



The Commonwealth of Massachusetts Department of Education

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

Part I – To be completed by the applicant.

Practicum: _____ Practicum Equivalent: X

1. Legal Name: (print) James E. Stone
2. SSN: 123-45-6789
3. Address: 35 Pleasant St., Springfield, MA 01234
4. Sponsoring Organization: Class Measures Program & Level: Middle School
5. Practicum/Equivalent Course Number: PRPIL Credit Hours: N/A Course Title: N/A
6. Practicum/Equivalent Site: Pleasant Street Middle School 7: Grade Levels of Students: 6-8
8. Total number of practicum hours: N/A Number of hours assumed full responsibility in the role: N/A
9. Other Massachusetts licenses held if any: Preliminary License – English (9-12)
10. Have any components of the approved program been waived (see Regulations 7.03(1)(b)): Yes _____ No N/A

Part II – To be completed by the Program Supervisor (Note: This is the Instructional Consultant)

Name: (print) Mary Jones Position/Title Instructional Consultant

The Applicant completed a practicum/equivalent designed by the Sponsoring organization as partial preparation for the following license:

Applicant’s License Field: English #123456 Grade Level: 9-12

Part III – To be completed by the Supervising Practitioner (Note: This is the Mentor)

Name: (print) Maria Lopez Position: Department Head

School System: Springfield Public Schools License: Initial (# yrs. experience): _____ or Professional: 5

Massachusetts License #: 987654 Field(s): English (9-12)

Part IV – Initial 1, 2, and 3.

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

Date: 10/24/08 Applicant: _____ Program Supervisor: _____ Supervising Practitioner: _____

2. Meeting held midway through the practicum at which the Applicant’s progress toward the Professional Standards was discussed.

Date: 12/08/08 Applicant: _____ Program Supervisor: _____ Supervising Practitioner: _____

3. Final meeting held to complete evaluation and to allow Applicant an opportunity to raise questions and make comments.

Date: 2/10/09 Applicant: _____ Program Supervisor: _____ Supervising Practitioner: _____

Part V

Candidate has successfully completed the Preservice Performance Assessment (Sections: 7.03(2)(a)(4) & 7.04(2)(b)(4)(b)) Yes: X No: _____

Program Supervisor (sign): _____ Date: _____

Supervising Practitioner (sign): _____ Date: _____

Mediator (if necessary: see 7.04(4))(sign): _____ Date: _____

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Please use this assessment in conjunction with the Preservice Performance Assessment Guidelines: the rating scale is described on page 4; evaluation questions relating to the standards are pages 5 - 12, and license-specific questions per standard B2c are pages 13-44.

Standard A - Plans Curriculum and Instruction	
Indicators	Evidence
<p>1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge. <i>(Specify Curriculum Framework title, learning standards, and concept and skills used [attach list if necessary]).</i></p>	<p>Lesson Plan Curriculum Map (organized by frameworks) Observation Report</p>
<p>2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.</p>	<p>Quiz (student work) Lesson plan for next day's lesson as result of quiz</p>
<p>3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.</p>	<p>Silent Reading Book List Copy of page from student reading journal Sample Writing Assignment with student work sample</p>
<p>4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills.</p>	<p>Vocabulary Activity Sample reading unit pretest</p>
<p>5. Plans lessons with clear objectives and relevant measurable outcomes.</p>	<p>Lesson Plan Observation Report</p>
<p>6. Draws on resources from colleagues, families, and the community to enhance learning.</p>	<p>Handout from mayor's school visit Unit plan written with grade level team</p>
<p>7. Incorporates appropriate technology and media in lesson planning.</p>	<p>Lesson plan Photograph' description of SmartBoard lesson Webquest instructions</p>
<p>8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.</p>	<p>Lesson plan with IEP accommodations Modified assessment</p>

Rating:	Explanation of Rating for Standard A - Plans Curriculum and Instruction
3	Mr. Stone does an excellent job of planning his curriculum and individual lessons. He writes detailed unit plans and daily lesson plans using suggested district templates. He understands the value of planning thoroughly as well as the need to sometimes change plans in response to student learning.

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

Candidate's Name: James Stone License: 123456

Program Supervisor (initial): _____ Date: _____

Supervising Practitioner (initial): _____ Date: _____

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Standard B – Delivers Effective Instruction	
Indicators	Evidence
<p>1. Communicates high standards and expectations when <u>beginning the lesson.</u></p> <p>a) Makes learning objectives clear to students. b) Communicates clearly in writing and speaking. c) Uses engaging ways to begin a new unit of study or lesson. d) Builds on students’ prior knowledge and experience.</p> <p>2. Communicates high standards and expectations when <u>carrying out the lesson.</u></p> <p>a) Uses a balanced approach to teaching skills and concepts of elementary reading and writing. b) Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others). c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (<i>See license-specific questions in Guidelines, pp. 13-44</i>) d) Employs a variety of reading and writing strategies for addressing learning objectives. e) Uses questioning to stimulate thinking and encourages all students to respond. f) Uses instructional technology appropriately.</p> <p>3. Communicates high standards and expectations when <u>extending and completing the lesson.</u></p> <p>a) Assigns homework or practice that furthers student learning and checks it. b) Provides regular and frequent feedback to students on their progress. c) Provides many and varied opportunities for students to achieve competence.</p> <p>4. Communicates high standards and expectations when <u>evaluating student learning.</u></p> <p>a) Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction. b) Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.</p>	<p>1a) Lesson plan Photo/description of objectives on board</p> <p>1b) Written instructions for lesson activity Observation report</p> <p>1c) Lesson plan Observation report</p> <p>1d) Pretest student results Observation report</p> <p>2a) Lesson plan (reading) Student work (writing)</p> <p>2b) Observation report Photograph/description of small group work</p> <p>2c) License specific questions by Mentor</p> <p>2d) Lesson plan Observation Report</p> <p>2e) Lesson plan Observation Report</p> <p>2f) Student work – webquest Copies of overheads</p> <p>3a) Homework assignment – student work In class practice assignment</p> <p>3b) Sample completed rubric Page from student reading journal with comments</p> <p>3c) Project instructions with choices for students Retaken quiz showing student’s improvement</p> <p>4a) End of unit skill checklist “Ticket to leave” example</p> <p>4b) Copy of school’s report card Copy of page from gradebook Sample completed rubric</p>

Rating:	Explanation of Rating for Standard B – Delivers Effective Instruction
3	Mr. Jones holds high expectations for his students from the beginning of the lesson to the very end. He gives clear instructions, builds on what he knows the students can already do, uses a variety of teaching styles and projects, work tirelessly to help all students succeed at their own level, and gives students meaningful and encouraging feedback on their work.

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

Candidate’s Name: James Stone **License:** 123456

Program Supervisor (initial): _____ **Date:** _____

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Standard C – Manages Classroom Climate and Operation	
Indicators	Evidence
<ol style="list-style-type: none"> 1. Creates an environment that is conducive to learning. 2. Creates a physical environment appropriate to a range of learning activities. 3. Maintains appropriate standards of behavior, mutual respect, and safety. 4. Manages classroom routines and procedures without loss of significant instructional time. 	

Rating:	Explanation of Rating for Standard C – Manages Classroom Climate and Operation
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Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Standard D – Promotes Equity	
Indicators	Evidence
<ol style="list-style-type: none"> 1. Encourages all students to believe that effort is a key to achievement. 2. Works to promote achievement by all students without exception. 3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary. 4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community. 	

Rating:	Explanation of Rating for Standard D – Promotes Equity
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Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name: _____ **License:** _____

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Standard E – Meets Professional Responsibilities	
Indicators	Evidence
<p>1. Understands his or her legal and moral responsibilities.</p> <p>2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.</p> <p>3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.</p> <p>4. Collaborates with colleagues to improve instruction, assessment, and student achievement.</p> <p>5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.</p> <p>6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.</p> <p>7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.</p>	Evidence area, currently blank

Rating:	Explanation of Rating for Standard E – Meets Professional Responsibilities
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Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

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Summary Decision for Preservice Performance Assessment

Teacher candidate's *Preservice Performance Assessment* in the practicum or practicum equivalent meets the Professional Standards for Teachers: Yes _____ or No _____.

Candidate (sign): _____ License: _____

Program Supervisor (sign): _____ Date: _____

Supervising Practitioner (sign): _____ Date: _____

Standard	Rating (from pp. 2-5)
(a) Plans Curriculum	
(b) Delivers Effective Instruction	
(c) Manages Classroom Climate	
(d) Promotes Equity	
(e) Meets Professional Responsibilities	

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

Summary Comments (integrated assessment of performance):

The sponsoring organization should maintain this assessment record as part of its candidate's permanent file. Copies do not have to be sent to the Department of Education.