checkbox"/>	Req.	Req.	Req.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence [insert evidence to support the ratings here]:

II.A.3: Meeting Diverse Needs				
II-A-3. Meeting Diverse Needs	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for II.A.3: Meeting Diverse Needs:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
<input type="checkbox"/>	<input type="checkbox"/>	Req.	<input type="checkbox"/>	Req.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence [insert evidence to support the ratings here]:

II.B.1: Safe Learning Environment				
II-B-1. Safe Learning Environment	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for II.B.1: Safe Learning Environment:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
<input type="checkbox"/>	<i>Req.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Req.</i>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence [insert evidence to support the ratings here]:

II.D.2: High Expectations				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for II.D.2: High Expectations:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
Req.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Req.	<input type="checkbox"/>	<input type="checkbox"/>

Evidence [insert evidence to support the ratings here]:

IV.A.1: Reflective Practice				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for IV.A.1: Reflective Practice:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Req.	Req.	Req.	Req.

Evidence [insert evidence to support the ratings here]:

Formative Assessment – Calibration

Summary of Ratings				
Element	Quality	Scope	Consistency	Readiness Thresholds Met? (Y/N)
1.A.4: Well-Structured Lessons				
1.B.2: Adjustment to Practice				
2.A.3: Meeting Diverse Needs				
2.B.1: Safe Learning Environment				
2.D.2: High Expectations				
4.A.1: Reflective Practice				

Evidence-Based Feedback to Candidate	
Recommended Focus for Future Professional Practice Goal	

College of Arts and Sciences
Department of Education

Summative Assessment Form

Name:		Date:	
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I.A.4: Well-Structured Lessons				
I-A-4. Well-Structured Lessons	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for I-A-4: Well-Structured Lessons:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
Req.	Req.	<input type="checkbox"/>	<input type="checkbox"/>	Req.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence [insert evidence to support the ratings here]:

I.B.2: Adjustment to Practice				
I-B-2. Adjustments to Practice	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for I.B.2: Adjustment to Practice:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
<input type="checkbox"/>	<input type="checkbox"/>	Req.	Req.	Req.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence [insert evidence to support the ratings here]:

II.A.3: Meeting Diverse Needs				
II-A-3. Meeting Diverse Needs	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for II.A.3: Meeting Diverse Needs:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
<input type="checkbox"/>	<input type="checkbox"/>	Req.	<input type="checkbox"/>	Req.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence [insert evidence to support the ratings here]:

II.B.1: Safe Learning Environment				
II-B-1. Safe Learning Environment	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for II.B.1: Safe Learning Environment:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
<input type="checkbox"/>	<i>Req.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Req.</i>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence [insert evidence to support the ratings here]:

II.D.2: High Expectations				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for II.D.2: High Expectations:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
Req.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Req.	<input type="checkbox"/>	<input type="checkbox"/>

Evidence [insert evidence to support the ratings here]:

IV.A.1: Reflective Practice				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for IV.A.1: Reflective Practice:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Req.	Req.	Req.	Req.

Evidence [insert evidence to support the ratings here]:

Summative Assessment – Calibration

Summary of Ratings				
Element	Quality	Scope	Consistency	Readiness Thresholds Met? (Y/N)
1.A.4: Well-Structured Lessons				
1.B.2: Adjustment to Practice				
2.A.3: Meeting Diverse Needs				
2.B.1: Safe Learning Environment				
2.D.2: High Expectations				
4.A.1: Reflective Practice				

Evidence-Based Feedback to Candidate	
Recommended Focus for Future Professional Practice Goal	

RECORD OF PRACTICUM HOURS – ED 479

Requirements for your practicum include, but are not limited to, a minimum of 300 hours in your host classroom. These hours are comprised of at least 100 hours being “in charge” of the classroom when you would be lead teaching, delivering lessons, using your own lesson plans, etc. The remaining hours must be times when you are in direct contact with students, supporting their learning and your cooperating teacher’s teaching.

It is your responsibility to keep this record of practicum hours. During our visits together in the fall, I may ask to see this record of your hours. Blank login sheets will be available on Kodiak if you run out.

Note: verification of records may occur.

DATE	TIME	HRS LOGGED IN CHARGE (MIN. OF 100)	HRS LOGGED DIRECT STUDENT CONTACT (~ 200)	COOPERATING TEACHER SIGNATURE/ DATE

This information should be consistent with assigned placement information. Any changes must be submitted for review and approval.

[illegible]

This information should be consistent with assigned placement information. Any changes must be submitted for review and approval.

[illegible]

This information should be consistent with assigned placement information. Any changes must be submitted for review and approval.

Master Teaching Unit Checklist

- __Title Page (topic/theme, grade level, school, your name)
- __Rationale for Topic (Why are you exploring this topic with this group of children?)
- __Curriculum Web (all content areas, include aesthetics and technology)
- __General Objectives for the Unit (the BIG Ideas children will learn)
- __Long-range Goals for Children
- __Multicultural Concept
- __Schedule for the Week (plan for two weeks)
- __Management Scheme
- __Cooperative Learning Strategy (Remember this is more than groups - what are your expectations/plans for including all aspects of cooperative learning?)
- __Opener/Kick-off (How will you begin your unit, immediately involving children in the topic?)
- __Lesson Plan for each Learning Event (in formal lesson plan format)
- __Closing (How will you bring closure to the unit?)
- __Assessment Strategies
- __Classroom Environment (How will you organize the physical space and what will you do to visually create/support the theme?)
- __Bibliography (What books will you have out for children to view during the day? What books/resources did you use to gather information and develop your plans?)
- __Samples of Activities
- __Samples of Activities Children's Work
- __Unit Reflection

You must hand in a copy of the unit to leave with the program; this is due at the end of the semester.

Elementary Practicum Portfolio Guidelines

Your portfolio will provide a means of documenting and reflecting on your learning and teaching over the semester. Constructing your portfolio will also provide you with firsthand experience in authentic assessment. This portfolio will be a tool to use in your job search.

Contents:

_____ Cover Letter (should include your philosophy of education)

_____ Table of Contents

_____ Resume

_____ Results of Teacher Test & Certification Certificate (when it arrives)

_____ Transcripts

_____ Letters of Recommendation (cooperating teachers, professors, other people you have worked for- particularly work with children)

_____ Evidence of Field Experiences:

____ Lesson plans you have implemented (clearly identifying the topic and grade level of the lesson). *Lessons should be accompanied by a reflection commenting on the successful aspects of the lesson and aspects you change next time (and why you would make those changes.*

____ Samples of student work (obtain student permission, copies are fine)

____ Samples of assessments you designed

____ Evidence of communication with parents

____ Semester goals for student teaching and reflection on achieving them

____ Evidence of supervision in any teaching role

_____ Evidence of extracurricular participation while in a teaching role

_____ Evidence of professional development (attending a teacher workshop...)

_____ Your philosophy/approach to classroom management

_____ Abilities/experience with technology

All contents should be typed. The portfolio must be organized and accessible to any reader; this document should demonstrate how you are both a reflective teacher and learner.