WELCOME to Student Teaching
For the Initial License as Teacher of Students
With Severe Special Needs
Community of Learners

The school site serves as the formal placement to complete the student teaching and Graduate Inquiry Seminar requirements outlined in this syllabus. Each site has its own social context and school culture. Students should learn about the school and community prior to and during student teaching to gain a broader understanding of the students. **This placement is full time and you are required to follow the school site calendar as established for the teachers at the site.**

The "Community of Learners" model allows student teachers to work collaboratively with pre-practicum student teachers as well as other full practicum student teachers, cooperating teachers, administrators, and other teachers in the school. Student teachers are encouraged to visit the local community where they are completing the practicum.

Pre-practicum student teachers may be placed with full practicum student teachers to promote collaboration, co-teaching, co-planning, and professional sharing. Full practicum students are encouraged to mentor these beginning professionals.

**Attendance at the school is expected every day the school is in session.** This includes teacher professional days, workshops, and meetings. Student teachers are not excused from any activities at the school site when teachers at the school are required to be there. A student teacher’s role is to shadow the cooperating teacher and participate as she/he does in all aspects of the school day.

Absence as a result of illness, family emergency or other circumstances need to be reported. Calls must be made to the Cooperating teacher at the site and to the BC Supervisor. **Student teachers are responsible to make both phone calls prior to the absence!**

Absence due to Acts of Nature, snowstorms, school closings etc. also need to be noted on your attendance form. A call to the BC Supervisor is required.

**Policy for ANY ABSENCE:** MAKE UP the days at the end of the semester. Any change or waiver of this policy must be negotiated with the cooperating teacher and BC Supervisor. See **Practicum Policies and Procedures** for guidelines: [http://www.bc.edu/schools/lsoe/academics/practicum/policies.html](http://www.bc.edu/schools/lsoe/academics/practicum/policies.html).

**RECORD your attendance on your Attendance Record Form in this syllabus. This form must be copied and included with all final paperwork at the end of the field experience.**
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Fall 2014- Spring 2015
I. Introduction to Student Teaching

This syllabus is the official guide to all requirements for completion of the fieldwork required for Massachusetts licensure. In addition to this syllabus, students must read Practicum Policies & Procedures, which includes all the policies that apply to all field experiences. Students are accountable for all information contained in the Practicum Policies and Procedures manual. Questions or concerns may be directed to the Director.

ATTENTION: IMPORTANT

Practicum Policies and Procedures

All student teachers are required to read and follow the policies and procedures for student teaching.

To access Practicum Policies & Procedures Manual, go to http://www.bc.edu/schools/lsoe/academics/practicum/policies.html

quick link to Practicum Experiences

The Boston College Mission, the Lynch School of Education Mission, the Teacher Education Themes, the goals and objectives of the Graduate Inquiry Seminar, and the Massachusetts Department of Elementary & Secondary Education Regulations for the Certification of Educational Personnel frame the requirements for this course.

Lynch School of Education Mission Statement

The mission of the School of Education at Boston College is to improve the human condition through education. This goal is pursued through excellence and ethics in teaching, research and service. We prepare students to serve diverse populations in a variety of professional roles – as teachers, administrators, human service providers, psychologists, and researchers. Through research, we seek to advance knowledge in our respective fields, inform policy, and improve practice. As teachers, scholars, and learners, we engage in collaborative school and community improvement efforts locally, nationally, and internationally. What unites our diverse work is the underlying aspiration to enhance the human condition, to expand the human imagination, and to make the world more just.
Standards for Completing an Approved Program in Teacher Education

**Field Performance Standards** for Teacher Education Candidates are guided by University, State and National Standards, which include:

1) Lynch School of Education Themes
2) Massachusetts Department of Elementary & Secondary Education Standards (DESE)

**1) The Boston College Themes**
These themes were created by teacher education faculty and guide all methods courses in the Lynch School of Education as well as the requirements for the practicum experience.

**Lynch School of Education Teacher Education Themes:**
[http://www.bc.edu/schools/lsoe/about/departments/teseci.html](http://www.bc.edu/schools/lsoe/about/departments/teseci.html)

Programs in Teacher Education at Boston College have five unifying themes. Although no single course in teacher education addresses all the themes in depth, each student teacher will have discussed all the themes prior to student teaching. The Department of Elementary & Secondary Education (DESE) Performance Standards as well as the Boston College themes reflect all student teaching requirements. All five themes are included in this course and are reflected in the requirements.

- **Promoting social justice:** At BC, we see teaching as an activity with political dimensions, and we see all educators as responsible for challenging inequities in the social order and working with others to establish a more just society.

- **Constructing knowledge:** At BC, we regard all teachers and students as active agents in their own learning, who draw on prior knowledge and experience to construct new knowledge in interaction with texts, materials, and other learners.

- **Inquiring into practice:** At BC, the curriculum is intended to bridge the gap between research and practice by fostering critical reflection and by treating classrooms and schools as sites for teacher research and other forms of practitioner inquiry.

- **Meeting the needs of diverse learners:** At BC, we believe that one of central challenges of teaching is meeting the needs of all learners; especially as the school population becomes more diverse in race, culture, ethnicity, language background, and ability/disability.

- **Collaborating with others:** At BC, prospective teachers are encouraged to collaborate with each of the stakeholders in the educational process (other teachers, administrators, human services professionals, parents, community members) and with fellow students and professors.

**2) Massachusetts Department of Elementary & Secondary Education (DESE) Educator Licensure and Preparation Standards for Teachers**
Effective October 1, 2001, the DESE identified the following Five Professional Standards:

1. Plans Curriculum and Instruction
2. Delivers Curriculum and Instruction
3. Manages Classroom Climate and Operation
4. Promotes Equity
5. Meets Professional Responsibilities

A Full Description of the expanded Boston College **PPA-PLUS** is found on pages 31-47
What it Takes to Complete the Boston College Masters Program and Achieve Licensure as Educator of Students With Severe Special Needs

### Completing a Masters Degree at BC

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<td>Complete all academic course work at a B level or better.</td>
<td>Successfully complete the Masters Degree as listed left. Create your personal profile on DESE website/ ELAR</td>
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<td>Complete a pre-practicum experience EDUC 742901 with Inquiry Seminar Part 1 EDUC 743101 discussion group. (Educ 742901 may be waived, but access to a classroom is highly recommended during Educ 743101.)</td>
<td>PASS the Massachusetts Educator Test for Licensure MTEL for your area. Test registration packets available in Practicum Office and on–line at <a href="http://www.doe.mass.edu/mtel">http://www.doe.mass.edu/mtel</a></td>
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<tr>
<td>Complete a field experience with Inquiry Seminar Part 2 EDUC 743201 and complete Inquiry Research Project during your practicum. (Includes all LSOE 5th Year)</td>
<td>Attend a Mandatory Endorsement Meeting with Certification Officer/Director of Practicum Experiences &amp; Teacher Induction, for Massachusetts or Out of State licenses. Information and applications will be discussed at this meeting.</td>
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<tr>
<td>Complete all requirements for Comprehensive Examinations (EDUC 743101 &amp; EDUC 743201). Your Inquiry Research Paper is the comprehensive exam to be read by three faculty members.)</td>
<td>Apply directly to the DESE for teacher license upon completion of program. Endorsement is placed on the transcript to verify completion of student teaching in a Massachusetts Approved Program in teacher education.</td>
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### ATTENTION: IMPORTANT

**Licensor Update: Reciprocity and MTEL** *(Massachusetts Test for Educator Licensure)*

State regulations for licensure and certification across the country vary widely and frequently change. Students who intend to teach in Massachusetts must take the MTEL in order to be licensed to teach in Massachusetts.

Students in teacher education complete an Approved Program that leads to Reciprocity in most other states. However, any state may, and most do, require candidates to pass its own state “Teacher Test” in addition to acknowledging the BC Approved Program.

Students who intend to teach in other states are strongly advised, but are not required, to take the MTEL in the event that a state requires a candidate to be licensed, in addition to having completed an Approved Program.

Students are urged to research the state licensure requirements for all states which they are considering for teaching positions, and to talk with the appropriate Dean of Students and/or the Directors of Practicum Experiences and Teacher Induction for clarification of those requirements.

### Pre-requisites for Registration and Application to the Practicum

**Academic Pre-requisite Requirements for all graduate students in Special Education Practica:**

1. GPA 3.0 for graduate field experience
2. Content area course work successfully completed
3. All methods courses must be complete.
4. Successful completion of pre-practicum experience or approved waiver from Director of Practicum Experiences
5. Successful completion of EDUC 743101 – Part #1 of Inquiry Seminar
6. ALL students are strongly encouraged to complete a pre-practicum in this new field of subject matter knowledge to better prepare for the field experience.

**Application and Registration Requirements:**

1. Submission of completed Full Practicum Application to the Practicum Office
2. Practicum course registration through AGORA- EDUC 761001
3. Inquiry course registration through AGORA – EDUC 743201
4. Submission of white copy of Consent Form signed by school personnel
5. Proposal submitted if completing student teaching as a Contract Teacher or an aide in your own classroom.
6. Contract Teachers may opt to complete the practicum over BOTH Fall and Spring semesters,
II. Requirements for Graduate Student Teaching in Special Education

Goals for the Full Practicum

1) To successfully complete all requirements for the experience as listed in this syllabus to gain the Boston College Approved Program Endorsement.
2) To be prepared according to Massachusetts State Certification Standards and State Curriculum frameworks.
3) To be prepared to teach in a classroom in the role of a Special Educator with diverse learners, using inquiry based constructivist learning, using collaborative strategies, to foster pupil learning and to teach for social justice.

Course Description: EDUC 761001

The practicum course (student teaching) for candidates seeking the Initial License as a Special Educator is a 5-day a week, full-time, 14-week field experience for all student teachers. Students in full practica follow the school site calendar and schedule for the field experience. For spring student teachers there is NO MARCH BC SPRING BREAK!

Accompanying the full-time, 14-week field experience is an Inquiry Seminar. The goal of this seminar is to integrate inquiry and reflection into classroom practice through teacher research. The seminar will meet six times during the semester and will result in a classroom-based, focused research project around fostering pupil learning and teaching for social justice. Seminar sections will be organized in heterogeneous groups (K-12) to foster collaboration and sharing of ideas, experiences, and examples of effective practice. Your Inquiry Seminar Section will be assigned at the “Kick-Off” meeting at the start of each semester.

Starting and Ending Dates: September and January starting dates may vary and students are responsible for contacting the school to determine when they are expected to begin. Ending dates may vary depending upon certification field requirements. Check with the Office of Practicum Experiences & Teacher Induction for the program ending date that applies to your area of certification.

A school based cooperating teacher and a college clinical faculty supervisor will be assigned by the Office of Practicum Experiences and Teacher Induction to create the supervision "student teaching triad” that will work together throughout the semester.

A full practicum “Kick Off” meeting is conducted during the first week of the practicum each semester. Students meet their supervisors and other student teachers assigned to their “Community of Learners” cluster at each school. Students and supervisors read and review the practicum syllabus, review BC and State requirements, and identify short term and long term goals and objectives for the practicum. Inquiry Seminar course sections and schedules are confirmed and seminar instructors present the philosophical and pedagogical rationale for integrating the Practicum with the Inquiry Seminar.

The purpose of the field experience is to demonstrate competency in the classroom as defined in the DESE PPA-PLUS, and License Specific Questions. If a student teacher leaves the placement for any reason before the completion of the experience and without the recommendations of the cooperating teacher and college supervisor, the student will be required to complete an “extended practicum” experience under the direction of the Certification Officer.

Linking Student Teaching with Inquiry

Balancing the required Professional Standards through a "collaborative critical inquiry” approach is the key to a successful teacher preparation program. A complete list of requirements is listed in the DESE Pre-service Performance Assessment (PPA-PLUS) and the Evidence Binder descriptive sections of this syllabus.
Requirements for License as Educator of Student With Severe Special Needs

The role of the specialist licensed teacher requires consultation and collaboration with classroom teachers, other specialist teachers and professional practitioners in the school, as well as families. This interaction is vital to the fulfillment of the practicum requirements and can also include other student teachers in the building of their respective roles.

During the field experience you will be expected to successfully demonstrate competency in the new field of teaching to achieve the BC Endorsement for Licensure.

This includes:
1. Subject Matter Knowledge (See Appendix in Your Field of Knowledge)
2. Completing the DESE Pre-service Performance Assessment (PPA-PLUS) as documentation of your competency in the new role and new field of teaching.
3. Creating an Evidence Binder of artifacts that are aligned with the PPA-PLUS Indicators.
4. Successfully responding to the License Specific Questions in the PPA-PLUS.
5. Reflecting and Inquiring (EDUC 743101 & EDUC 743201) into your practice

Contract Teachers and Paid Aides

If you are a contract teacher or a paid instructional aide working full time in the district, in order to ensure your fulfillment of all state requirements in the role for which you are seeking licensure, you must create a PROPOSAL for meeting licensing requirements in the specialist field you are seeking. It must be signed by the Principal of the school, and submitted to and approved by the Practicum Director.

The proposal must include a plan that describes how you will fulfill professional responsibilities over the 14 week practicum that includes opportunities for:

1. Direct Instruction of children with special needs;
2. Assessment (formal and informal) of children with special needs;
3. Consultation and Collaboration with other school based practitioners and families of children with special needs.

Because contract people are teaching full-time, all day, an extension of the due dates for the DESE Evidence Binder and Pre-service Performance Assessment (PPA-PLUS) are reasonable requests.

If you have any general questions about appropriate modifications contact the Director.

If you are not a contract teacher or a paid instructional aide, the practicum experience will be “full time” in the role of the license you are seeking. You will create a Professional Plan that includes opportunities for Direct Instruction, Assessment and Consultation and Collaboration as described above, plus the seven Professional Standards for Licensure included in the DESE PPA-PLUS.
Practicum Requirements at a Glance: Severe Special Needs

Students should refer to the pages noted for a fuller description of the requirement.

Meetings, Conferences, Required Readings & Seminars

Kick Off Meeting
Initial 3-way Conference at Site
Inquiry Seminars at BC
Pre-Post Observation Conferences (minimum 4 lesson observations)
Mid-term and Final 3-way Evaluations using PPA-PLUS
Complete FOUR required readings
Professional Group or Quality Conversations with Supervisor and/or CT (QCs linked to Required Readings)
Close-out Meeting with BC Supervisor
“Community of Learners” Celebration to present Inquiry Projects
Endorsement Meeting with Director/Certification Officer, Fran Loftus

Planning Lessons & Teaching Materials

Student Profile
Communication Assessment
Development or Enhancement of Communications System for a Student
Lesson Plans; Unit Plans: Typed using BC Template
Data Collection
Amass “Solo teaching” 2 weeks or as agreed with cooperating teacher or department chair
Self Reflection through use of Videotape
Embedding of Concept & Skill Development in Daily Routines
Observation of Two Related Services Sessions

Connecting With Personnel on Site

Attend Study Group meetings or participate in meetings, work with faculty, specialists, teams, etc.
Achieve required Inclusion Experience
Family Involvement and Interaction
Collaborative Team Involvement

DESE Products to Complete and Submit to Supervisor

Review the Pre-service Performance Assessment (PPA-PLUS) weekly
Collect artifacts as evidence for the 7 Standards for Licensure
Review DESE Evidence Binder regularly with supervisor.
Submit DESE Evidence Binder to Supervisor at Close-out Meeting
Submit Weekly Journal to supervisor
Description of Practicum Requirements
Educator of Students with Severe Special Needs

Student Profile:

Develop a brief document (1-2 pages) that outlines the most important facts about the student relevant to their overall learning experience. The purpose of this document is to provide an “at a glance” source of information about the student’s learning style, communication mode, medical/physical needs, behavior supports, sensory needs and educational goals for use by professionals who work with the student. Please keep in mind issues of privacy when sharing this information or storing it in the classroom.

Communication Assessment:

Conduct a formal or informal communication assessment on one student. Refer to coursework and assignments in ED686: Augmentative Communication for resources. Create a report reflecting the educational relevance of the assessment data and describe how the data can be used to modify or enhance the students program. The assessment report can serve as the basis for the requirement below “Development or Enhancement of a Communication System for a Student”.

Development or Enhancement of a Communication System for a Student:

Write a plan to develop or enhance a communication system for a student. Collaborate with cooperating teacher and other related service professionals. Use data from communication assessment if possible. Write a description of the plan including relevant lesson plans. Include a brief summary (1-2 pages) of the outcome of the intervention and future recommendations.

Unit Plans:

Develop two Unit Plans with at least 4 lessons in each unit. Unit plans can be for individual students or a small or large group. Lessons in unit should indicate individual accommodations and link to state curriculum standards. Use the BC Lesson Plan Template included in the Appendices of this syllabus.

Lesson Plans:

Lesson plans for each lesson conducted throughout practicum experience aligned with state standards with student accommodations listed. Each lesson plan should include comments and reflections.

Data Collection:

Develop a data tracking sheet to cover at least 5 weeks of intervention on one IEP goal for a student. Write a brief description of the intervention and student progress over the data collection period. Include any relevant lesson plans.

Self Reflection through use of Videotape:

Film a lesson of yourself teaching a student, small group or large group. The lesson should be at least 5 minutes long. Write a one page reflection paper about the video including what you feel worked well and what improvements you would make next time.
**Family Involvement and Interaction:**

Show evidence of 2 interactions/communications with family members. Possibilities could include:

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<th>Introduction letter to families</th>
<th>Description of activities that can be reinforced at home</th>
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<td>Contribution to school newsletter</td>
<td>Use of “Signs for Success” book with families</td>
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<td>Documentation of parent meetings</td>
<td>1-2 pages daily communication log</td>
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<tr>
<td>Lesson plan designed for family implementation at home</td>
<td>Examples that are authentic to your student’s needs</td>
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**Embedding of Concept and Skill Development in Daily Routines**

Detail the steps involved in 2 daily routines for one child. Indicate communication opportunities, skill building opportunities and targeted IEP goals within the routines. Routines can include arrival, snack time, toileting, transition time, etc.

**Observation of Two Related Services Sessions**

Write a brief (1-2 page) description of your observations including how you can use the information you learned to enhance your teaching.

**Collaborative Team Involvement**

Write a description of your involvement as a part of the educational team including notes from one team meeting.
### Recommended Timeline for Completing Requirements

*See samples of 14 week timelines*

#### Beginning – Settling In
- Attend Kick Off
- Submit Weekly Journal to Supervisor
- Attend Initial Conference at the site
- Review PPA-PLUS
- Collect artifacts for Evidence Binder
- Complete assigned *Required Readings*
- Observe, assist, co-teach, learn classroom routines
- Review IEP’s
- Attend Inquiry Seminar
- Participate in Quality Conversations or Professional/ Group Meetings

#### Middle – Gaining Confidence
- Modify content & support pupils
- Participate in Pre & Post Obser. Conferences
- Submit Weekly Journal to Supervisor
- Participate in Quality Conversations
- Complete assigned *Required Readings*
- Participate in Midterm Obser. & Conference
- On going Observing, assisting, co-teaching and classroom routines
- Attend Inquiry Seminar
- Participate in meetings & work with faculty, specialists, teams, etc.
- Review & Discuss the PPA-PLUS
- Meet with parents as appropriate
- Gradually assume more responsibility for planning, teaching, assessments & classroom management & routines.
- Continue to build Evidence Binder
- Conduct informal/formal assessments

#### End – Assuming More Responsibility & Flying Solo
- Modify contents & support pupils
- Attend Pre & Post Obser. Conferences
- Submit Weekly Journal to Supervisor
- Participate in Quality Conversations
- Attend Inquiry Seminar
- Complete assigned Required Readings
- Participate in Final Obser. & Conf.
- Prepare for and assume “solo teaching” as agreed with CTs & Supervisor
- Discuss and Complete the PPA-PLUS with CT & supervisor
- Participate in meetings & work with faculty, specialists, teams, etc as appropriate
- Meet with parents as appropriate
- Complete the Evidence Binder - submit to Supervisor for evaluation
- Attend Supervisor Close-out Meeting
- Submit Final Reflection Essay to Supervisor.

#### Finale – Wrapping Up the Semester
- Attend “Community of Learners “ event to present Inquiry Research Study; Dec. or May; dates TBA
- Attend Endorsement Meeting with Supervisor and Director; date TBA

#### Post Practicum Extensions
- Complete make-up days for absences during practicum
- Complete and resubmit any materials as required by Supervisor
- Attend Endorsement Meeting by arrangement as needed
Reading and Discussion Schedule

A Community of Learners Approach to Student Teaching

Participating in Quality Conversations or Study Group Meetings with Your Clinical Faculty Supervisor and Cooperating Teacher(s) where possible during the Practicum

Purpose of completing and discussing FOUR Required Reading assignments:

➢ To enhance the quality of your experience with your supervisor and cooperating teacher
➢ To build bridges between theory and practice
➢ To focus on professional literature reflective of Teacher Education Themes
➢ To provide you with data for your Inquiry Project and/or Evidence Binder
➢ To promote reflection about your own practice

All Required Readings are Posted on CANVAS for all Practicum Courses
EDUC 425001 – Undergraduate Full Practicum – Initial License, All Programs
EDUC 742001 – Graduate Practicum – Initial License, All Programs
EDUC 761001 – Moderate Special Needs, Severe Special Needs, Reading & Literacy

The Four Required Readings are:


4. Reading selected by Clinical Supervisor to align with teaching & learning placement contexts.

**Clinical Faculty may substitute required reading pieces with selections they deem appropriate.

Building Bridges Between Theory and Practice Through Quality Conversations:

➢ Students complete 4 required readings as assigned and scheduled by clinical supervisor.
➢ Quality Conversations may be in small groups or individually with clinical supervisor.
➢ Quality conversations may be live, by phone, or on-line discussions led by the clinical supervisor.
➢ Readings may also prompt Journal Reflections as well as link to the PPA-PLUS
Recommended Reading for Student Teachers

Recommended Reading for Full Practicum Student Teachers: EDUC 425001, 742001, & 761001

References

Assessment

To order call: 1-800-262-4729.


Management


Parents


Teaching for Social Justice


**General**


Creating a 14-Week Professional Plan For Completion of Licensure Requirements

Name________________________________ License____________________   Date __________

Guidelines for Creating your Professional Plan:

1. Use Pre-service Performance Assessment (PPA-PLUS)
2. Use the Specialist Fields of Knowledge located in the Syllabus Appendices
3. Use the License Specific Questions located in the Syllabus Appendices
4. Identify the week(s) \textit{WHEN} you are proposing to complete each requirement.
5. This is a GOAL SETTING Activity
6. \textbf{The Plan may change! Use pencil!}

Recommendation:

1. You may complete the first half of the Plan for weeks 1-7 and
2. Complete the second half of your Plan for weeks 8-14 at the Mid-term meeting.

Your cooperating teacher and college clinical supervisor will assist you in designing the plan that works best for your situation. If you are not currently teaching exclusively “in the role” of license you are seeking, you must note how and when you will be in the role for the minimum of 400 total hours in your “Plan” and have that approved by the Director.

Weeks 1-8  Approved by clinical faculty____________________________      Date __________
Weeks 9-14 Approved by clinical faculty_____________________________    Date __________
14-Week Plan for Demonstrating and Providing EVIDENCE of Performance of the Department of Education Standards for Specialist Licensure

Refer to Pre-Service Performance Assessment (PPA-PLUS) and the Indicators; think about your new role as a special educator and pencil in when you plan to complete each one.

If you are completing your requirements over an entire year please redesign this plan to meet your needs.

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*Remember this is your PLAN book -- not a documentation of what you actually did! Use a pencil - erase - change this PLAN as needed.*

*The signed PPA-PLUS is a documentation of what you actually completed.*

NOTES:
Where possible, students in Special education are encouraged to meet with other student teachers in the same program to share and compare their experiences. **Those students who are completing a year-long experience will be part of the group in the second semester.** The four small group meetings will be held by Licensure field (Moderate Special Needs, Low Incidence). Students will set up meeting times. These meetings may serve as alternatives to Quality Conversations with Supervisors and documented as directed by the Supervisor.

<table>
<thead>
<tr>
<th>Study Group Meeting #1</th>
<th>Agenda</th>
</tr>
</thead>
</table>
| **Sharing/Discussion Ideas** | 1. Introductions  
2. Matching collaborative partners  
3. Sharing professional plans  
4. Sharing readings related to planning topic  
5. Listing questions to ask Practicum Director  
6. Discussing requirements |

<table>
<thead>
<tr>
<th>Study Group Meeting #2</th>
<th>Agenda</th>
</tr>
</thead>
</table>
| 1. Sharing any site visits people may have made to each others’ schools  
2. Sharing readings related to instruction topic  
3. Sharing requirements- who has done what so far  
4. Other? |

<table>
<thead>
<tr>
<th>Study Group Meeting #3</th>
<th>Agenda</th>
</tr>
</thead>
</table>
| 1. Sharing how people have been collaborating  
2. Sharing readings related to collaboration topic  
3. Sharing requirements – audio tape learning  
4. Other? |

<table>
<thead>
<tr>
<th>Study Group Meeting #4</th>
<th>Agenda</th>
</tr>
</thead>
</table>
| 1. Sharing readings related to assessment topic  
2. Sharing portfolios – progress to date  
3. Sharing videotapes  
4. Other? |

Meetings should be at least one hour long to provide enough time for sharing. Each meeting should have a group leader who should rotate leadership at each meeting.
Solo Teaching in the Role of Educator of Student With Severe Special Needs

Regular education programs require a minimum of two weeks of full time or solo teaching. In specialist license areas in graduate programs this may not be possible, especially if the student teacher is employed in a different role than the license sought. Whenever possible the student teacher must complete “two solo weeks” in the license. These may be done in collaboration with the cooperating teacher and may be co-taught as long as the student teacher is responsible for “planning and modifying lessons”, correcting and evaluation of pupil learning. The two weeks need not be consecutive.

If this is NOT possible or needs to be modified, the student teacher and supervisor must make an appointment to meet with the Director of Practicum Experiences to assess an alternative that will meet State Requirements.

Teacher of Students with Severe Disabilities – must have inclusion experience!

Students seeking license for Severe Disabilities all levels must have

- At least 75 hours in an inclusive general education setting at any level, and
- 150 hours in a severe setting, and 75 hours in “either” inclusion or severe.

Important: READ Department of Elementary and Secondary Education Competencies and PPA License Specific Evaluation Questions in this Syllabus for your Specific License
III. Guidelines for Journal Writing

These are some ideas and questions to prompt your thinking. Other topics will emerge from your reflections & concerns.

Journal Submitted Weekly to the Supervisor

These journals are sources of data and ideas for the Inquiry Seminar discussion and your final Inquiry Research project.

Standard A: Plans Curriculum & Instruction (Drawing from Formal and Informal Assessment)

Boston College Themes: Constructing Knowledge and Collaborating with Others

♦ Who are the children you are teaching? Describe the school, classroom, children, demographic profile, etc.
♦ How does your teacher communicate with students, colleagues, and parents? Is communication effective? How would you evaluate your effectiveness to communicate effectively with students, cooperating teacher, other faculty, peers, and parents? Provide examples and/or areas that need practice.
♦ How do you intend to communicate about planning with your cooperating teacher? Phone calls? Planning time?
♦ How do teachers plan and communicate with each other? Meetings, formal, informal?
♦ Explain who you are, your experiences and what you believe about children, teaching, learning and how these experiences affect your descriptions of children, classrooms, teaching, and learning.
♦ What are the major content areas being taught in your classroom? Familiarize yourselves with the Curriculum Frameworks and select one content area for the grade you are teaching and evaluate how the frameworks are guiding instruction in your classroom.
♦ Learn about the curriculum, specialists for music, art, physical education, etc.
♦ Ask to see your teacher's Plan Book; review and discuss.
♦ What kinds of formal and informal assessments are used in your classroom? How do these assessments inform how you plan curriculum and instruction?
♦ Describe ways in which the teacher determines children's prior knowledge about a new or old concept, idea, topic, focus. How does the teacher use this prior knowledge to plan instruction?
♦ Does the plan apply to every student? Are accommodations made for cultural, linguistic, academic and/or physical/physiological differences?
Standards B: Delivers Effective Instruction (Based on Formal and Informal Assessment)

Boston College Themes: Constructing Knowledge, Collaborating with Others, Meeting the Needs of Diverse Learners, Promoting Social Justice, Inquiring into Practice

- What are the school’s expectations for learning in your placement? What are the teacher’s expectations for learning in your placement?
- Cite the school’s mission. How are expectations for learning communicated to the students? In writing? Spoken? Other? If you had your own classroom, what would be your expectations for student learning? Do your expectations differ from the school’s or cooperating teacher’s expectations? If so, how? Describe models of instruction: demonstration, lecture, whole class, small groups, class discussions, debates, dramatic role playing, learning centers, tutorials, etc.
- Describe a lesson you observed. How did the teacher introduce the lesson? Why? Comments.
- Comment on the use of instructional models or examples of instructional processes used in your classroom.
- What special accommodations and support are available to children with special needs? English language learners? Describe.
- Provide a sketch of the physical layout of the classroom; how does the layout affect teaching and learning in this classroom? How would you design your own classroom? Why?
- Describe the use of instructional technology in this classroom. Comment.
- Are there opportunities for children to work cooperatively in groups to solve problems, plan and organize a project, group presentation, or report? Describe examples of “cooperative learning” and discuss how the children interact with each other. How is learning documented during cooperative grouping?
- Provide examples of questions that promote problem solving and higher level critical thinking. Provide examples of "open-ended" questions and the context in which they are asked.
- How does the teacher check for understanding during lessons?
- Describe evaluation/assessment practices: informal, formal, standardized tests such as MCAS (Massachusetts Comprehensive Assessment Systems), Stanford Nines, ITBS (Iowa Test of Basic Skills), etc., teacher-made tests, portfolio assessment, questioning techniques and practices. How effective are your formal and informal assessment strategies in documenting student learning? How do these assessments show growth and change over time?
- Request a copy of a "Report Card" (or other assessment report) and comment on its components.
Standard C: Manages Classroom Climate & Operations

**Boston College Themes: Meeting the Needs of Diverse Learners, Inquiring into Practice, Promoting Social Justice, Collaborating with Others**

- Describe management strategies you observe in your placement. How do teacher, classroom, and school expectations affect classroom management? How does the social context or culture of the school affect classroom management?
- What is the relationship between planning and delivering instruction and classroom management?
- Describe how the physical environment and/or atmosphere affect teaching and learning.
- How are class rules established? Do children have input? Provide examples.
- Describe processes for reinforcing positive behavior and dealing with inappropriate behavior.
- What resources (school counselor, psychologist, behavior specialist) are available at your placement to help with classroom management?
- Discuss your ideas about promoting mutual respect and safety in the classroom.
- Discuss strategies for behavior management that you are learning in your classes.

Standard D: Promotes and Practices Equity through Instruction

**Boston College Themes: Promoting Social Justice**

- How are the linguistic needs of ESL and inclusion students (special needs) met?
- How does instruction reflect standards and curriculum frameworks? How does your teacher address the inequity of high stakes tests such as MCAS (Massachusetts Comprehensive Assessment System), Stanford Nines? Etc.
- How do academic and affective expectations and standards affect equity in teaching and learning?
- Describe your thoughts about a teacher's responsibility to promote tolerance and understanding in schools.
- Describe how the teacher communicates the value and importance of effort and trying to "do your best" at school.
- Describe how the teacher promotes "good citizenship" in the classroom, school, and community.
- Describe any projects or processes which promote school and family collaboration
- Identify and describe any Mental Health support systems at your school
- Describe characteristics of a “caring school community”

Fall 2014- Spring 2015
Standard E: Meets Professional Responsibility—Reflects about Practice

**Boston College Themes: Inquiring into Practice, Constructing knowledge, Promoting Social Justice**

- How do you evaluate your own growth and development as a teacher? How have you changed as a teacher and learner by inquiring into and thinking about your own practice and the practice of colleagues in your placement?
- What opportunities exist in the school for teacher professional development and collaboration? Describe examples of teachers collaborating and supporting each other as professionals.
- Discuss ways that teachers can foster their own professional growth and development; include your personal goals and objectives for the next field experience.
- What are the legal and ethical issues in teaching? How can you address these professionally and ethically?
- How do you plan and deliver effective instruction when your philosophical beliefs about teaching and learning are different from those of colleagues? How do you address personal feelings when you teach against the grain?
- How do teachers communicate with parents? Evaluate the effectiveness and success of these methods.

Standard F: Assesses & Promotes Pupil Learning

**Boston College Themes: Promoting Social Justice, Meeting the Needs of Diverse Learners**

- To what extent are you using Bloom’s Taxonomy to promote critical thinking with your pupils?
- How are you documenting growth and pupil progress?
- Are you using a variety of measurements to assess and promote pupil learning?
- To what extent are you ensuring that pupils are taking responsibility for their learning?

Standard G: Demonstrates an Inquiry Stance in Daily Practice

**Boston College Themes: Inquiring into Practice, Teaching for Social Justice**

- To what extent are you using pupil performance to inform your planning and teaching?
- How are you modifying instruction in ways that demonstrate that you are a recursive Practitioner?
- To what extent is there evidence of Inquiry in daily practice at your school?
- How can you promote Inquiry among your peers during student teaching?
- How have the readings provoked your thinking about teaching and learning?
## Self Assessment Rubric: Assessing Your Journal Entries

### Self Assessment Process:

The inquiry journal demonstrates literacy skills as well as disposition towards teaching and learning. Evidence of development of reflective thinking over time (14 weeks) is expected. Use the journal to make connections to the BC themes, the professional standards, and teaching practices and pupil learning. Consider how the required readings prompt your own reflection and affect the way you think about teaching and learning during your practicum.

The Journal is NOT a log of what you did in during the day, but rather a reflective journal where *you question practice, think about ways to teach, and develop problem solving questions.*

Use this rubric as a guide to how well you are reflecting on your practice. Your clinical supervisor may refer to this rubric to point out areas of strength in your writing and thinking.

<table>
<thead>
<tr>
<th>Category</th>
<th>Beginning</th>
<th>Emerging</th>
<th>Applying</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus on Topic</strong> (Content)</td>
<td>An inconsistently organized journal. My entries are short. I failed to develop my ideas into a complete whole. My journal lacks examples to support my ideas. I did not make connections to other experiences.</td>
<td>A fairly well organized journal. I tried to develop the ideas, however the whole is underdeveloped and incomplete. I presented my ideas with occasional examples. I made few connections to other experiences.</td>
<td>A well organized journal. I partially developed the ideas, but the responses were incomplete and underdeveloped as a whole. I supported my ideas with some examples. I made some connections to other experiences.</td>
<td>A well organized journal. I consistently developed the ideas into a complete well developed whole. I supported my ideas with concrete examples. I made connections to other experiences.</td>
</tr>
<tr>
<td>Disposition</td>
<td>I incorporated personal opinion and perspectives about classroom experiences, and acknowledged educational issues and aspects of education.</td>
<td>I demonstrated reflection about experiences in the classroom. I showed goal setting in professional growth. I discussed educational issues from a personal perspective.</td>
<td>I showed confidence in my abilities as a teacher. I commented on some personal beliefs about values and social justice. I showed professional growth. I reflected on educational issues, but may not have approached them from all sides.</td>
<td>I expressed my beliefs about teaching and demonstrated values, social justice, and professional growth. I examined issues objectively and sought solutions.</td>
</tr>
</tbody>
</table>
Linking EDUC 743201 Inquiry Seminar to EDUC 761001 Full Practicum (Severe)

Developing an Inquiry Stance in Daily Practice While Student Teaching

Developing the knowledge, skills, dispositions, and habits of mind are essential for effective inquiry into practice. Learning to make critical decisions about ill-defined dilemmas of practice are the primary goals of the Graduate Inquiry Seminar.

This understanding requires knowledge of theory, pedagogy, assessment, evaluation, content and curriculum. It also involves a sensitivity to and respect for pupils who come from a variety of cultures, and who present a variety of abilities, interest, and needs.

Good teaching and success in demonstrating the professional standard of teaching, demand open-mindedness, articulate communication skills (written and oral), honed as well as critical reading and thinking skills. Moreover, it requires a willingness to revise and respond to critical feedback and supervision. It also requires a dedication to setting and maintaining high expectation and standards, and a commitment to social justice.

During the Inquiry Seminar and throughout the practicum, you will complete identified tasks and activities that will serve as evidence of your ability to plan, deliver, and critique and revise instruction effectively. Developing an Inquiry Stance in Daily Practice (Standard G of the PPA-PLUS) during the practicum and throughout the professional lifespan, encourages risk-taking, experimentation, and flexibility. Significant learning and professional growth result from revision and rethinking. This is a process through which all participants, inquiry seminar instructor, student teacher, clinical faculty supervisor and cooperating teacher, grow and improve throughout this integrated and shared experience.

General Considerations for Developing an Inquiry Stance in Daily Practice

As you think about your practice each day continually keep in mind the five Teacher Education themes and the four categories of Inquiry. How do the various elements of your day to day practicum experiences address these themes and categories?

- **Five Teacher Education Themes**: Constructing Knowledge, Affirming Diversity, Collaborating with Others, Inquiring into and Reflecting about Practice, and Teaching for Social Justice.

- **Four Categories of Inquiry**: Teacher as Researcher, Content and Pedagogy, Pupils’ Learning, and Teaching for Social Justice.
IV. Supervision and Evaluation

Clinical faculty supervisors are expected to visit the schools and collaboratively dialogue with student teachers and with cooperating teachers whenever possible.

**Quality Conversations** (a total of six are required), will be held during all of these visits, or by arrangement at BC, and may be guided by any of the Required Readings. Clinical Faculty may assign a specific reading for a Quality Conversation as they deem appropriate. *These may be exchanged for Professional Study Group meetings.*

In addition to reading and responding to students’ weekly journals, a **minimum of six (6) site visits with each student teacher is required during the semester.** Contacts may be formal or informal observations, planning conversations at the site, consultations with cooperating teachers or any other useful support for the student teacher. Typically a supervisor observes informally prior to a formal mid-term observation, then another informal prior to a formal final observation (**4 total observations**).

At each site visit and observation, the supervisor, student teacher and the cooperating teacher should refer to the DESE Pre-service Performance Assessment (**PPA-PLUS**). Strengths and areas that need attention should be identified and goals set for the next observation. Discussing the grade the *student has achieved by the mid-term is highly recommended,* and a *plan for performance improvement and/or performance maintenance should be identified.* Supervisors and students should refer to the **Guidelines for Grading Practicum/ Clinical Experiences** on p.40 of the syllabus.

Each meeting has a different purpose and serves to provide a collaborative opportunity to discuss and dialogue about teaching and learning. These meetings and discussions provide opportunities for the evaluation of theory learned in coursework as well as the possible generation of *new theory* through teacher research (inquiry question). The supervisor serves as a “visiting coach” for the student teacher and the cooperating teacher serves as the “on-site coach.”

A variety of supervision and observation techniques and forms are used during site visits, lesson observations and conferences. Supervisors use carefully designed forms that refer to the state **DESE Standards for Teacher Licensure**, to record data and field notes during observations. These notes become the basis for meaningful discussion during post observation feedback conferences. Students receive copies of all observation reports, and a final **Evaluation Report**, reflective of the **PPA-PLUS** is presented to the student upon completion of the practicum. Samples of the BC supervision forms are available on line at [http://www.bc.edu/schools/lsoe/academics/practicum.html](http://www.bc.edu/schools/lsoe/academics/practicum.html).

Contact between visits by e-mail or phone is encouraged. Small group meetings at the site or at BC with clusters of student teachers may also be organized to support growth and development. Discussions including pre-practicum students in the “community of learners” are encouraged.
## Supervisor’s Roles and Responsibilities at a Glance

<table>
<thead>
<tr>
<th>Activities, Events, Supervisor Roles</th>
<th>Check off Column</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attend</strong> Kick Off Meeting</td>
<td></td>
</tr>
<tr>
<td><strong>Read</strong> 4 Required Readings as noted in syllabus.</td>
<td></td>
</tr>
<tr>
<td><strong>Read</strong> “Practicum Policies &amp; Procedures” on line at <a href="http://www.bc.edu/lynchschool">www.bc.edu/lynchschool</a>; Link to Practicum</td>
<td></td>
</tr>
<tr>
<td><strong>Read and Review</strong> PPA-PLUS and License Specific Questions</td>
<td></td>
</tr>
<tr>
<td><strong>Facilitate</strong> 6 “Quality Conversations” on site or campus; on line or phone. <em>Link to required readings</em> listed on page of the syllabus.</td>
<td></td>
</tr>
<tr>
<td><strong>Conduct</strong> minimum of 4 observations and related conferences with student teacher and Cooperating Teacher. Conduct 2 formal (mid-tem and final) and 2 informal observations.</td>
<td></td>
</tr>
<tr>
<td><strong>Use</strong> BC forms #B, 2A, 2B, for supervision and feedback to document each observation and discussion.</td>
<td></td>
</tr>
<tr>
<td><strong>Read</strong> and respond to weekly student journals; using email is encouraged.</td>
<td></td>
</tr>
<tr>
<td><strong>Create</strong> a “Community of Learners” on line to engage students in a shared conversation <em>(optional)</em>. Provide a “prompt” for shared discussions on line. <em>Example: What was most challenging to you this week?</em></td>
<td></td>
</tr>
<tr>
<td><strong>Assess</strong> student performance with student and with the cooperating teacher using the PPA-PLUS and Form #C at Midterm</td>
<td></td>
</tr>
<tr>
<td><strong>Guide</strong> the student in collecting artifacts and evidence for the DESE Evidence Binder</td>
<td></td>
</tr>
<tr>
<td><strong>Support</strong> student’s progress in research study for the Inquiry Seminar.</td>
<td></td>
</tr>
<tr>
<td><strong>Facilitate</strong> “community” sharing of DESE Evidence Binder and PPA-PLUS with other students and with pre-pracs at site where possible.</td>
<td></td>
</tr>
<tr>
<td><strong>Prepare</strong> a typed Final Evaluation Report framed by the state DESE Standards. Attach to Form #D to be submitted at Endorsement Meeting &amp; copy to student.</td>
<td></td>
</tr>
<tr>
<td><strong>Conduct</strong> “Close-Out Meeting” with students to organize paperwork and prepare for Endorsement Meeting. Review Form #D Attendance Sheet and PPA-PLUS for accuracy and completion; submit at Endorsement Meeting with Cover Sheet.</td>
<td></td>
</tr>
<tr>
<td><strong>Attend</strong> and participate and/or facilitate “Community of Learners” celebration at end of the semester.</td>
<td></td>
</tr>
<tr>
<td><strong>Attend</strong> “Endorsement Meeting” led by Director, with students to affirm students’ recommendation for BC Endorsement for Licensure.</td>
<td></td>
</tr>
<tr>
<td>Supervisor</td>
<td>Purpose</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>✔ Kick-Off Meeting</td>
<td>To meet supervisor and review syllabus requirements</td>
</tr>
<tr>
<td>✔ Initial Three-Way Conference at school</td>
<td>Triad meets to design plan for practicum and full responsibility weeks.</td>
</tr>
<tr>
<td>✔ School Visit</td>
<td>Informal Observation and Feedback</td>
</tr>
<tr>
<td>✔ School Visit</td>
<td>Mid-term Observation AND Mid-term Three Way Conference Progress Report Form #C</td>
</tr>
<tr>
<td>✔ School Visit</td>
<td>Informal Observation and Feedback</td>
</tr>
<tr>
<td>✔ School Visit</td>
<td>Final Formal Observation</td>
</tr>
<tr>
<td>✔ School Visit</td>
<td>Final Three-Way Conference Final Presentation of Inquiry Seminar Research</td>
</tr>
<tr>
<td>✔ DESE Evidence Binder Sharing</td>
<td>To see other student teachers’ work</td>
</tr>
<tr>
<td>✔ Close-Out Meeting at BC with clinical supervisor</td>
<td>Organize all paperwork Endorsement Meeting</td>
</tr>
<tr>
<td>✔ “Celebrating Our Community of Learners” event.</td>
<td>Public roundtable sharing of Inquiry project</td>
</tr>
</tbody>
</table>
### Cooperating Teacher’s Roles & Responsibilities at a Glance *

**Activities, Events, Cooperating Teacher Roles**

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attend</strong></td>
<td>Attend all 3-Way conferences &amp; Meetings with student teacher and BC supervisor.</td>
</tr>
<tr>
<td><strong>Read</strong></td>
<td>Read Syllabus and discuss with student teacher and supervisor to become familiar with the practicum requirements &amp; expectations; read “Practicum Policies &amp; Procedures”. Both available online at <a href="http://www.bc.edu/lynchscool">www.bc.edu/lynchscool</a>; link to Practicum Experiences.</td>
</tr>
<tr>
<td><strong>Enroll in</strong></td>
<td>Enroll in Cooperating Teacher course “Supervision in Action” EDUC 740101 to learn techniques for supporting student teacher and giving feedback. Optional. Course is available each Spring Semester. Teachers may use VOUCHER to register and enroll.</td>
</tr>
<tr>
<td><strong>Co-Plan</strong></td>
<td>Co-Plan lessons and discuss curriculum and routines with student teacher regularly.</td>
</tr>
<tr>
<td><strong>Observe</strong></td>
<td>Observe and provide feedback as much as possible; (CT feedback forms available from Supervisor).</td>
</tr>
<tr>
<td><strong>Assess</strong></td>
<td>Assess student performance with student and with the BC supervisor using the PPA-PLUS and the License Specific questions at the mid-term and final observation and 3-way conferences.</td>
</tr>
<tr>
<td><strong>Provide input</strong></td>
<td>Provide input for the practicum grade with student and supervisor. The BC supervisor recommends a final grade to the Practicum Director.</td>
</tr>
<tr>
<td><strong>Guide</strong></td>
<td>Guide the student in collecting artifacts and evidence for the DESE Evidence Binder.</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>Support student’s progress in research study for the Inquiry Seminar.</td>
</tr>
<tr>
<td><strong>Talk</strong></td>
<td>Talk with BC supervisor ALONE as needed.</td>
</tr>
<tr>
<td><strong>Write</strong></td>
<td>Write a letter of recommendation for the student teacher when appropriate if requested. This is NOT a requirement.</td>
</tr>
<tr>
<td><strong>Attend</strong></td>
<td>Attend “Community of Learners” celebration at end of the semester. Optional.</td>
</tr>
</tbody>
</table>

*A full description of Cooperating Teacher Roles and Responsibilities are included in a Cooperating Teacher Folder which the student teacher presents to each cooperating teacher during Placement Week interview.*
Dear Student Teachers,

All students are assessed using the Massachusetts Department of Elementary & Secondary Education Pre-service Performance Assessment, which is called the PPA. At Boston College, we have enhanced this state assessment instrument to reflect the foci in our teacher education programs.

For your practicum, you and your supervisor you will be assessed and evaluated using an enhanced BC version of the PPA which we call the PPA-Plus. The Plus represents our goal of explicitly linking your practicum experience to the BC themes and foci of Teaching for Social Justice and Inquiry.

There are five Standards for Licensure that the State DESE requires all student teachers to demonstrate; they are found in the State PPA. You have become familiar with these Standards during your pre-practicum experiences. During the full practicum the State requires that students provide evidence of their competence in each standard. These artifacts of evidence are collected and put into an Evidence Binder that is aligned with the PPA. The BC version of the PPA that you will be using this semester enhances one of the State Standards, and adds two more Standards that reflect our teacher education programs and that distinguish BC students from most others in the state. Therefore, your PPA-Plus will list seven standards as follows:

- Standard A: Plans Curriculum & Instruction
- Standard B: Delivers Effective Instruction
- Standard C: Manages Classroom Climate
- Standard D: Promotes Equity & Social Justice (BC Amendment)
- Standard E: Meets Professional Responsibilities
- Standard F: Monitors and Promotes Pupil Learning (BC Amendment)
- Standard G: Develops an Inquiry Stance in Daily Practice (BC Amendment)

Your supervisor will guide you through the semester, engaging in conversations about the PPA-Plus and using it as a way to establish goals and objectives for lesson observations and to frame constructive feedback. You will be asked to collect your evidence, and explicitly state your justification for selecting it, and how the evidence helps you to make decisions about your teaching. Samples of completed PPA-PLUS and Evidence Binders are available in the Practicum Office for you to review.

The PPA-PLUS will be submitted to the Practicum Office and maintained in each student’s file as required by the Massachusetts Department of Elementary & Secondary Education.

Please accept our warm wishes for a successful semester!

Practicum Directors & Clinical Faculty
How to Use the PPA-PLUS and Rubric During the Practicum

1. **Review** the possible **Data Sources** and **Possible Evidence Examples** for each Standard and for each Indicator. A completed **SAMPLE** is provided for you.

2. **Review the Rubric** carefully and discuss with your Supervisor.

3. Select the **Evidence** artifact and write the **Justification and Rationale** for the Evidence.

4. You may enter your Justification and Rationale on a **hard copy or electronically**

5. **Review regularly** with your BC Supervisor. This can be done easily by email or by arrangement on site, or by telephone.

6. **Self-assess** at Mid-term and Final and rate yourself in each area using the **PPA-PLUS Rubric**

7. **Discuss your rating** with CT and supervisor; adjust as needed.

8. **You must select one piece of evidence for EACH Indicator.**

9. Gathering more than one piece of Evidence for each Indicator is **NOT REQUIRED** and is **NOT RECOMMENDED**.

10. The **same piece of Evidence** may be used for **multiple Standards and/or Indicators**, with appropriate Justification and Rationale.

11. **Students who are in the same placement for both the Fall Pre-practicum assignments and the Spring Full practicum assignment, may start to collect evidence and provide rationales for the PPA+ and Evidence Binder during the Fall Pre-practicum and continue to do so during the Spring Full Practicum.**

The Evidence Binder is a collection of artifacts that demonstrate evidence of your competence in the Standards for Licensure and is aligned with the PPA-PLUS. You must show this to your supervisor at EACH visit throughout the semester as proof of your progress of “performance in the field”.

*The DESE Evidence Binder is submitted to your supervisor who will review it as a requirement for your final grade, along with all the other requirements listed in this syllabus.*

*The Evidence Binder will be returned to the student teacher. The PPA-PLUS will be maintained in the Practicum Office as required by the Massachusetts Department of Elementary & Secondary Education.*

**The Major Sources of evidence will include but not be limited to:**

1. Your weekly inquiry journal and responses from your supervisor

2. Feedback and reports from Supervisor and cooperating Teacher(s)

3. Forms #B, #2a, #2b, #C

4. Insights gained from required readings and professional group discussions

5. Lesson plans, student work, worksheets, units, web sites, etc.
# How the PPA-PLUS Connects to Practicum Requirements

## Educator of Students with Severe Special Needs Practicum Requirements

<table>
<thead>
<tr>
<th>Practicum Requirement</th>
<th>Alignmen t to DESE Standard</th>
<th>Recommend Evidence for PPA+ Indicators **</th>
<th>Links to License Specific Question</th>
<th>Evidence Submitted to Supervisor and included in Evidence Binder</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of a Student Profile for all students with disabilities in class with additional information on specific etiologies.</td>
<td>A, B, C, D, E,F</td>
<td>A7, D3, F4</td>
<td>LSQ 1,7,8</td>
<td>Collection of Student Profiles for each Student</td>
<td></td>
</tr>
<tr>
<td>Development or enhancement of an alternative or augmentative communication system for at least 1 student.</td>
<td>A, B, C, D, F,G</td>
<td>A3, A7, F5, G3</td>
<td>LSQ 5, 6, 9, 10</td>
<td>Written description of intervention plan including strategies, data collection, etc. Include photographs.</td>
<td></td>
</tr>
<tr>
<td>2 Unit plans complete with outlines of lesson modifications adaptations and accommodations for each student; link to state standards and IEP goals for each student</td>
<td>A, B, C, D, F,G</td>
<td>Multiple opportunities including A1</td>
<td>LSQ 2, 3, 7, 8, 9</td>
<td>Unit plan outlines and lesson plans.</td>
<td></td>
</tr>
<tr>
<td>Lesson plans for each lesson aligned with state standards &amp; student accommodations listed.</td>
<td>A, B, C, D, E, F, G</td>
<td>Multiple opportunities including A1, G4</td>
<td>LSQ 2, 3, 7, 8, 9, 10</td>
<td>Lesson plan outline with comments and reflections.</td>
<td></td>
</tr>
<tr>
<td>Data collection on at least one IEP goal for a student.</td>
<td>A, B, C, D, F, G</td>
<td>A2, B4, F3, G3, G4</td>
<td>LSQ 4, 7</td>
<td>Data collection sheets and evidence of assessment or related intervention plan.</td>
<td></td>
</tr>
<tr>
<td>Self-reflection through use of Videotapes</td>
<td>A, B, C, D, E, G</td>
<td>B2, E2, E6, G5</td>
<td>LSQ 12</td>
<td>1 Videotaped lesson with completed evaluation sheet.</td>
<td></td>
</tr>
<tr>
<td>Family involvement and Interactions</td>
<td>A, D, E, F</td>
<td>E5</td>
<td>LSQ 12</td>
<td>2 examples of interaction or communication with family, intro letter to families, contribution to school newsletter, documentation of parent meetings.</td>
<td></td>
</tr>
<tr>
<td>Embedding of concept and skill development in daily routines</td>
<td>A, B, C, D, F, G</td>
<td>C4</td>
<td>LSQ 7, 8</td>
<td>2 daily routines written out in detail including communication opportunities.</td>
<td></td>
</tr>
</tbody>
</table>
| Observation of at least 2 related service sessions  
(OT, PT, Adapted Physical education, etc.) | A, B, C, D, E, F | E4 | LSQ 3, 4 | 1-2 page written report including description of session, IEP goal worked on, recommendations for integrating therapy or embedding additional skills. |
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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Collaborative team involvement</td>
<td>A, B, C, D, E, F, G</td>
<td>A8</td>
<td>LSQ 4,12</td>
<td>Written description of team involvement and reflections on 1 team meeting.</td>
</tr>
<tr>
<td>Weekly Journal Reflections</td>
<td>A, B, C, D, E, F, G</td>
<td>Multiple opportunities</td>
<td>Journal entries submitted to supervisor on weekly basis.</td>
<td></td>
</tr>
</tbody>
</table>

Please Note……………..
* A more detailed description of requirements can be found in Description of Practicum Requirements

** The recommended evidence examples are intended as a guide for the practicum student.
Student Teachers may use different examples of evidence for the indicators listed at the discretion of the practicum supervisor.

How to Use the PPA-PLUS and Rubric During the Practicum

12. **Review** the possible Data Sources and Possible Evidence Examples for each Standard and for each Indicator. A completed SAMPLE is provided for you.
13. **Review the Rubric** carefully and discuss with your Supervisor.
14. Select the Evidence artifact and write the Justification and Rationale for the Evidence
15. You may enter your Justification and Rationale on a hard copy or electronically
16. **Review regularly** with your BC Supervisor. This can be done easily by email or by arrangement on site, or by telephone.
17. **Self-assess** at Mid-term and Final and rate yourself in each area using the PPA-PLUS Rubric
18. **Discuss your rating** with CT and supervisor; adjust as needed.
19. **You must select one piece of evidence for EACH Indicator.**
20. **Gathering more than one piece of Evidence for each Indicator is NOT REQUIRED and is NOT RECOMMENDED.**
21. The same piece of Evidence may be used for multiple Standards and/or Indicators, with appropriate Justification and Rationale.

The Evidence Binder is a collection of artifacts that demonstrate evidence of your competence in the Standards for Licensure and is aligned with the PPA-PLUS. You must show this to your supervisor at EACH visit throughout the semester as proof of your progress of “performance in the field”.

*The DESE Evidence Binder is submitted to your supervisor who will review it as a requirement for your final grade, along with all the other requirements listed in this syllabus.

The Evidence Binder will be returned to the student teacher. The PPA-PLUS will be maintained in the Practicum Office as required by the Massachusetts Department of Elementary & Secondary Education.

Sources of evidence may also include:
1. Your weekly inquiry journal and responses from your supervisor
2. Feedback and reports from Supervisor and cooperating Teacher(s)
3. Forms #B, #2a, #2b, #C
The Commonwealth of Massachusetts  
Department of Education

Pre-service Performance Assessment Form for Teachers  
603 CMR 7.08 Professional Standards for Teachers

Part 1 – To be completed by the candidate

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name:</td>
<td></td>
</tr>
<tr>
<td>Last Name:</td>
<td></td>
</tr>
<tr>
<td>Street Address:</td>
<td></td>
</tr>
<tr>
<td>City/Town:</td>
<td>State:  Zip:</td>
</tr>
<tr>
<td>Sponsoring Organization:</td>
<td></td>
</tr>
<tr>
<td>MEPID: or License #:</td>
<td></td>
</tr>
<tr>
<td>Program &amp; Level:</td>
<td>Credit hours:</td>
</tr>
<tr>
<td>Practicum/Equivalent Course Number:</td>
<td></td>
</tr>
<tr>
<td>Practicum Course Title:</td>
<td></td>
</tr>
<tr>
<td>Practicum/Equivalent Site:</td>
<td>Grade Level(s) of Students:</td>
</tr>
<tr>
<td>Total Number of Practicum Hours:</td>
<td>Number of hours assumed full responsibility in the role:</td>
</tr>
<tr>
<td>Other Massachusetts licenses held, if any:</td>
<td></td>
</tr>
<tr>
<td>Have any components of the approved program been waived? 603 CMR 7.03(1)(b)</td>
<td>Yes  No</td>
</tr>
</tbody>
</table>

Part 2- To be completed by the Program Supervisor

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>The Candidate completed a Practicum / Practicum Equivalent designed by the Sponsoring Organization as partial preparation for the following license:</td>
<td></td>
</tr>
<tr>
<td>Candidate’s License Field:</td>
<td>Grade Level:</td>
</tr>
<tr>
<td>To the best of my knowledge (per the Supervising Practitioner’s Principal/Evaluator) the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his/her most recent evaluation.</td>
<td>Yes  No</td>
</tr>
</tbody>
</table>

Part 3- To be completed by the Supervising Practitioner

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
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</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Position:</td>
</tr>
<tr>
<td>School District:</td>
<td># of years of experience under license:</td>
</tr>
<tr>
<td>License: Initial  Professional</td>
<td>License Field(s):</td>
</tr>
<tr>
<td>MEPID: or License #:</td>
<td></td>
</tr>
</tbody>
</table>

Part 4 – Initial 1, 2, 3

1. Initial meeting held at which the Professional Standards and the procedures for evaluation were explained to the candidate.
   | Date: | Candidate: | Program Supervisor: | Supervising Practitioner: |

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

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

Part 5 – Signatures Required

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate has successfully completed the Pre-service Performance Assessment 603 CMR 7.03(2)(a)(4) &amp; 7.04(2)(4)(b)</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Program Supervisor:</td>
<td>Date</td>
</tr>
<tr>
<td>Supervising Practitioner:</td>
<td>Date</td>
</tr>
<tr>
<td>Mediator (if necessary see: 603 CMR 7.04(4)</td>
<td>Date</td>
</tr>
</tbody>
</table>
PRE-SERVICE PERFORMANCE ASSESSMENT FOR PRACTICUM OR PRACTICUM EQUIVALENT
Boston College and Massachusetts Professional Standards for Teachers: See 603 CMR 7.08

This is a Pre-service Performance Assessment of Teacher Candidate’s performance in the practicum, to demonstrate, supported by evidence, their competence and ability to meet the teaching standards as defined by the Department of Elementary and Secondary Education and Boston College. Please use this assessment in conjunction with the Pre-service Performance Assessment Guidelines.

In addition to assessing the performance of pre-service teachers, the PPA+ provides opportunities for shared and collaborative discussion among the Teacher Candidate, Program Clinical Supervisor and Supervising Practitioner whenever possible. The PPA+ is as assessment that is not restricted to actual classroom observations. The practicum is looked at holistically and such things as disposition revealed in journals, behavior and attitude during supervision conferences, written lesson plans and discussions about same, participation in the required “quality conversations”, attention to Evidence Binders over time, relationship with Supervising Practitioner and establishing oneself within the culture of the school are considered.

The Teacher Candidate and Program Clinical Supervisor will meet at several points during the semester, and most especially at the mid-term and final.

Teacher Candidates must meet EACH Standard in order to be endorsed.

Seven Standards
(Boston College Amendments are italicized.)
A. Plans Curriculum and Instruction
B. Delivers Effective Instruction
C. Manages Classroom Climate
D. Promotes Equity and Social Justice
E. Meets Professional Responsibilities
F. Assesses and Promotes Pupil Learning
G. Demonstrates an Inquiry Stance in Daily Practice

Each Standard is comprised of several Indicators. In all cases, these Indicators refer to the Teacher Candidates. Evidence selected by the Teacher Candidate may demonstrate competency in more than one Standard or Indicator; similarly, Teacher Candidates may use evidence more than once within their Evidence Binder. The PPA+ contains the following columns:

Indicator—Boston College or Massachusetts Professional Standard for Teachers upon which Teacher Candidates must gather demonstrate their competency.
Rating @ Final—Rating given by Clinical Supervisor. Scores of “0” represent unsatisfactory performance demonstrating that the candidate does not meet the standard, regardless of ratings on additional indicators. Scores of “1” represent basic performance demonstrating that the candidate meets the indicator, but can still meet the standard if average rating on all indicators is equal to or greater than 2. Scores of “2” represent proficient performance demonstrating that the candidate meets the indicator. Scores of “3” represent exceptional performance demonstrating that the candidate exceeds the indicator. Ratings will NOT be rounded to nearest whole number.
Data Sources—Provides possible sources of data candidates may use to meet each indicator, as well as possible materials (e.g. lesson plans, journal articles) that candidates may find helpful as they collect evidence. These data sources should guide the collection of evidence, but candidates should feel free to collect different or additional evidence to demonstrate their competency.
Possible Evidence Example(s)—Provides candidates with authentic examples of how data sources can be used to meet each indicator. Asterisked/shaded items are REQUIRED for those seeking endorsement as a Severe Special Needs Specialist.
Justification and Rationale of Evidence—Completed by Teacher Candidate. Short (no more than 1-2 sentences) descriptions of how the evidence the teacher candidate has submitted meet each indicator, and can be typed/hand-written directly into the “PPA-Plus.” Description should include the form of evidence collected (e.g. lesson plan, pupil work), and an explanation of why it was chosen to support the candidates’ competency in relation to the indicator.

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Fall 2014-Spring 2015
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Rating @ Final</th>
<th>Possible Data Sources</th>
<th>Possible Evidence Example(s)</th>
<th>Justification and Rationale for Evidence (Provided by Candidate)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard B, Indicator 2g</strong></td>
<td></td>
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</tr>
<tr>
<td>Employs appropriate sheltered English or subject matter strategies for English Language Learners</td>
<td>0 1 2 3</td>
<td>Lesson plans, unit plans, curriculum frameworks, CT and supervisor observation and feedback, Journal, photos of classroom</td>
<td>--Lesson plan that includes language objectives, in addition to content objectives</td>
<td>The lesson plan and copy of pupil work on Photosynthesis, collected on 2/17/06, demonstrates that I used a variety of learning strategies (e.g. flashcards, game of Jeopardy, pictures) to teach developmentally appropriate vocabulary to my pupils.</td>
</tr>
<tr>
<td><strong>Standard D, Indicator 7</strong></td>
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</tr>
<tr>
<td>Recognizes and identifies influences from his/her own background and life experience that have an impact on views of education, teaching, and practice.</td>
<td>0 1 2 3</td>
<td>CT and supervisor observation and feedback, lesson plans, journal, pupil assessments, lesson plans, unit plans, photos of classroom</td>
<td>--Journal entry focusing on the contrast between the candidates’ educational experience and their Practicum setting</td>
<td>In the Journal Entry from 4/5/06 I reflected on my own stereotypical assumptions about inner-city schools—how they were influenced by and contrasted with my experiences in suburban, private school environments</td>
</tr>
</tbody>
</table>
### Standard A – Plans Curriculum and Instruction in the role of Educator of Students with Severe Special Needs

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Rating @ Final</th>
<th>Possible Data Sources</th>
<th>Possible Evidence Example(s)</th>
<th>Justification and Rationale for Evidence (Provided by Candidate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students’ level of content knowledge. <em>(Specify Curriculum Framework title, learning standards, and concept and skills used [attach list if necessary]</em>)</td>
<td>0 1 2 3</td>
<td>Lesson plans, unit plans, supervisor observation forms, collaborative meeting notes</td>
<td>--Co-taught lesson plan in line with general ed curriculum --Unit/lesson plans identifying specific goals for individual students --Documentation of collaboration with general education content teachers *Lesson plans aligned with frameworks and learning standards with modifications for each student with disabilities. *Unit plan requirement</td>
<td></td>
</tr>
<tr>
<td>A2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.</td>
<td>0 1 2 3</td>
<td>Data collection samples and analysis, assessment reports, unit/lesson plans, supervisor observation forms, IEP, collaboration notes</td>
<td>--Description of assessment accommodations made for individual students --Lesson plan indicating individualized goals and strategies for students --Data analysis report from assessment outlining recommendations for teaching strategies (Student Assessment assignment from ED 389) --Interpretation of vision and hearing assessments with functional and academic recommendations *Communication assessment with recommendations *Data collection on IEP goal</td>
<td></td>
</tr>
<tr>
<td>A3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within classroom.</td>
<td>0 1 2 3</td>
<td>Unit/lesson plans, teaching materials, assessment reports, supervisor observation forms</td>
<td>--Braille readiness assessment/activities --Sample of communication system developed for an individual student (photos of object communication system, pages from communication board or book, copies from completed Signs for Success book, etc.) --Documentation of use of materials from APH --Sample of reading and language texts/assignments at various pupil ability levels --Communication Profile (ED 686) *Communication assessment with recommendations *Development or enhancement of an augmentative communication system for a student</td>
<td></td>
</tr>
<tr>
<td>A4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and designs lessons that strengthen student reading and writing skills.</td>
<td>0 1 2 3</td>
<td>Unit/lesson plans, assessment reports, supervisor observation forms, collaboration notes, task analysis</td>
<td>--Lesson plan that indicates linkage to IEP goal for language/communication --Description of targeted content vocabulary for individual student (4 Aspects/Aug Comm) --Braille readiness assessment/activities --Development of task analysis for lesson or part of lesson.</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td>Rating Scale</td>
<td>Evidence and Support</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>A5.</td>
<td>Plans lessons with clear objectives and relevant measurable outcomes.</td>
<td>0 1 2 3</td>
<td>Unit/lesson plans, samples of student work, supervisor observation forms, journal --Lesson plan with informal and formal assessment tools for diverse learners --Documentation of specific learning objective and outcomes for each lesson plan. -Journal entry on “What are you teaching and Why are you teaching it?”</td>
<td></td>
</tr>
<tr>
<td>A6.</td>
<td>Draws on resources from colleagues, families, and the community to enhance learning.</td>
<td>0 1 2 3</td>
<td>Unit/lesson plans, supervisor observation forms, family correspondence, collaboration notes, journal, pupil work, resource file --Evidence of environmental adaptations based on vision/hearing assessments --Journal entry on unit plan collaboration with school-based personnel, such as CT, colleagues, related services faculty and other team members --Resource file (ED 495)</td>
<td></td>
</tr>
<tr>
<td>A7.</td>
<td>Incorporates appropriate technology and media in lesson planning.</td>
<td>0 1 2 3</td>
<td>Unit/lesson plans, supervisor observation forms, teaching materials, assistive technology, augmentative communication systems -- Lesson plans that include information about assistive technology and/or augmentative communication devices/strategies used with each student (including auditory and low vision aids) *Student Profiles including information on assistive technology *Development or enhancement of alternative or augmentative communication system</td>
<td></td>
</tr>
<tr>
<td>A8.</td>
<td>Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.</td>
<td>0 1 2 3</td>
<td>Unit/lesson plans, IEP’s, supervisor observation forms, collaboration notes --Lesson plans indicating content standards with modifications according to students IEP --Documentation showing candidates’ use of assistive technology to access general education content --IEP assignment (ED 389) *Collaborative team involvement (as it relates to inclusion in the general education curriculum)</td>
<td></td>
</tr>
<tr>
<td>A9.</td>
<td>Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.</td>
<td>0 1 2 3</td>
<td>Mid-Term Evaluation Date: Final Evaluation Date: Average Rating @ Final = Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable. *Candidate must obtain an average rating equal to or greater than 2 across indicators to meet Standard. Rating CANNOT be rounded up to 2.</td>
<td></td>
</tr>
</tbody>
</table>

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Fall 2014-Spring 2015
### Standard B– Delivers Effective Instruction in the role of Educator of Students with Severe Special Needs

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Rating @ Final</th>
<th>Possible Data Sources</th>
<th>Possible Evidence Example(s)</th>
<th>Justification and Rationale for Evidence (Provided by Candidate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. B1. Communicates high standards and expectations when beginning the lesson.</td>
<td>0 1 2 3</td>
<td>Unit/lesson plans, teaching materials, supervisor observation forms, calendar/anticipation system, self-reflection video tape</td>
<td>--Lesson plan including description of object/picture/verbal cues or vocabulary used to begin lesson. --Lesson plan includes instructions for teacher assistants that outline preparation of individual student (ie. Positioning, communication devices, goals for the lesson, behavior support, etc.)</td>
<td>--Photos or description of calendar/anticipation system</td>
</tr>
<tr>
<td>a) Makes learning objectives clear to students.</td>
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<tr>
<td>b) Communicates clearly in writing, speaking, and through the use of appropriately designed visual and contextual aids.</td>
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<tr>
<td>c) Uses engaging ways to begin a new unit of study or lesson.</td>
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<tr>
<td>d) Builds on students’ prior knowledge and experience.</td>
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</tr>
<tr>
<td>B2. Communicates high standards and expectations when carrying out the lesson.</td>
<td>0 1 2 3</td>
<td>Unit/lesson plans, teaching materials, behavior support plan, supervisor observation forms, self reflection video tape, collaboration notes</td>
<td>--Unit plan/lesson plans with emphasis on developing literacy skills (Braille, print, picture, etc.) --Lesson plans geared toward individual students and small and large groups. --Use of evidence based teaching strategies --Evidence that lesson is accessible to all students (use of variety of communication modes, visual/auditory devices, etc.) --Implementation of behavior support plan --Description of student level of partial participation in lesson aligned with general ed curriculum</td>
<td><em>Self reflection Video tape of lesson</em></td>
</tr>
<tr>
<td>a) Uses a balanced approach to teaching skills and concepts of elementary reading and writing.</td>
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<tr>
<td>b) Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).</td>
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<tr>
<td>c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions in Guidelines, pp. 13-44)</td>
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<tr>
<td>d) Employs a variety of reading and writing strategies for addressing learning objectives.</td>
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<tr>
<td>e) Uses questioning to stimulate thinking and encourages all students to respond.</td>
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<tr>
<td>f) Uses instructional technology appropriately.</td>
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<tr>
<td>g) Uses effective strategies and techniques for making content accessible to English language learners.</td>
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<tr>
<td>h) Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.</td>
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<tr>
<td>B3. Communicates high standards and expectations when extending and completing the lesson.</td>
<td>0 1 2 3</td>
<td>Unit/lesson plans, behavior support plan, supervisor observation forms, correspondence with family, collaboration notes</td>
<td>--Lesson clearly indicates that activity is “finished” using appropriate communication mode. --Implementation of positive behavior supports --Documentation of follow up with pupil --Evidence of the use of repetition as a teaching tool</td>
<td></td>
</tr>
<tr>
<td>a) Assigns homework or practice that furthers student learning and checks it.</td>
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<tr>
<td>b) Provides regular and frequent feedback to students on their progress.</td>
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<tr>
<td>c) Provides many and varied opportunities for students to achieve competence.</td>
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<tr>
<td>B4. Communicates high standards and expectations when evaluating student learning.</td>
<td>0 1 2 3</td>
<td>Assessment reports, data collection/analysis, unit/lesson plans, student work, supervisor observation forms, progress reports</td>
<td>--Copy of progress reports, graphs to measure individual progress --portfolio of pupil work over time --Lesson plans including comments and reflections</td>
<td><em>Data collection on IEP goal</em> <em>Communication assessment report</em></td>
</tr>
<tr>
<td>a) Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.</td>
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<tr>
<td>b) Translates evaluations of student work into records that accurately convey the level of student achievement to students,</td>
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</table>
### PRE-SERVICE PERFORMANCE ASSESSMENT FOR PRACTICUM OR PRACTICUM EQUIVALENT

Boston College and Massachusetts Professional Standards for Teachers: See 603 CMR 7.08

<table>
<thead>
<tr>
<th>Mid-Term Evaluation</th>
<th>Mid-Term Goal(s) for Standard B—Delivers Effective Instruction:</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
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<tr>
<th>Final Evaluation</th>
<th>Average Rating @ Final =</th>
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<tbody>
<tr>
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**Rating Scale:**
1 = Does Not Meet the Standard; 2 = Meets the Standard; 3 = Exceeds the Standard; NA = Not Applicable.

*Candidate must obtain an average rating equal to or greater than 2 across indicators to meet Standard. Rating CANNOT be rounded up to 2.*

### Standard C – Manages Classroom Climate in the role of Educator of Students with Severe Special Needs

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Rating @ Final</th>
<th>Possible Data Sources</th>
<th>Possible Evidence Example(s)</th>
<th>Justification and Rationale for Evidence (Provided by Candidate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.</td>
<td>0 1 2 3</td>
<td>Environmental/instructional adaptations for group or individuals, supervisor observation forms, behavior support plan, unit/lesson plans</td>
<td><em>Asterisked Italic Items are Required</em></td>
<td></td>
</tr>
<tr>
<td>C2. Creates physical environment appropriate to a range of learning activities.</td>
<td>0 1 2 3</td>
<td>Accessibility of classroom, tactile maps, unit/lesson plans, supervisor observation forms, collaboration notes</td>
<td>--Photos of classroom arranged for various activities such as small group and partner work, interactive bulletin boards, circle time, with candidates’ explanation for design</td>
<td></td>
</tr>
<tr>
<td>C3. Maintains appropriate standards of behavior, mutual respect, and safety.</td>
<td>0 1 2 3</td>
<td>Behavior support plan, classroom management plan, supervisor observation forms, unit/lesson plans, collaboration notes</td>
<td>--Lesson plan with evidence of classroom management strategies</td>
<td></td>
</tr>
<tr>
<td>C4. Manages classroom routines and procedures without loss of significant instructional time.</td>
<td>0 1 2 3</td>
<td>Unit/lesson plans, daily routine outline, supervisor observation forms, self assessment video tape</td>
<td>--Description of training for positioning and handling/ lifts and transfers.</td>
<td><em>Embedding of concept and skill development in daily routines</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid-Term Evaluation</th>
<th>Mid-Term Goal(s) for Standard C—Manages Classroom Climate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td></td>
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<tr>
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<th>Average Rating @ Final =</th>
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<tbody>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

---41---

Fall 2014-Spring 2015
### Standard D– Promotes Equity & Social Justice in the role of Educator of Students with Severe Special Needs

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Rating @ Final</th>
<th>Possible Data Sources</th>
<th>Possible Evidence Example(s) *Asterisked Italic Items are Required</th>
<th>Justification and Rationale for Evidence (Provided by Candidate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1. Encourages all students to believe that effort is a key to achievement.</td>
<td></td>
<td>Behavior support plan, unit/lesson plans, supervisor observation forms, self reflection video tape</td>
<td>--Documentation showing candidates’ use of positive response/praize --Evidence of teacher feedback in students preferred communication mode --Documented use of positive behavior supports</td>
<td></td>
</tr>
<tr>
<td>D2. Works to promote achievement by all students without exception.</td>
<td></td>
<td>Unit/lesson plans, supervisor observation forms, collaboration notes</td>
<td>--Lesson plans that provide evidence that all students learning goals are being addressed --Documentation of opportunities for preview, review, re-teach, and reinforcement --Evidence of individualized teaching strategies for each student</td>
<td></td>
</tr>
<tr>
<td>D3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.</td>
<td></td>
<td>Student profile, home visit report, collaboration notes, journal, unit/lesson plans</td>
<td>--Journal entry about involvement in IEP process --Report on home visit with recommendations for modifications in classroom instruction --Evidence of collaboration with related service team relating to instructional strategies. <em>Student profile outlining individual needs of students.</em></td>
<td></td>
</tr>
<tr>
<td>D4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, &amp; to see themselves as members of a local, state, national, international civic &amp;community.</td>
<td></td>
<td>Unit/lesson plans, supervisor observation forms, journal, transition plans</td>
<td>--Journal entry on the inclusion of students with disabilities in general education and in the community. --Pupil experiences with civic culture including field trips and classroom visits by community members. --Community vocational experiences for transition age students --Lesson plan focusing on a community outing or community project</td>
<td></td>
</tr>
<tr>
<td>D5. <em>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.</em></td>
<td></td>
<td>Unit/lesson plans, supervisor observation forms, family correspondence, collaboration notes, journal, assessment reports</td>
<td>--Meeting with family members to discuss family priorities relating to culture and learning. --Evidence of embedding family priorities in individual student lessons. --Interviews/meetings with former teachers and related service providers --Student involvement in social/cultural groups --Lesson plan incorporating student’s personal preference</td>
<td></td>
</tr>
<tr>
<td>D6. <em>Fosters a positive environment for learning in the form of social relationships, care and cooperation among and between the teacher and pupils.</em></td>
<td></td>
<td>Unit/lesson plans, supervisor observation forms, journal, self reflection video tape</td>
<td>--Cooperative learning activity where each pupil can contribute based on learning style and experience --Description of inclusive opportunities --Videotape or description of lesson showing students interacting and communicating with each other in a social environment.</td>
<td></td>
</tr>
</tbody>
</table>
## D7.* Recognizes and identifies influences from his/her background and life experience that have an impact on views of education, teaching, and practice.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Data Sources</th>
<th>Possible Evidence Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3</td>
<td>Inquiry personal statement, journal</td>
<td>--Journal entry about personal background and experiences, comparing it to pupils --Journal entry on inclusive education for all students</td>
</tr>
</tbody>
</table>

## D8. * Offers specific examples that reflect knowledge and understanding of pupils’ lives outside the classroom and the importance of building community and respect as part of the classroom experience.

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</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3</td>
<td>Assessment reports, home visit report, family correspondence, collaboration notes, journal, unit/lesson plans, transition plan</td>
<td>--Report on home visit --Notes/report from family meeting --Documentation of candidates’ attendance at co/extra curricula event --Organization/promotion of inclusive experiences for students --Invitations to guest speakers from community</td>
</tr>
</tbody>
</table>

## D9. * Identifies policies and programs that contribute to, or maintain the existence of, equity or inequity in education through written reflections and actions.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3</td>
<td>Observation notes/report, journal</td>
<td>--Documentation of teaching activities in inclusive classrooms --Journal entry on issues of inequity in education --Journal entry on thoughts about inclusive education --Report on visits to inclusive school programs</td>
</tr>
</tbody>
</table>

### Mid-Term Evaluation

**Date:**

**Mid-Term Goal(s) for Standard D—Promotes Equity and Social Justice:**

**Final Evaluation**

**Date:**

**Average Rating @ Final =**

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

*Candidate must obtain an average rating equal to or greater than 2 across indicators to meet Standard. Rating CANNOT be rounded up to 2.

### Standard E – Meets Professional Responsibilities in the role of Educator of Students with Severe Special Needs

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Rating @ Final</th>
<th>Possible Data Sources</th>
<th>Possible Evidence Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1. Understands his or her legal and moral responsibilities.</td>
<td>0 1 2 3</td>
<td>IDEA/NCLB, code of ethics, , meeting notes, family advocacy information, journal</td>
<td>--Journal entry on IDEA and it’s relationship to NCLB --Notes from IEP meeting --Journal entry on handling medical emergencies and universal precautions -Journal entry on privacy issues relating to students with significant disabilities.</td>
</tr>
<tr>
<td>E2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.</td>
<td>0 1 2 3</td>
<td>Supervisor observation forms, three-way conference notes, lesson plans, self reflection video tape</td>
<td>--Lesson plans that include personal preferences and express motivation during the lesson.</td>
</tr>
<tr>
<td>E3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.</td>
<td>0 1 2 3</td>
<td>Professional websites and journals, unit/ lesson plans, professional conference materials, inquiry project, journal</td>
<td>--Documented use of applicable teaching/planning websites --Lesson plan that includes suggestion from journal, or data from article to drive lesson-planning decisions --Reflections on inquiry project --Documented participation in professional</td>
</tr>
</tbody>
</table>
### Pre-Service Performance Assessment for Practicum or Practicum Equivalent

**Boston College and Massachusetts Professional Standards for Teachers: See 603 CMR 7.08**

#### E4. Collaborates with colleagues to improve instruction, assessment, and student achievement.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>0 1 2 3</td>
<td>Unit/lesson plans, observation notes, collaboration notes, journal</td>
<td>--Journal entry reflecting on professional articles --Documentation of collaboration general education faculty/staff --Lessons plan from co-taught lesson --Journal entry focusing on a student IEP or team meeting --Journal entry on working with paraeducators</td>
</tr>
</tbody>
</table>

#### E5. Works actively to involve parents in their child’s academic activities and performance, and communicates clearly with them.

<table>
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<tbody>
<tr>
<td>0 1 2 3</td>
<td>Correpondence with family, home visit report, IEP meeting notes</td>
<td>--Materials sent to parents/guardians (letters, progress reports, email, phone calls) --Notes from family meeting --Description of parent involvement in IEP process</td>
</tr>
</tbody>
</table>

#### E6. 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.

<table>
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<tr>
<td>0 1 2 3</td>
<td>Unit/lesson plans, journal, self reflection video</td>
<td>--Supervisor Evaluation form --Journal entry reflecting on professional goals</td>
</tr>
</tbody>
</table>

#### E7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

<table>
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</thead>
<tbody>
<tr>
<td>0 1 2 3</td>
<td>Policy on internet use, media on internet safety, journal, meeting notes</td>
<td>--Journal entry on schools’ Internet policy --Documentation of meetings/consultations with technology/media staff</td>
</tr>
</tbody>
</table>

### Mid-Term Evaluation

**Mid-Term Goal(s) for Standard E—Meets Professional Responsibilities:**

**Date:**

**Final Evaluation**

**Date:**

**Average Rating @ Final =**

**Rating Scale:**

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

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### Boston College Standard F – Assesses & Promotes Pupil Learning in the role of Educator of Students with Severe Special Needs

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<tr>
<th>Indicators</th>
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<th>Possible Evidence Example(s)</th>
<th>Justification and Rationale for Evidence (Provided by Candidate)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F1. Provides opportunities for pupils to be reflective of and take responsibility for their own learning.</strong></td>
<td>0 1 2 3</td>
<td>Unit/lesson plans, student work, supervisor observation forms, journal, self reflection video</td>
<td>--Evidence of student participation in IEP process --Evidence of choice-making opportunities within lessons and daily routines</td>
<td></td>
</tr>
<tr>
<td><strong>F2. Provides formative and summative opportunities for pupils to connect their learning to experiences or situations significant in their lives.</strong></td>
<td>0 1 2 3</td>
<td>Unit/lesson plans, home visit report, correspondence with family, supervisor observation forms, journal</td>
<td>--Journal entry on teaching functional skills within the context of the general education curriculum. --Home visit reports with recommendations --Written plan for implementing goals in the home and community environments --Lesson plan for vocational experience for transition age student</td>
<td></td>
</tr>
</tbody>
</table>
### PRE-SERVICE PERFORMANCE ASSESSMENT FOR PRACTICUM OR PRACTICUM EQUIVALENT

**Boston College and Massachusetts Professional Standards for Teachers: See 603 CMR 7.08**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Performance Indicators</th>
<th>Example Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F3. Explicitly uses data from a variety of indicators of pupil learning to make instructional decisions and recommendations for practice.</strong></td>
<td>0 1 2 3</td>
<td>Data collection forms and analysis, unit/lesson plans, student work, supervisor observation forms, journal, family correspondence, collaboration notes, video tapes</td>
</tr>
</tbody>
</table>
| | | --Documentation of review of MCAS or other standardized tests and planning  
| | | --Developed unit plan based on previous data  
| | | --Portfolio of pupil work over time, along with reflection on pupil progress  
| | | --Video tape taken at intervals throughout the year depicting student progress on tasks  
| | | --Family interview done at intervals throughout the year  
| | | *Data collection on an IEP goal* |
| **F4. Identifies the needs, talents, and abilities of pupils, and links these to subsequent lesson planning.** | 0 1 2 3 | Unit/lesson plans, supervisor observation forms, assessment reports, IEP meeting notes, collaboration notes, journal |
| | | --Lesson plans indicating individualized instruction for students  
| | | --Documentation of modifications made with consideration to learning style and ability  
| | | --Assessment report with recommendations  
| | | --Description of participation in IEP process  
| | | *Student profile* |
| **F5. Promotes interpretation, analysis, synthesis, evaluation, and application of information, rather than reproduction of information.** | 0 1 2 3 | Assessment reports, unit/lesson plans, supervisor observation forms |
| | | --Unit/lesson plans that incorporate goals and strategies for individual students  
| | | *Communication assessment report with recommendations* |
| **F6. Demonstrates ability to identify, monitor, document, and communicate growth in pupil learning (academic, social, and emotional), beyond assessing whether learning objectives were or were not met.** | 0 1 2 3 | Home visit report, assessment reports, student work, family correspondence, collaboration notes, IEP meeting notes, journal |
| | | --Notes/reports from home visits and family meetings  
| | | --Journal entry focusing on incidental learning opportunities  
| | | --Student work portfolios  
| | | --Family interviews  
| | | --Videotape |
| **F7. Recognize, reflects on and incorporates effective pupil outcomes that address social and emotional learning—for example, social competence, motivation, participation, cooperation, exchange of ideas, tolerance for diversity of perspectives, and respect.** | 0 1 2 3 | Unit/lesson plans, supervisor observation forms, IEP meeting notes, journal |
| | | --Description of strategies to support social interactions among peers in school/community.  
| | | --Lesson plan including description of how student is able to participate in extra curricular activities.  
| | | --Description of age appropriate materials  
| | | --Journal entry describing the social and emotional implications of health and medical interventions in the classroom (g-tube feeding, suctioning, etc.) |
| **F8. Provides opportunities for pupils to learn to participate in a democratic society—learning to see multiple viewpoints, consider evidence in determining one’s own viewpoint, persuasion, changing opinions.** | 0 1 2 3 | Unit/lesson plans, supervisor observation forms, journal |
| | | --Evidence of embedding of cognitive concept (choice making, turn taking, etc.) in lesson plans and daily routines.  
| | | --Journal entry on promoting independence and inter-dependence. |

**Mid-Term Evaluation**

**Mid-Term Goal(s) for Standard F—Assesses & Promotes Pupil Learning:**

**Date:**

**Final Evaluation**

**Average Rating @ Final =**

**Rating Scale:** 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.  
*Candidate must obtain an average rating equal to or greater than 2 across indicators to meet Standard. Rating CANNOT be rounded up to 2.*

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**Fall 2014-Spring 2015**
### Boston College Standard G – Demonstrates an Inquiry Stance in Daily Practice

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<thead>
<tr>
<th>Indicators</th>
<th>Rating @ Final</th>
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<th>Possible Evidence Example(s)</th>
</tr>
</thead>
</table>
| G1. Draws on one’s own prior academic and personal knowledge, coursework, and experience to make instructional choices. | 0 1 2 3 | Unit/lesson plans, collaboration notes, supervisor observation forms, journal | --Lesson plan featuring strategies from Assessment, Strategies, Aug Comm or other courses.  
--Documentation from consultations with general educators and related services personnel. |
| G2. Demonstrates careful and thoughtful integration of knowledge of subject matter and pedagogy, beliefs about and understanding of learning as drawn from conceptual, empirical literature, and major ideas from theory. | 0 1 2 3 | Unit/lesson plans, supervisor observation forms, content literature (websites, journals, etc.), journal | --Lesson plan based on research from professional journal article  
--Documentation of use of Vygotsky’s Zone of Proximal Development for range of pupils  
--Lesson plans based on integration of general education standards and functional skill building. |
| G3. Collects and reports data on pupil outcomes for the purpose of assessing teaching and modifying practice, based on the specific classroom context. | 0 1 2 3 | IEP meeting notes, IEP progress reports, supervisor observation forms, student work, data collection forms and analysis | --Assessment reports indicating progress over time  
--IEP progress reports  
*Communication assessment report with recommendations  
*Data collection on IEP goal |
| G4. Daily reflection on instructional decisions explicitly connecting modifications of curriculum and instruction to pupil learning. | 0 1 2 3 | Unit/lesson plans, supervisor observation and feedback, collaboration notes, journal | --Informal assessment strategies used daily  
--Documentation of co-taught lesson planning  
--Documentation of team meetings  
*Lesson plan reflections  
*Data collection on IEP goal |
| G5. Demonstrates the role of a teacher as a reflective and recursive practitioner in order to develop Inquiry as Stance. | 0 1 2 3 | Unit/lesson plans, supervisor observation forms, journal, self reflection video tape | --Content Area Mentoring query  
--Journal entry that reviews and reflects on effectiveness of teaching  
*Self reflection video tape |
| G6. Utilizes one’s own and others’ research in generating practices (e.g. lesson planning, modifying instruction, developing assessments,) | 0 1 2 3 | Research reports, unit/lesson plans, inquiry project, collaboration notes, assessment reports, supervisor observation forms | --Lesson plan incorporating Inquiry Project findings or research-based strategies from professional journal article  
--Bibliography of resources  
--Documentation from collaborations with colleagues |

### Mid-Term Evaluation

**Date:**

**Mid-Term Goal(s) for Standard G—Demonstrates an Inquiry Stance in Daily Practice:**

### Final Evaluation

**Date:**

**Average Rating @ Final =**

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

*Candidate must obtain an average rating equal to or greater than 2 across indicators to meet Standard. Rating CANNOT be rounded up to 2."
Teacher candidate’s Pre-service Performance Assessment in the practicum/practicum equivalent meets the Professional Standards for Teachers: □ Yes □ No

<table>
<thead>
<tr>
<th>Candidate (sign):</th>
<th>MEPID: or License #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Supervisor (sign):</td>
<td>Date:</td>
</tr>
<tr>
<td>Supervising Practitioner (sign):</td>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Standard A- Plans Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td>Standard B- Delivers Effective Instruction</td>
<td></td>
</tr>
<tr>
<td>Standard C- Manages Classroom Climate and Operation</td>
<td></td>
</tr>
<tr>
<td>Standard D- Promotes Equity</td>
<td></td>
</tr>
<tr>
<td>Standard E- Meets Professional Responsibilities</td>
<td></td>
</tr>
<tr>
<td>Standard F- Assesses &amp; Promotes Pupil Learning</td>
<td></td>
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<tr>
<td>Standard G- Develops an Inquiry Stance in Daily Practice</td>
<td></td>
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Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Summary Assessment of Performance:
BOSTON COLLEGE PRESERVICE PERFORMANCE ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th>Standard A. Plans Curriculum and Instruction</th>
<th>SCORE = 0 Unsatisfactory</th>
<th>SCORE = 1 Basic</th>
<th>SCORE = 2 Proficient</th>
<th>SCORE = 3 Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.</td>
<td>Limited if any knowledge of curriculum frameworks. Content standards are not used. Lessons or units have no clearly defined structure or the structure is chaotic.</td>
<td>Has a basic understanding of curriculum frameworks and is able to design learning experiences that extend learning at a basic level. Lessons have a recognizable structure although structure is not uniformly maintained.</td>
<td>Has a clear understanding of curriculum frameworks and how to use them to extend learning of content knowledge. Lessons are clearly designed and have a clearly defined structure.</td>
<td>Has a strong understanding of curriculum frameworks. Designs clear and organized lessons that extend student learning while acknowledging individual student needs. Pupils often involved in designing learning experiences.</td>
</tr>
<tr>
<td>A2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.</td>
<td>Goals are not suitable for most pupils in the classroom; assessment results minimally affect lesson planning; minimal or no knowledge of developmental characteristics is evident in planning.</td>
<td>A general goal is established with little attention to needs of pupils; uses assessment results to plan for the class as a whole; some lesson plans show evidence of developmentally appropriate activities and assignments.</td>
<td>Modifies goals for the diverse needs of pupils; uses assessment results to plan for individuals and groups of pupils; lesson plans consistently show evidence of developmentally appropriate tasks and activities.</td>
<td>Pupils are involved in goal setting; learning activities are highly relevant to student needs; lessons are clearly developmentally planned and implemented.</td>
</tr>
<tr>
<td>A3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within classroom.</td>
<td>Overly dependent on reading textbook. Does not utilize appropriate reading materials and other resources to promote further learning.</td>
<td>Limited incorporation of high interest materials, trade books and interactive reading/writing lessons; rarely shifts from monocultural views to multicultural literacy views.</td>
<td>Evidence of a language-rich environment, with carefully selected materials and use of independent reading/writing. Uses resources to promote multicultural learning.</td>
<td>Instructional activities clearly convey literacy rich environment; evidence of multiple activities and integration across the curriculum; demonstrable effort to promote pupil learning for pupils.</td>
</tr>
<tr>
<td>A4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and designs lessons that strengthen student reading and writing skills.</td>
<td>Displays little understanding of prerequisite knowledge and experiences important for student learning and does not indicate that such knowledge is valuable.</td>
<td>Indicates some awareness of prerequisite learning and experiences, although may be incomplete or inaccurate. Sometimes recognizes the value of understanding pupils' skills, concepts, vocabulary and knowledge.</td>
<td>Able to identify and use specific reading and writing strengths/weaknesses of pupils to design lessons and activities. Plans and practices regular reflection on student knowledge and experience.</td>
<td>Demonstrates thorough understanding of prerequisite knowledge of pupils; actively builds on knowledge when seeking causes for student misunderstanding. Uses a variety of strategies to strengthen skills.</td>
</tr>
<tr>
<td>A5. Plans lessons with clear objectives and relevant measurable outcomes.</td>
<td>Assessment results minimally affect lesson plans, objectives are unclear and/or outcomes are inappropriate, vague and not measurable.</td>
<td>Uses assessment results to plan for the class as a whole; some content is not related to the objectives; outcomes are measurable but inconsistent.</td>
<td>Uses assessment results to plan individual and groups of pupils; appropriate objectives are used in planning with the use of clear measurable outcomes.</td>
<td>Provides insights to pupils meeting established objectives and provides opportunity for student participation in planning; outcomes are clear, and assessed consistently.</td>
</tr>
<tr>
<td>A6. Draws on resources from colleagues, families, and the community to enhance learning.</td>
<td>Does not seek out resources through colleagues, school, district, family, or university, etc</td>
<td>Displays limited awareness of resources available through colleagues, school, district, family, or university, etc</td>
<td>Regularly draws on resources available through colleagues, school, district, family, or university, to enhance student learning.</td>
<td>In addition to utilizing resources available, he/she actively seeks other materials to use to enhance instruction, (e.g. from professional organizations).</td>
</tr>
<tr>
<td>A7. Incorporates appropriate technology and media in lesson planning.</td>
<td>The use of technology and media is not evident or inappropriate in lesson planning or delivery.</td>
<td>Incorporates technology and media in lesson planning and delivery; regular attempts are made to integrate pupils with special needs into the regular classroom.</td>
<td>Able to effectively incorporate technology in lesson planning. Pupils are able to use technology to enhance their learning.</td>
<td>Incorporates technology and media in their learning.</td>
</tr>
<tr>
<td>A8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.</td>
<td>Pupils receive same instruction and assignments regardless of differences; no information from the IEP is used in planning instruction; does not attempt to incorporate pupils with special needs into the regular classroom.</td>
<td>Aware of the need for adaptations and modifications and occasionally accommodates these needs for different learners; some use of IEP is evident; minimal attempts made to integrate pupils with special needs into the regular classroom.</td>
<td>Lesson plans take into account the needs of various learners. Appropriate adaptations using IEP's are a routine part of planning and delivery; regular attempts are made to integrate pupils with special needs into the regular classroom.</td>
<td>Individual student goals and expectations are clearly articulated, and instruction allows pupils to succeed and be challenged; use of IEP is regularly evident in planning; pupils with special needs are fully integrated into the regular classroom.</td>
</tr>
</tbody>
</table>

*Candidate must obtain a mean rating equal to or greater than 2 across indicators to meet each Standard.

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Fall 2014-Spring 2015
## BOSTON COLLEGE PRESERVICE PERFORMANCE ASSESSMENT RUBRIC

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<th>SCORE = 0</th>
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### Standard B. Delivers Effective Instruction

| B1. Communicates high standards and expectations when beginning the lesson. |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| a) Makes learning objectives clear to students. | Objectives unclear and cannot be assessed; poor written or verbal communication skills. Communication maybe inappropriate, vague, or used incorrectly, leaving pupils confused; no clear sense of direction is given in opening lessons leaving pupils confused. | Objectives are somewhat clear and/or do not permit viable methods of assessment; Effective but limited verbal and written communication skills. Vocabulary is not always appropriate to pupils’ ages or backgrounds; introduces lessons/units in a clear manner but with little excitement or student engagement. | Objectives clearly stated and permit viable methods of assessment; Effective verbal and written communication skills. Vocabulary is appropriate to pupils’ age and interests; introduces new lessons in an engaging manner with clear directions given. |
| b) Communicates clearly in writing, speaking, and through the use of appropriately designed visual and contextual aids. | Objectives are clearly stated and permit viable methods of assessment; communication (oral/written) language is correct and expressive with well-chosen vocabulary that enriches the lesson; Introduces lessons/unit in an enthusiastic, exciting, and engaging manner; pupils have a clear sense of direction and are fully engaged in the beginnings of lessons/units. | Objectives are clear and permit viable methods of assessment; communication (oral/written) language is correct and expressive with well-chosen vocabulary that enriches the lesson; Introduces lessons/unit in an enthusiastic, exciting, and engaging manner; pupils have a clear sense of direction and are fully engaged in the beginnings of lessons/units. |
BOSTON COLLEGE PRESERVICE PERFORMANCE ASSESSMENT RUBRIC

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<tr>
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<td>Candidate meets INDICATOR</td>
</tr>
<tr>
<td>SCORE = 3</td>
<td>Exceeds</td>
<td>Candidate exceeds INDICATOR</td>
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B2. Communicates high standards and expectations when carrying out the lesson.

- a) Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
- b) Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).
- c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions in Guidelines, pp. 13-44)
- d) Assigns homework that minimally addresses lesson objectives; materials are returned sporadically with limited feedback; feedback given is in an inconsistent manner and quality; assessment data is communicated but is inconsistently; general understanding of the different approaches to learning that pupils exhibit and uses this information, in a limited way, to design varied learning opportunities for pupils to achieve competence.
- e) Uses questioning to stimulate thinking and encourages all students to respond.
- f) Uses instructional technology appropriately.
- g) 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.
- h) Uses effective strategies and techniques for making content accessible to English language learners.

Instruction is rigid, institutional like; unaware of student interests; overall lack of strategies and ongoing assessment; displays little or no understanding of current effective practices in teaching; overly dependent on textbook; Relies mostly on direct instruction/lecture method and gives assignments; displays little understanding of pedagogical issues involved in student learning of the content; poor questioning techniques; interaction style between candidate and pupils is predominantly recitation style, with candidate mediating all questions and answers.

Aware of current research. Uses effective teaching practices, but is not always successful; delivery of instruction includes a wide variety of teaching styles. Pupils are actively engaged at least one-half of the lesson; displays basic pedagogical knowledge, but does not anticipate student misconceptions; some high quality questioning techniques used; makes some attempt to engage pupils in a true discussion with uneven results.

Teaching reflects current research of best pedagogical practices; anticipates student misconceptions; uses a range of appropriate teaching styles to meet diverse needs of pupils; uses ongoing assessment; possesses a clear, thorough understanding of a variety of teaching strategies; Active student involvement in problem solving and critical thinking with peers in small and large groups; most questions are of high quality. Classroom interaction represents true dialogue between pupil and candidate.

Assigns limited homework that does not address practice and reinforcement of lesson objectives; timely feedback not provided on homework; assessment data with student is not provided; unfamiliar with the different approaches to learning that pupils exhibit such as learning styles, modalities, and different intelligences and provides no varied opportunities for pupils to achieve competence.

Assigns homework that minimally addresses lesson objectives; materials are returned sporadically with limited feedback; feedback given is in an inconsistent manner and quality; assessment data is communicated but is inconsistently; general understanding of the different approaches to learning that pupils exhibit and uses this information, in a limited way, to design varied learning opportunities for pupils to achieve competence.

Assigns homework based on classroom activities and lessons, which is returned promptly with adequate and consistent feedback; assessment data is consistently communicated to pupils identifying areas needing improvement; displays solid understanding of different approaches to learning that pupil’s exhibit and applies this knowledge to designing varied learning opportunities.

Assigns homework which reinforces classroom activities and lessons; homework is frequently used as an assessment tool for designing further instruction; feedback is provided in a timely and consistent manner and is used to improve student learning and performance; assessment data is consistently communicated, and opportunity is provided for pupils to use assessment data; uses knowledge of pupils in instructional planning to design multiple learning opportunities.

B3. Communicates high standards and expectations when extending and completing the lesson.

- d) Assigns homework or practice that furthers student learning and checks it.
- e) Provides regular and frequent feedback to students on their progress.
- f) Provides many and varied opportunities for students to achieve competence.

Routinely applies new strategies in the classroom; facilitates inquiry through carefully planned lessons and involving pupils at the planning stage. Pupils are actively engaged in questioning concepts, developing learning strategies, and problem solving; candidate displays continuing search for best practice and anticipates student misconceptions; establishment of daily reading/writing routines; allows for independent reading, writing and sharing time; adherence to questioning techniques and authentic assessment; questions are of uniformly high quality with adequate time for pupils to respond; pupils formulate many questions; pupils assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions; actively seeks out experts in the field in order to gain new knowledge.

Routine applications of new strategies in the classroom; facilitates inquiry through carefully planned lessons and involving pupils at the planning stage. Pupils are actively engaged in questioning concepts, developing learning strategies, and problem solving; candidate displays continuing search for best practice and anticipates student misconceptions; establishment of daily reading/writing routines; allows for independent reading, writing and sharing time; adherence to questioning techniques and authentic assessment; questions are of uniformly high quality with adequate time for pupils to respond; pupils formulate many questions; pupils assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions; actively seeks out experts in the field in order to gain new knowledge.
# Boston College Preservice Performance Assessment Rubric

<table>
<thead>
<tr>
<th>Objective</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>B4. Communicates high standards and expectations when evaluating student learning.</td>
<td>Candidate does not meet STANDARD, regardless of ratings on additional indicators.</td>
<td>Candidate does not meet INDICATOR; candidate can still meet standard if mean rating on all indicators is equal to or greater than 2.</td>
<td>Candidate meets INDICATOR.</td>
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</tbody>
</table>

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

### Standard C. Manages Classroom Climate

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>SCORE = 0</th>
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<th>SCORE = 2</th>
<th>SCORE = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.</td>
<td>Rapport with pupils average to poor; loses patience easily; has difficulty staying positive with pupils; environment more negative than affirming.</td>
<td>Rapport with pupils is average to good; patient most of the time; is positive with the pupils most of the time; environment generally positive and affirming.</td>
<td>Rapport with pupils very good; almost never loses patience; is positive with the pupils the majority of the time; environment positive and affirming.</td>
<td>Rapport with pupils is excellent; exhibits patience for all children; frames everything in a positive way; environment is very conducive to learning, affirming and nurturing.</td>
</tr>
<tr>
<td>C2. Creates physical environment appropriate to a range of learning activities.</td>
<td>Classroom is unsafe and unsuitable for lesson activities; physical resources are not utilized or used poorly; learning is not accessible to pupils.</td>
<td>Classroom is safe and suitable for lesson but with limited effectiveness; some physical resources are used, but not always effectively; essential learning is accessible to pupils.</td>
<td>Classroom is safe and the arrangement of it is a resource for learning activities; most, if not all, physical resources are utilized effectively; learning is equally accessible to pupils.</td>
<td>Classroom is safe; arrangement promotes optimal learning for pupils; all physical resources are used in an effective way to provide pupils with a range of learning activities; learning is equally accessible for pupils.</td>
</tr>
<tr>
<td>C3. Maintains appropriate standards of behavior, mutual respect, and safety.</td>
<td>Student behavior is not monitored; interactions with pupils are negative, demeaning, or sarcastic; pupils exhibit disrespect for candidate.</td>
<td>Generally aware of student behavior but may miss inappropriate behavior; interactions with pupils are generally appropriate, but reflect occasional inconsistencies, favoritism, or disregard for pupils’ cultures; pupils exhibit minimal respect for candidate.</td>
<td>Alert to student behavior at all times; interactions with pupils are generally friendly and demonstrate general warmth, caring and respect; pupils exhibit respect for candidate.</td>
<td>Monitoring of behavior is subtle and preventive; pupils monitor their own and their peers’ behavior, correcting one another respectfully; demonstrates genuine caring and respect for individual pupils; pupils exhibit genuine respect for candidate.</td>
</tr>
<tr>
<td>C4. Manages classroom routines and procedures without loss of significant instructional time.</td>
<td>Much time is lost during transitions; materials, supplies and equipment are handled inefficiently resulting in loss of instructional time.</td>
<td>Transitions are sporadically efficient resulting in loss of some instructional time; routines, procedures for handling materials, supplies and equipment function moderately well.</td>
<td>Transitions occur smoothly with little loss of instructional time; routines, procedures for handling materials, supplies and equipment occur smoothly with little loss of instructional time.</td>
<td>Transitions are seamless with pupils assuming some responsibility for efficient operation; routines, procedures for handling materials, supplies and equipment are seamless with pupils assuming some responsibility for efficient operation.</td>
</tr>
</tbody>
</table>

### Standard D. Promotes Equity and Social Justice

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>D1. Encourages all students to believe that effort is a key to achievement.</td>
<td>Lesson plans and activities convey limited expectations for student achievement; effort of failing pupils is regularly overlooked.</td>
<td>Lesson plans and activities convey moderate expectations for student achievement; effort of failing pupils is occasionally overlooked.</td>
<td>Lesson plans and activities convey clear expectations for student achievement; effort of pupils is consistently noted.</td>
<td>Includes pupils in setting high expectations for lessons and activities; Modifies expectations for individual student needs while holding pupils to high standards.</td>
</tr>
</tbody>
</table>
### BOSTON COLLEGE PRESERVICE PERFORMANCE ASSESSMENT RUBRIC

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Unsatisfactory  
Candidate does not meet STANDARD, regardless of ratings on additional indicators.

**SCORE = 1**  
Basic  
Candidate does not meet INDICATOR; candidate can still meet standard if mean rating on all indicators is equal to or greater than 2.

**SCORE = 2**  
Proficient  
Candidate meets INDICATOR

**SCORE = 3**  
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<tr>
<td>D2. Works to promote achievement by all students without exception.</td>
<td>Pupils receive the same delivery of instruction and assignments regardless of differences.</td>
<td>Awareness of the need for modifications exists, response modes occasionally accommodates needs for diverse learners.</td>
<td>Lesson plans take into account the needs of diverse learners with appropriate modifications being a routine part of planning and delivery.</td>
<td>Individualized instruction allows for Pupils to succeed and be challenged.</td>
</tr>
<tr>
<td>D3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.</td>
<td>Little attention is given to multiple perspectives. Content is presented without discussion of its relationship to real experience, other disciplines or cultural norms. Individual differences are ignored; goals are not suitable for many pupils in the class.</td>
<td>Demonstrates an awareness of multiple perspectives and opens discussions about subject matter to the class; a general goal is established with little attention to diverse needs of pupils.</td>
<td>Discussion of multiple perspectives in subject matter is routine and includes attention to pupils’ personal, family, and community experiences. Individual differences are respected; modifies goals for the diverse range of pupils and their needs.</td>
<td>Strategically introduces resources and experiences that challenge the learner’s beliefs and assumptions about common understandings thus creating an environment where critical thinking is a habit; individual and small groups are involved in goal setting to meet their needs.</td>
</tr>
<tr>
<td>D4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, &amp; to see themselves as members of a local, state, national, international civic &amp; community.</td>
<td>Little attention is given to understanding American culture, its ideals and founding principles; no sense of belonging to a community is established for pupils in the classroom.</td>
<td>Some attention is given to helping pupils understand American culture, its founding principles and ideals; attempts are made to develop community in the classroom with minimal success, pupils demonstrate basic understanding of being members of communities.</td>
<td>Presents complete and accurate information about American civic culture, its founding principles and ideals; pupils demonstrate their understanding of being members of a local, state, and national civic community by building a classroom community.</td>
<td>Pupils set up a classroom community using founding principles and ideals from American civic culture; pupils demonstrate their understanding of membership in a local, state and national civic community through their classroom community.</td>
</tr>
<tr>
<td>D5. <em>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.</em></td>
<td>Ignores, denigrates or views diversity from a deficit perspective in reflections or instruction, and makes little to no attempt to elicit pupils’ prior cultural, linguistic, and experiential knowledge.</td>
<td>Rarely probes pupils for connections to their cultural, linguistic, and experiential knowledge. While the knowledge was elicited, fails to acknowledge student responses and fails to connect them to instruction.</td>
<td>Probes pupils for connections to their cultural, linguistic and experiential knowledge; values different views of the pupils, and regularly connects this knowledge to instructional activities; demonstrates through clear and effective examples that diversity is an asset (not a deficit).</td>
<td>Probes multiple pupils for connections to their cultural, linguistic and experiential knowledge; values different views of the pupils, and regularly connects this knowledge to instructional activities; demonstrates through clear and effective examples that diversity is an asset.</td>
</tr>
<tr>
<td>D6. <em>Fosters a positive environment for learning in the form of social relationships, care and cooperation among and between the teacher and pupils.</em></td>
<td>Often the classroom environment is not caring, supportive, or safe; does not provide an environment that supports or encourages risk-taking. Intellectual rigor is ignored, devalued, or expectations differ across pupil population. Questioning and challenging are discouraged.</td>
<td>Attempts to arrange the classroom for independent and collaborative work; some degree of attention to creating a classroom environment that supports a safe, caring, collaborative and respectful climate; intellectual rigor is valued, though questioning may be limited.</td>
<td>Pupils work cooperatively and independently, and operate in an environment of mutual respect; creates an environment that supports a safe, caring, collaborative and respectful climate that encourages risk-taking in learning; intellectual rigor, the ability to question, and challenging ideas are valued.</td>
<td>Pupils work cooperatively and independently, raise questions, offer responses to questions, and express critical opinions in an environment of mutual respect; understands the importance of building community and respect, and explicitly values intellectual rigor, the ability to question, and the challenging of ideas.</td>
</tr>
<tr>
<td>D7. <em>Recognizes and identifies influences from his/her background and life experience that have an impact on views of education, teaching, and practice.</em></td>
<td>Does not recognize or identify influences from background that may impact views on education, teaching and practice, or how they fulfill their roles in a school community; does not integrate knowledge of personal influences in classroom role.</td>
<td>Identifies some influences from his/her own background and life experience that have an impact on views of education, teaching, and practice, but makes minimal effort to integrate this knowledge within his/her teaching.</td>
<td>Recognizes and identifies influences from his/her own background and life experience that has an impact on views of education, teaching, and practice, and regularly attempts to integrate this knowledge within his/her teaching.</td>
<td>Recognizes and identifies influences from his/her own background and life experience that has an impact on views of education, teaching, and practice, and thoughtfully and effectively integrates this knowledge within his/her teaching.</td>
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Fall 2014-Spring 2015
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### D8. *Offers specific examples that reflect knowledge and understanding of pupils' lives outside the classroom and the importance of building community and respect as part of the classroom experience.*

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<tr>
<td>0</td>
<td>Often ignores school context, classroom, and community in planning, implementing, or modifying instruction; provides instructional opportunities, that ignore or denigrate the knowledge, interests, cultural and linguistic resources, and prior experiences that pupils bring to the classroom.</td>
</tr>
<tr>
<td>1</td>
<td>Acknowledges in an inconsistent and/or limited way the context and diversity of school, classroom, and community; racial, ethnic, language, socio-economic, learning modalities, and cognitive abilities are infrequently utilized; integrates elements of student knowledge and interests, cultural and linguistic resources and prior experiences as a secondary priority.</td>
</tr>
<tr>
<td>2</td>
<td>Acknowledges the context and diversity of school, classroom, and community that reflects racial, ethnic, language, socio-economic, learning modalities, and cognitive abilities in establishing effective teaching and learning practice; integrates and builds on the knowledge, interests, cultural and linguistic resources that pupils bring to school through curriculum and instruction.</td>
</tr>
<tr>
<td>3</td>
<td>Acknowledges the context and diversity of community, school, and classroom that reflects a thorough knowledge of pupils' lives in establishing effective teaching and learning practice, and integrates this knowledge with personal values and beliefs; provides multiple opportunities that build on the knowledge, interests, cultural, and linguistic resources, and experiences that pupils bring to the classroom as a central part of learning.</td>
</tr>
</tbody>
</table>

### D9. *Identifies policies and programs that contribute to, or maintain the existence of, equity or inequity in education through written reflections and actions.*

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<tr>
<td>0</td>
<td>Avoids controversial issues and questions related to diversity, equity, culture, and social justice as part of classroom instruction, or is indifferent to, silent about, denies or demonstrates support for issues of policy and practice that contribute to, or maintain the existence of inequity in education.</td>
</tr>
<tr>
<td>1</td>
<td>Some issues of diversity, equity, culture and social justice are a part of the curriculum and instruction at an appropriate level and context; demonstrates inconsistent beliefs about issues of social justice or offers limited questions on policies and programs that contribute to, or maintain the existence of, inequity in education.</td>
</tr>
<tr>
<td>2</td>
<td>Offers evidence of addressing diversity, equity, culture, and social justice as a consistent part of curriculum and instruction, at an appropriate level and context for the classroom population, and questions policies and programs that contribute to, or maintain the existence of, inequity in education.</td>
</tr>
<tr>
<td>3</td>
<td>Integrates activism, discussion, and learning experiences addressing issues of diversity, equity, culture, and social justice as an explicit part of curriculum and instruction, at an appropriate level and context for the classroom population, through multiple examples and experiences, and consistently challenges and questions policies and programs that contribute to, or maintain the existence of inequity in education.</td>
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### Standard E. Meets Professional Responsibilities

<table>
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<tr>
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<tbody>
<tr>
<td>0</td>
<td>Has no knowledge or understanding of the moral and legal responsibilities of teaching.</td>
</tr>
<tr>
<td>1</td>
<td>Has basic knowledge and understanding of the moral and legal responsibilities of teaching.</td>
</tr>
<tr>
<td>2</td>
<td>Has a clear understanding of the moral and legal responsibilities of teaching and can apply them.</td>
</tr>
<tr>
<td>3</td>
<td>Has a thorough knowledge and understanding of the moral and legal responsibilities of teaching and effectively implements them.</td>
</tr>
</tbody>
</table>

**E1. Understands his or her legal and moral responsibilities.**

**E2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.**

**E3. 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.**

**E4. Collaborates with colleagues to improve instruction, assessment, and student achievement.**
**BOSTON COLLEGE PRESERVICE PERFORMANCE ASSESSMENT RUBRIC**

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<tbody>
<tr>
<td>E5. Works actively to involve parents in their child’s academic activities and performance, and communicates clearly with them.</td>
<td>Provides minimal academic information to parents and does not respond or responds insensitively to parent concerns about pupils.</td>
<td>Adheres to the school’s required procedures for communicating to parents. Responses to parent concerns are minimal.</td>
<td>Communicates with great sensitivity to parents about pupils’ progress on a regular basis and is available as needed to respond to parent concerns.</td>
</tr>
<tr>
<td>E6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.</td>
<td>Engages in no professional development activities to enhance knowledge or skill; does not know if a lesson was effective or achieved its goals or profoundly misjudges the success of a lesson. Perceptions are often inaccurate; has no suggestions for how a lesson may be improved.</td>
<td>Participates in professional activities to a limited extent when they are convenient; has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional goals were met; makes general suggestions about how a lesson may be improved.</td>
<td>Seeks out opportunities for professional development to enhance content knowledge and pedagogical skills; makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.</td>
</tr>
<tr>
<td>E7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.</td>
<td>Has little or no knowledge of legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.</td>
<td>Has a working knowledge of the legal and ethical issues as they apply to responsible use of the Internet and other resources and applies that knowledge at a basic level.</td>
<td>Has a clear understanding of the legal and ethical issues as they apply to the use of the Internet and other resources and is able to implement policies to operate within the guidelines.</td>
</tr>
</tbody>
</table>

**Standard F. Assesses & Promotes Pupil Learning**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Basic</th>
<th>Proficient</th>
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</tr>
</thead>
<tbody>
<tr>
<td>F1. Provides opportunities for pupils to be reflective of and take responsibility for their own learning.</td>
<td>Curriculum and instruction provide narrow, limited, inappropriate, and/or low level learning opportunities that assume low academic standards for pupils. There is little, if any, opportunity for pupils and the candidate to be reflective.</td>
<td>Curriculum and instruction provide some variation in learning opportunities. Academic standards may be inconsistent across student populations. Reflection on learning is addressed, but pupils and the candidate rarely engage in active reflection about their own learning.</td>
<td>Curriculum and instruction provide varied learning opportunities, high academic standards for pupils, and accommodations for diverse pupil needs. Pupils asked to explain their thinking and use metacognitive skills (thinking about thinking).</td>
</tr>
<tr>
<td>F2. Provides formative and summative opportunities for pupils to connect their learning to experiences, observations, feelings, or situations significant in their lives.</td>
<td>The candidate relies solely on verbal communication, with little regard for the diverse experiences, needs, and interests of the pupils.</td>
<td>The candidate uses more than one communicative mode evident in the class as a whole, and demonstrates a basic attempt to connect the diverse experiences, needs, and interests of pupils to learning.</td>
<td>The candidate regularly communicates through formative and summative modes, modifies goals for the diverse range of student needs, and seeks out opportunities to connect pupil learning to pupil lives.</td>
</tr>
<tr>
<td>F3. Explicitly uses data from a variety of indicators of pupil learning to make instructional decisions and recommendations for practice.</td>
<td>The candidate utilizes singular indicators of pupil learning to assess pupil outcomes and modify instruction, and frequently ignores data in making instructional decisions.</td>
<td>The candidate utilizes traditional, singular, and minimally appropriate indicators of pupil learning in order to make instructional decisions. Occasionally uses data from indicators to make instructional decisions.</td>
<td>The candidate utilizes effective, diverse, and appropriate indicators of pupil learning, and identifies evidence that data from indicators is used to make instructional decisions.</td>
</tr>
</tbody>
</table>

*Candidate must obtain a mean rating equal to or greater than 2 across indicators to meet each Standard.*

<table>
<thead>
<tr>
<th>SCORE</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidate does not meet STANDARD, regardless of ratings on additional indicators.</td>
<td>Candidate does not meet INDICATOR; candidate can still meet standard if mean rating on all indicators is equal to or greater than 2.</td>
<td>Candidate meets INDICATOR</td>
<td>Candidate exceeds INDICATOR</td>
</tr>
</tbody>
</table>

**SCORE**

- **0** Unsatisfactory
- **1** Basic
- **2** Proficient
- **3** Exceeds

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Fall 2014-Spring 2015
**Boston College Preservice Performance Assessment Rubric**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Proficient</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F4.</strong> Identifies the needs, talents, and abilities of pupils, and links these to subsequent lesson planning.</td>
<td>The candidate provides limited, tedious, and/or low level cognitive tasks and skills to pupils, with limited or no consideration of learning objectives or needs, talents and abilities of pupils.</td>
<td>The candidate provides a limited range of cognitive tasks and skills that are generally appropriate to learning objectives, but he/she is inconsistent in identifying and addressing needs, talents and abilities of pupils.</td>
<td>The candidate provides a range of appropriate cognitive tasks and skills consistent with learning objectives, and identifies and makes explicit efforts to address the needs, talents and abilities of pupils.</td>
<td>The candidate provides a variety of relevant, creative, and effective opportunities for a range of cognitive tasks and skills that are appropriate to learning objectives, and identifies and provides opportunities that address the needs, talents and abilities of pupils.</td>
</tr>
<tr>
<td><strong>F5.</strong> Promotes interpretation, analysis, synthesis, evaluation, and application of information, rather than reproduction of information.</td>
<td>The dominant expectation is that pupils will merely reproduce information gained by reading, listening, or observing. There is very little or no expectation for pupils to interpret, analyze, synthesize, or evaluate information.</td>
<td>Pupils’ activity involved more than the rote execution of a task, where the task requires some thought and pupils need to know whether it was executed sensibly or accurately. However, there is little “critical assessment” of procedures.</td>
<td>The candidate provides opportunities for pupils to explain their thinking and the “critical assessment of procedures” is evident. There is an expectation for pupils to interpret, analyze, synthesize, or evaluate information, rather than merely to reproduce information.</td>
<td>The candidate provides creative and effective opportunities for pupils to engage in higher-order thinking skills, and to develop a critical perspective. There is an explicit expectation for pupils to interpret, analyze, synthesize, or evaluate information, rather than merely to reproduce information.</td>
</tr>
<tr>
<td><strong>F6.</strong> Demonstrates ability to identify, monitor, document, and communicate growth in pupil learning (academic, social, and emotional), beyond assessing whether learning objectives were or were not met.</td>
<td>The candidate does not provide any evidence that pupils are making acceptable progress. Remediation or modifications areas not included or is inappropriate to address the diverse needs of the pupils. No evidence of monitoring pupil progress is offered.</td>
<td>Documentation of progress is incomplete with minor inaccuracies. The evidence suggests that diverse learners are not consistently making progress. The candidate does not thoroughly demonstrate why progress was not made for particular pupils and provides minimally adequate suggestions to remediate or modify practice, to improve outcomes.</td>
<td>The candidate identifies learning expectations for pupils, accurately documents progress made for pupils, indicates why inadequate progress was made with reasonable and appropriate suggestions for modification.</td>
<td>The candidate identifies learning expectations for pupils, accurately documents progress made for pupils using a clear and detailed account of progress made for pupils. The candidate clearly demonstrates why some pupils are progressing differently than other pupils and offers detailed suggestions for modification.</td>
</tr>
<tr>
<td><strong>F7.</strong> Recognize, reflects on and incorporates effective pupil outcomes that address social and emotional learning—such as, social competence, motivation, participation, cooperation, exchange of ideas, tolerance for diversity of perspectives, and respect.</td>
<td>The candidate ignores social and emotional outcomes in assessment of pupil learning, and permits or ignores disrespectful or inappropriate social behavior among pupils.</td>
<td>The candidate incorporates very few pupil outcomes that address social and emotional learning, and does not explicitly monitor or model social or emotional skills as valued pupil outcomes.</td>
<td>The candidate readily identifies opportunities for social and emotional learning, and offers evidence of monitoring and reflecting on these opportunities.</td>
<td>The candidate explicitly addresses social and emotional learning as significant pupil outcomes, and provides a variety of learning opportunities, upon which he/she provides evidence of monitoring and reflection.</td>
</tr>
<tr>
<td><strong>F8.</strong> Provides opportunities for pupils to learn to participate in a democratic society—learning to see multiple viewpoints, consider evidence in determining one’s own viewpoint, persuasion, changing opinions.</td>
<td>The candidate gives little, if any, opportunities for pupils to participate in group discussions or debates. The candidate utilizes an authoritarian role, where student voices are not considered.</td>
<td>The candidate provides limited opportunities for pupils to develop a classroom community, and rarely asks for pupils to present their own opinions or critique others.</td>
<td>It is clear that pupils understand how to participate in a democratic society, and the candidate frequently facilitates discussions where alternative opinions and viewpoints are addressed.</td>
<td>The candidate incorporates student discussion and critique into most lessons, and presents multiple viewpoints on a regular basis. Pupils are often required to considered evidence in developing their own viewpoints.</td>
</tr>
</tbody>
</table>

*Candidate must obtain a mean rating equal to or greater than 2 across indicators to meet each Standard.*

<table>
<thead>
<tr>
<th>Standard G. Demonstrates an Inquiry Stance in Daily Practice</th>
<th>SCORE = 0</th>
<th>SCORE = 1</th>
<th>SCORE = 2</th>
<th>SCORE = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic</strong></td>
<td>Candidate does not meet STANDARD, regardless of ratings on additional indicators.</td>
<td>Candidate does not meet INDICATOR; candidate can still meet standard if mean rating on all indicators is equal to or greater than 2</td>
<td>Candidate meets INDICATOR</td>
<td>Candidate exceeds INDICATOR</td>
</tr>
<tr>
<td><strong>Exceeds</strong></td>
<td>Candidate exceeds INDICATOR</td>
<td><strong>Fall 2014-Spring 2015</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Boston College Preservice Performance Assessment Rubric**

| SCORE = 0 | Unsatisfactory | Candidate does not meet STANDARD, regardless of ratings on additional indicators. |
| SCORE = 1 | Basic | Candidate does not meet INDICATOR; candidate can still meet standard if mean rating on all indicators is equal to or greater than 2 |
| SCORE = 2 | Proficient | Candidate meets INDICATOR |
| SCORE = 3 | Exceeds | Candidate exceeds INDICATOR |

*Candidate must obtain a mean rating equal to or greater than 2 across indicators to meet each Standard.*

| G1. Draws on one’s own prior academic and personal knowledge, coursework, and experience to make instructional choices. | Draws on prior knowledge and experience in a very limited way, and actions reflect a lack clarity and logic, suggesting ineffective, misguided, very limited, or thoughtless planning and implementation. Makes instructional choices without reference to prior knowledge, experience or data analysis of pupil outcomes. | Draws on some prior academic, personal knowledge and experience, or coursework, and actions suggest inconsistent planning and implementation. Makes instructional choices with minimal regard to prior knowledge, experiences, literature in the field, or data analysis of pupil outcomes. | Regularly draws on prior academic and personal knowledge, coursework and experience, and actions reflect effective planning and implementation, clearly and effectively. Makes instructional choices that are informed by prior knowledge, subject matter knowledge, and experience, empirical and conceptual literature. | Regularly draws on prior academic and personal knowledge, coursework, and experience and clearly describes actions that reflect careful, innovative, and comprehensive planning and implementation. Makes instructional choices that effectively draw on prior knowledge, subject matter knowledge, and experience, empirical and conceptual literature. |
| G2. Demonstrates careful and thoughtful integration of knowledge of subject matter and pedagogy, beliefs about and understanding of learning as drawn from conceptual, empirical literature, and major ideas from theory. | Demonstrates a shallow, incomplete, or illogical knowledge base to form an inaccurate or limited understanding of conceptual and empirical literature, and major ideas from theory. | Demonstrates basic integration of academic, personal knowledge, beliefs and experience in his/her understanding of conceptual and empirical literature, and major ideas from theory. | Demonstrates thoughtful integration of knowledge, beliefs and understanding of conceptual and empirical literature, and major ideas from theory, by drawing on prior academic and personal knowledge, coursework and experience. | Demonstrates a reflective and thorough integration of knowledge, beliefs and understanding of conceptual and empirical literature, and major ideas from theory, by reflecting on prior academic and personal knowledge, coursework and experience. |
| G3. Collects and reports data on pupil outcomes for the purpose of assessing teaching and modifying practice, based on the specific classroom context. | Collects data that are irrelevant, inappropriate, limited or narrow, and reports intervention outcomes in an incomplete, confusing, or disorganized manner. Suggests irrelevant implications or recommendations for practice, and offers suggestions that are not logical, are incomplete or inconsistent with data. | Collects questionable data that are relevant but lack validity, and reports intervention outcomes inconsistently, through lacking occasional lapses in clarity or completeness. Provides partial or unclear interpretations of data and recommendations for practice. | Collects data that are relevant and appropriate measures of pupil outcomes, and reported clearly and effectively. Provides thoughtful interpretations and identifies implications and recommendations for practice that are reasonably justifiable, based on solid analyses. | Collects multiple, relevant and appropriate measures of pupil outcomes, which are used to document, organize, and display intervention outcomes clearly and effectively. Provides detailed and probing interpretations and identifies implications for practice that are clearly justifiable, based on deep and thorough analyses. |
| G4. Daily reflection on instructional decisions explicitly connecting modifications of curriculum and instruction to pupil learning. | Instructional decisions suggest ineffective, misguided, or thoughtless planning and implementation. The candidate does not reference data analysis of pupil outcomes, and offers no modifications, or modifications that are inconsistent with data analysis of pupil outcomes. | Instructional decisions suggest less than thoughtful planning and implementation, made with inconsistent regard to data analysis of pupil outcomes. The candidate provides unclear or implied connections to data analysis of pupil outcomes when modifications are made. | Instructional decisions reflect effective planning and implementation, clearly and effectively, which draw on explicit data analysis of pupil outcomes. The candidate connects ongoing modification of instruction to systematic data analysis of pupil outcomes. | Instructional decisions clearly reflect careful, innovative, and comprehensive planning and implementation that effectively draw on and are informed by data analysis of pupil outcomes. The candidate explicitly connects ongoing modification of instruction to a complete and systematic data analysis of pupil outcomes. |
| G5. Demonstrates the role of a teacher as a reflective and recursive practitioner in order to develop Inquiry as Stance. | The candidate does not take on the role of a researcher, and demonstrates little evidence of inquiring into their teaching and instructional decisions. Minimal, if any, collection or analysis of data, and minimal and immature reflections are made into his/her teaching. | Demonstrates some understanding of a teacher-researcher, but fails to apply this concept to his/her teaching. Limited inquiry into his/her instructional decisions, based on nonexistent or inappropriate data. Reflections are cursory and provide no evaluation or synthesis of teaching practices. | The candidate takes on the role of a researcher, by inquiring into their teaching and instructional decisions on a regular basis. Demonstrates appropriate skills regarding the collecting and analyzing of data, and provides critical and detailed reflections on findings for the purpose of improving pupil learning. | The candidate regularly and explicitly takes on the role of a researcher, continually inquiring into their teaching and instructional decisions, collecting and analyzing data, and reflecting on findings for the purpose of improving pupil learning. |

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Fall 2014-Spring 2015
## BOSTON COLLEGE PRESERVICE PERFORMANCE ASSESSMENT RUBRIC

| SCORE = 0 | Unsatisfactory | Candidate does not meet STANDARD, regardless of ratings on additional indicators |
| SCORE = 1 | Basic          | Candidate does not meet INDICATOR; candidate can still meet standard if mean rating on all indicators is equal to or greater than 2 |
| SCORE = 2 | Proficient     | Candidate meets INDICATOR |
| SCORE = 3 | Exceeds       | Candidate exceeds INDICATOR |

*Candidate must obtain a mean rating equal to or greater than 2 across indicators to meet each Standard.*

| G6. Utilizes one’s own and others’ research in generating practices (e.g. lesson planning, modifying instruction, developing assessments.) | Does not draws on established theoretical frameworks or conceptual and empirical literature at all when planning, modifying and assessing instructional practices. | Inconsistently draws on established theoretical frameworks, conceptual and empirical literature, and often fails to use his/her own research when planning, modifying and assessing instructional practices. | Draws on established theoretical frameworks, conceptual and empirical literature, as well as his/her own research in a general sense to plan, modify, assess instructional practices. | Regularly and consistently draws on established theoretical frameworks, conceptual and empirical literature, as well as his/her own research when planning, modifying and assessing instructional practices. |

This rubric was developed by Lorne Ranstrom (Eastern Nazarene College) using Charlotte Danielson’s text: *Enhancing professional practice a framework for teaching.* (1996) Alexandria, VA: ASCD and a series of rubrics from Ball State University in Indiana. It was further edited by Linda Delano (Springfield College), Lenore Carlisle (UMass Amherst and Mount Holyoke College.), and Mary Ann McKinnon (Bridgewater State College).

Additional modifications (e.g. additional indicators and standards) created by members of Boston College’s Teachers for a New Era Evidence Team (2007).
VII. Completing the Practicum, Inquiry & Applying for Licensure

Final Evaluation for completion of Practicum Course and Inquiry Seminar for Recommendation for State Licensure includes:

1. Successful Completion of All Practicum Requirements: (PPA-PLUS, DESE Evidence Binder)
The student teacher will complete the required number of weeks in the field and complete all of the requirements listed in this syllabus at a satisfactory level in the opinion of the university supervisor and the cooperating teacher as indicated by the Pre-service Performance Assessment (PPA-PLUS) and BC Forms.

Student teachers may complete the requirements as a college course and NOT be endorsed for MA license if, it is the professional judgment of the university supervisor, cooperating teacher and the Director of Practicum Experiences, that the student has not met the professional standards for MA Licensure.

If the student teacher must leave the field experience for any reason during student teaching an “extended practicum” will be required to complete requirements. **NOTE: The DESE Evidence Portfolio is not a substitute for demonstrated competency in teaching in the classroom.** It serves as a collection of documentation of completed lessons and requirements and is aligned with the PPA-PLUS. Student teachers must demonstrate satisfactory performance for each Indicator for each Standard as documented using the DESE PPA-PLUS which requires the signature of both the BC Supervisor and the Cooperating Teacher.

2. An Evidence Binder Sharing session may be organized at various points throughout the semester, and at the conclusion of the practicum. Student teachers are encouraged to share parts of the completed DESE Evidence Binder. The supervisor may lead the meeting, or students may meet independently.

3. Public Presentation of your Inquiry Project serves as your culminating activity requirement for both the student teaching and Inquiry Seminar courses.

   “Community of Learners” celebration event will be held at the end of the semester. Cooperating teachers, clinical faculty, teacher education faculty, and guests will be invited to hear students present their work at round tables.

4. Final Grading and Evaluation by Clinical Faculty Supervisor (Form D)
Following the conclusion of the practicum experience, and the “Community of Learners” event, the clinical faculty supervisor will evaluate in a summative report given to the student teacher. All course requirements identified in the shaded areas of the PPA-PLUS will be reviewed and evaluated for a final grade, which includes the DESE Evidence Binder.

Submitting the final grade for student teaching is the responsibility of the college supervisor. The letter grade reflects the degree of mastery of all categories of requirements. Using Form D the Supervisor submits a Recommended Grade to the Director, and comments on the degree of mastery in a typed report framed by the DESE Professional Standards for Teaching.

5. Completion of the DESE Pre-Service Performance Assessment (PPA-PLUS)
The student, cooperating teacher and clinical supervisor discuss and sign the DESE Pre-service Performance Assessment (PPA-PLUS) to document the student’s demonstration of competency. This serves as the Cooperating Teacher’s and the Clinical Faculty’s recommendation for Licensure and Endorsement. The student teacher may also request a letter of recommendation from the cooperating teacher. This letter is not a BC requirement and is not completed on a BC or State form.

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Fall 2014-Spring 2015
6. Teacher License Endorsement by Certification Officer

Endorsement Meeting for Teacher Licensure
A mandatory meeting for all student teachers will be scheduled at the end of the semester.

A student teacher cannot be endorsed for licensure without the completion of the relevant Forms as well as the DESE Pre-service Performance Assessment (PPA-PLUS). Partial completion of requirements may result in course completion and grading without certification endorsement. Licensure disputes may be resolved by a mediator agreed upon at the Initial Meeting (the PPA-PLUS and Form A indicates the name of the mediator). This meeting serves as a “final exam” for completion of the program. Endorsement will not be given without this meeting.

All licensure questions and materials for application both in and out-of-state will be presented at this meeting. Preparation for this Endorsement Meeting is listed in detail in the appendix of this syllabus. Students mail their own application and fee to the state after the endorsement Meeting.

Massachusetts State Licensure REQUIRES passing a two/three or four-part MTEL
www.doe.mass.edu/teachertest. See for details on test administration and application for next test for your area. Additional information on MTEL is available at: http://www.mtel.nesinc.com/

Licensure Update: Reciprocity and MTEL (Massachusetts Test for Educator Licensure)

State regulations for licensure and certification across the country vary widely and frequently change. Students who intend to teach in Massachusetts must take the MTEL in order to be Licensed to teach in Massachusetts.

Students in teacher education complete an Approved Program that leads to Reciprocity in most other states. However, any state may, and most do, require candidates to pass its own state ‘Teacher Test’ in addition to acknowledging the BC Approved Program.

Students who intend to teach in other states are strongly advised, but are not required to take the MTEL in the event that a state requires a candidate to be Licensed, in addition to having completed an Approved Program.

Students are urged to research the state licensure requirements for all states which they are considering for teaching positions, and to talk with the appropriate Dean of Students and/or the Directors of Practicum Experiences and Teacher Induction for clarification of those requirements.
Guidelines for Grading Practicum/ Clinical Experience

A: A student teacher who has demonstrated outstanding achievement at the end of the semester. He/she shows evidence of meeting and/or exceeding the performance standards of the PPA-PLUS, including the License Specific Questions for the field. The candidate consistently demonstrates a professional, personalized rapport with students, engaging them in a respectful environment for learning as evidenced during supervised classroom visits and observations. Conferences with the cooperating teacher and college supervisor, full participation in collaborative Quality Conversations with all applicable readings, and well executed journals indicate a high degree of reflection. All assignments, journals, unit and lesson plans are thoughtfully prepared, consistently submitted in a timely manner, and are evidence of the candidate’s outstanding organizational skills and professional responsibility. The Inquiry Question is authentic to the classroom context and carefully executed. The Evidence Binder features documentation and rationale for competency in all Standards. The candidate is eligible for the Boston College Endorsement and is prepared for his/her own classroom with standard district support and mentoring.

B: A student teacher who has demonstrated some progress and measures of achievement at the end of the semester. He/she shows understanding of and the promise of consistently meeting the performance standards of the PPA-PLUS, including the License Specific Questions for the field. The candidate is cognizant of the necessity to consistently demonstrate a professional, personalized rapport with students, engaging them in a respectful environment for learning as discussed and documented following supervised classroom visits and observations. Conferences with the cooperating teacher and college supervisor, participation in collaborative Quality Conversations with most of the applicable readings, and journals indicate a level of reflection. Assignments, journals, unit and lesson plans are sometimes inconsistent in quality and/or not always submitted on time, and are evidence of the candidate’s need to improve organizational skills. The Inquiry Question is applicable to the classroom context and basically executed. The Evidence Binder features documentation and rationale for competency in all Standards. The candidate is eligible for the Boston College Endorsement and is fundamentally prepared for his/her own classroom, but will require additional support and mentoring.

B Plus: A student teacher who has demonstrated progress and some measures of achievement at the end of the semester. He/she shows understanding of and the promise of meeting the performance standards of the PPA-PLUS, including the License Specific Questions for the field. The candidate demonstrates a professional, personalized rapport with students, engaging them in a respectful environment for learning as evidenced during supervised classroom visits and observations. Conferences with the cooperating teacher and college supervisor, full participation in collaborative Quality Conversations with all applicable readings, and well executed journals indicate reflection. Assignments, journals, unit and lesson plans are well prepared, submitted in a timely manner, and are evidence of the candidate’s effective organizational skills and professional responsibility. The Inquiry Question is authentic to the classroom context and satisfactorily executed. The Evidence Binder features documentation and rationale for competency in all Standards. The candidate is eligible for the Boston College Endorsement and is prepared for his/her own classroom with standard district support and mentoring.

B Minus: A student teacher who has demonstrated significant achievement at the end of the semester. He/she shows evidence of meeting the performance standards of the PPA-PLUS, including the License Specific Questions for the field. The candidate demonstrates a professional, personalized rapport with students, engaging them in a respectful environment for learning as evidenced during supervised classroom visits and observations. Conferences with the cooperating teacher and college supervisor, full participation in collaborative Quality Conversations with all applicable readings, and well executed journals indicate reflection. Assignments, journals, unit and lesson plans are well prepared, submitted in a timely manner, and are evidence of the candidate’s effective organizational skills and professional responsibility. The Inquiry Question is authentic to the classroom context and satisfactorily executed. The Evidence Binder features documentation and rationale for competency in all Standards. The candidate is eligible for the Boston College Endorsement and is prepared for his/her own classroom with standard district support and mentoring.

A Minus: A student teacher who has demonstrated minimal progress and minimal measures of achievement at the end of the semester. He/she shows evidence of meeting the performance standards of the PPA-PLUS, including the License Specific Questions for the field. The candidate demonstrates a professional, personalized rapport with students, engaging them in a respectful environment for learning as discussed and documented following supervised classroom visits and observations. Conferences with the cooperating teacher and college supervisor, some participation in collaborative Quality Conversations with some evidence of having completed the applicable readings, and weekly journals indicate a need for deeper levels of reflection. Assignments, journals, unit and lesson plans are inconsistent in quality and not always submitted in a timely manner, provide evidence of the candidate’s need to improve organizational skills and professional responsibility. The Inquiry Question is somewhat applicable to classroom context and basically executed. The Evidence Binder features documentation and rationale for competency in all Standards. The candidate is eligible for the Boston College Endorsement and is fundamentally prepared for his/her own classroom, but will require significant additional support and mentoring.

BELOW B Minus: A student teacher who has demonstrated very limited progress and very minimal measures of achievement at the end of the semester. He/she shows minimal understanding of and the promise of consistently meeting the performance standards of the PPA-PLUS, including the License Specific Questions for the field. The candidate is cognizant of the necessity to consistently demonstrate a professional, personalized rapport with students, engaging them in a respectful environment for learning, as discussed and documented following supervised classroom visits and observations throughout the practicum experience. He/she is inconsistent in several areas of practicum requirements as documented by the university supervisor. The student is not eligible to receive the Boston College Endorsement and is not ready for his/her own classroom.

IMPORTANT NOTE: The cooperating teacher will collaborate with the BC supervisor throughout the process and will be asked for input regarding the final grade before the grade recommendation is made to the Director. Grade disputes by students must be directed to the Director with a copy of the student teacher’s PPA-PLUS form and the Evidence Binder.
Three IMPORTANT MANDATORY COMPLETION MEETINGS

1) Close-Out – paperwork Meeting with your Clinical Supervisor!
   a) Schedule this meeting at the end of your practicum.
   b) Submit Form D, the PPA-PLUS (dated & signed) Attendance Form

2) Attend the Celebration of “Community of Learners!”
   a) Bring 8 copies of your Inquiry Paper Abstract
   b) Facilitators (Teacher Education Faculty and/or Clinical Faculty) will be assigned to your table
   c) Be prepared to share your Inquiry Research Project design and your findings

3) Attend the Endorsement Meeting organized by the Practicum Office and learn the next steps for obtaining your Teacher License. Please note what you must bring below:

WHAT YOU NEED TO BRING TO THE ENDORSEMENT MEETING with the Director

1. **STAPLED PACKET** to include the dated and signed PPA-PLUS Yellow Copy of BC Form #D, plus ATTENDANCE Sheet with COVER SHEET signed by Clinical Supervisor.

2. **SUBMIT a FINAL REFLECTION ESSAY**, “What Teaching for Social Justice Means to Me,” or “How My Teaching Impacts Pupil Learning.” Please include a cover sheet with your Name, school site and grade, and semester of your practicum.

THIS IS WHAT WE WILL DO AT THE ENDORSEMENT MEETING

1) You will receive information about how to apply for MA and out of state teaching licenses
2) You will submit FORM D, Attendance Sheet and the completed PPA-PLUS, clipped to the Cover Sheet provided by your Clinical Faculty Supervisor.
3) You will submit your Final Reflection Essay as described above.
4) You will complete Evaluation forms about the program
5) You will receive information on HOW and WHEN the OFFICIAL BC Letter of Endorsement will go on your transcript for teaching license
6) You will complete an EXIT Survey, unless you have submitted one on line.
7) You will complete the Official Endorsement Forms to ensure that you receive the BC Letter of Endorsement with the State Department of Elementary and Secondary Education.
Appendix A: Required Reading:

NEA Code of Ethics
http://www.nea.org/code.html

Practicum Policies and Procedures
Available online at:
www.bc.edu/lynchschool
Quick link to Practicum Experiences

English Language Learners Manuals
Available online at:
www.bc.edu/schools/lsoe/title-iii/resources/manuals/

Recommended Resources for Supporting English Language Learners

Title III has collaborated with LSOE's Office of Professional Practicum Experiences in the creation of manuals designed to assist all LSOE practicum students in the instruction of bilingual students. These manuals are available for download as .PDF files.

*Supporting English Language Learners in Mainstream Classrooms* (PDF, 476K)

*Bilingual Students in the Elementary Classroom: A Reference for the Practicum Student at the Boston College Lynch School of Education* (PDF, 283K)

*Bilingual Students in the Secondary Classroom: A Reference for the Practicum Student at the Boston College Lynch School of Education* (PDF, 290K)

Appendix B: Looking for a Job?

Career Center Connections:  http://careercenter.bc.edu
http://jobtrac.com or  http://www.DESE.mass.edu  may also have connections to jobs! Check Boston Public and other area towns as well. ATTEND on campus meetings offered by the Career Center. Check the calendar for dates and times.
Appendix C: Specialist Fields of Knowledge

Severe Special Needs

(24) Teacher of Students with Severe Disabilities (Levels: All)
   (a) Relevant subject matter knowledge in the Massachusetts Curriculum Frameworks for mathematics, science, English language arts, and history and social science
   (b) Definitions, etiologies, and characteristics of severely disabling conditions
   (c) Theories, concepts, and methods of assessing physical, emotional, intellectual, and social development in children and adolescents
   (d) Theories of language development and the effects of disabilities on learning
   (e) Reading
      1. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension
      2. Phonemic awareness and phonics: principles, knowledge, and instructional practices; vocabulary development
      3. Diagnosis and assessment of reading skills using formal and informal assessment instruments
   (f) Preparation, implementation, and evaluation of Individualized Education Programs (IEPs)
   (g) How to design or modify curriculum, instructional materials, and classroom environments for students with severe disabilities
   (h) Ways to prepare and maintain students with severe disabilities for general education classrooms; for example, use of behavioral management principles
   (i) Knowledge of services provided by other agencies
   (j) Knowledge of appropriate vocational or alternative school programs, or work-study and community-based opportunities and alternative high school programs and how to refer students to them
   (k) Federal and state laws pertaining to special education
   (l) Techniques for developing skills designed to facilitate placement in least restrictive environments
   (m) Appropriate use of augmentative communication and other assistive technologies
   (n) Source and operation of orthotic devices, medical technologies, and computer-moderated prosthetic devices
License-Specific Evaluation Questions

1. Does the candidate satisfactorily demonstrate an understanding of how the individual student’s severe disability/ies affects progress in learning the academic content in the general curriculum program that their non-disabled peers learn?

2. Does the candidate appropriately use the information in the IEP of students with severe disabilities to modify the academic content, methodology/delivery of instruction, and performance criteria (specially designed instruction) used in the general curriculum program?

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

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

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

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

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

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

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

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

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

12. Does the candidate demonstrate familiarity with state and federal law in special education while working with the supervising practitioner, students’ families, and agency representatives?
Appendix E: BC Lesson Plan Template is required for all observed lessons and must be submitted to the Clinical supervisor prior to the lesson observation.

Full Practicum – Lesson Template

Name: ___________________________ Date: _________________

School: __________________________ Grade: _______________

Starting and Ending Time: ____ to ____

<table>
<thead>
<tr>
<th>OVERVIEW OF THE LESSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Curriculum Frameworks incorporating the Common Core State Standards: With regard to how this lesson fits into the “big picture” of the students’ long-term learning, which MA framework does the lesson most clearly address?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Objective:</th>
<th>Instructional Objective: By the end of the lesson, (1) what concept, information, skill, or strategy will the student(s) learn and (2) how will they demonstrate that knowledge?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment: What specific, tangible evidence will show that each student has met this objective?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Language Objective:</th>
<th>Academic Language Objective: By the end of the lesson, (1) what language, relating to the lesson and lesson content, will the student(s) know or learn, and (2) how will they demonstrate that knowledge? Refer to WIDA and Three Tiers of Vocabulary Beck, Kucan, and McKeown (2002) as cited by Thaashida L. Hutton in Three Tiers of Vocabulary and Education.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment: What specific, tangible evidence will show that each student has met this objective?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content:</th>
<th>Content: What are the specific details of the lesson’s content knowledge?</th>
</tr>
</thead>
</table>
# PROCEDURES FOR THE LESSON

In this section, provide specific directions, explanations, rationales, questions, potential vignettes/scenarios, strategies/methods, as well as step-by-step details that could allow someone else to effectively teach the lesson and meet the lesson objectives.

**Opening (___ minutes):** How will you introduce the instructional objective to the students, “activate” learners, pre-teach/preview vocabulary, and prepare them to engage with the lesson content?

**During Lesson (___ minutes):** How will you direct, guide, and/or facilitate the learning process to support the students in working toward meeting the instructional objectives?

**Closing (___ minutes):** How will you bring closure to the lesson and, by doing so, review and determine what students have learned?
**SUPPORTING ALL LEARNERS**

As you think about supporting all learners, think about the Principles of Universal Design for Learning (UDL), and utilize resources at the following links:

**UDL at a glance:** [http://www.udlcenter.org/resource_library/videos/udlcenter/udl#video0](http://www.udlcenter.org/resource_library/videos/udlcenter/udl#video0)


**Learner Factors:** What will you do to ensure success from all students? Specifically students on individual education plans, English language learners (at a variety of English language levels), and students who may need an extended challenge. Highlight all that apply.

<table>
<thead>
<tr>
<th>Grouping Factors</th>
<th>Content</th>
<th>Materials</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjust grouping format</td>
<td>Give additional examples</td>
<td>Write homework list</td>
<td>Alternate response format (verbal/written)</td>
</tr>
<tr>
<td>Seat students strategically near one another</td>
<td>Provide alternate reading</td>
<td>Graphic organizers</td>
<td>Give daily progress report</td>
</tr>
<tr>
<td>Pair students</td>
<td>Provide on-level reading</td>
<td>Use Braille or large print</td>
<td>Extend time</td>
</tr>
<tr>
<td></td>
<td>Give verbal cues to emphasize main ideas</td>
<td>Use manipulatives</td>
<td>Use assistive devices</td>
</tr>
<tr>
<td></td>
<td>Increase number of review activities</td>
<td>Technology</td>
<td>Use interpreter</td>
</tr>
<tr>
<td></td>
<td>Give students copy of directions</td>
<td>Give students copy of directions</td>
<td>Give more breaks</td>
</tr>
<tr>
<td></td>
<td>Hand out copies of notes</td>
<td></td>
<td>Allow use of computer</td>
</tr>
<tr>
<td></td>
<td>Re-read directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use page markers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Specific Examples:** Choose 3 examples of support from the list above and explain in detail the differentiation.

**Support #1:**

**Support #2:**

**Support #3:**
**Classroom Management:** If teaching a small group or whole class, how will you use classroom routines, reinforce appropriate behavior, and/or handle behavioral issues? Give one example.

**Materials:** What are the materials that you will need to organize, prepare, and/or try-out before teaching the lesson?

**Follow-up:** How will you and/or your CT reinforce the learning at a later time so that the students continue to work toward the lesson’s overarching goal (i.e., the MA Curriculum Framework incorporating the Common Core State Standards)?
REFLECTING ON THE LESSON

These questions and prompts are to be used to guide the post-lesson evaluation and critique. Review the PPA+ to see if this reflection can be used as a piece of evidence.

1. Student Learning/Classroom Management/Routines
   a. What do you think the students learned? Did student learning differ from what you were expecting? **Identify specific examples of student work to answer #3 below.**
   b. Describe how your language objectives supported your English Language Learners in meeting your instructional objective. Based on your experience with this lesson, describe any changes you would make to the lesson if you were to teach it again.
   c. Describe the levels of engagement of three different students in the class. How do you account for these varying levels of engagement? Why might this have happened?
   d. Which parts of classroom management were most and/or least effective? Why? In what ways did instructional activities help or hinder the classroom management or routines?

2. Lesson Adaptations
   a. What were some of the ways you adapted the lesson **while teaching** to address the needs of various students in the class. Provide specific examples.
   b. In hindsight, how might you have adapted or changed the lesson during the planning stages?
   c. What specific suggestions from your supervisor or cooperating teacher were implemented or not? What was the outcome? Were they beneficial? Why or why not?

3. Student learning/Assessing Student Work
   a. Choose one or more examples of student work to review/analyze.
   b. What were some specific misconceptions students had during the lesson? How do you know? To what would you attribute the misconceptions?
   c. How does analyzing student work inform your success with this lesson? Cite at least 3 examples from student work that either support your teaching, or indicate to you that you should have approached the lesson differently.
   d. Using the information from 3c, if you were to teach this lesson a second time:
      - What would you change about the lesson and why? This should include any planning, delivery of instruction, or closing changes. Be specific and cite the examples of student work that are informing your changes.
      - What additional information about the students or subject matter would have been helpful to you as you initially planned the lesson? Explain why.

4. Strengths and Areas Needing Improvement
   a. In thinking about your lesson as a whole, what were the most effective and least effective parts of the lesson? What specific evidence do you have that support these claims?
   b. What do you see as your teaching strengths in the lesson?
   c. What areas of your teaching need improvement?
   d. If you were to teach this lesson again, what would you do differently? Why?
Recommended Guidelines and Format for
Unit Planning

The student teacher will develop one required Unit of Instruction during the practicum. Many students find it useful to teach the unit during their “take over” weeks when they are responsible for all the lesson planning, instruction and assessments. Students may discuss this with their cooperating teacher and with the BC Supervisor.

The Unit of Instruction must contain a minimum of five lesson plans; each one completed using the BC lesson Plan Template in this syllabus, incorporating the principles of Universal Design for Learning (UDL). The Unit Plan must contain the following:

I  Rationale for Instruction
   ◆ Why are you teaching this unit?
   ◆ Where does the unit fit in the “big picture” of instruction?
   ◆ How does this unit link to the rest of the curriculum?

II  Duration of Instruction
   ◆ How much time are you devoting to this unit?
   ◆ How many periods, days, weeks?

III  What are the Learning Standards addressed in the unit?
   ◆ How does the unit link to the MA Curriculum Frameworks?
   ◆ What are the key concepts? Key Vocabulary? Essential Questions?

IV  What Materials and Resources do you need for this unit?
   ◆ Texts, Media, Web-based Resources
   ◆ Manipulatives, special materials?
   ◆ Field trips, invited speakers?

V  How are you Meeting the Needs of the Diverse Learners?
   ◆ What provisions and accommodations for ELLs are included?
   ◆ What provisions and accommodations for children with learning disabilities?
   ◆ How are you meeting learning objectives identified on IEPs?

VI  What Procedures will you follow?
   ◆ How are you introducing the unit? Opening Activity?
   ◆ What lessons are included in the Body of the Unit? (list of lessons, not complete lesson plans)
   ◆ How are you wrapping up the unit? Culminating Activities?

VII  Evaluation of Pupil Learning
   ◆ How will you know have met your learning objectives?
   ◆ What formative assessments have you planned?
   ◆ What summative assessments have you planned?
   How will you know your pupils really learned what you taught?
Boston College
Lynch School of Education
Office of Practicum Experiences & Teacher Induction

PPA - Plus Glossary of Acronyms

APH – American Printing House for the Blind

CAI – Computer Assisted Instruction

CT – Cooperating Teacher

DIBELS – Dynamic Indicators of Basic Early Literacy Skills

DOE/DESE – Dept. of Education/Dept. of Elementary & Secondary Education.

DRA – Developmental Reading Assessment

DRA – Directed Reading Activity

DSS – Department of Social Services

ELL – English Language Learner

GLSEN org – Gay Lesbian Straight Education Network

HQ – Highly Qualified

IDEA – Individuals with Disabilities Education Act

IEP – Individualized Education Program

IRI – Individual Reading Inventory

KWL – A chart or graphic organizer with three columns labeled “What I know,” “What I Want to Know” and “What I learned.”

LSQ – License Specific Questions

MCAS – Massachusetts Comprehensive Assessment System

MELA-O - Mass English Language Assessment – ORAL
MTA - Massachusetts Teacher Association

NEA – National Education Association

NCLB – No Child Left Behind

P/T – Parent/Teacher

PTO – Parent Teacher Organization

QRI – Qualitative Reading Inventory

RTI – Response to Intervention/Instruction

SIOP – Sheltered Instruction Observation Protocol

SEI - Sheltered English Instruction

SIT – Special Issues in Teaching

SPED – Special Education

SRI – Scholastic Reading Inventory

SWBAT – Students Will Be Able To

UDL – Universal Design for Learning

WIAT – Wechsler Individual Achievement Test

WIDA - World Class Instruction Design & Assessment

WISC – Wechsler Intelligence Scale for Children
IMPORTANT INFORMATION ABOUT YOUR FULL PRACTICUM

Information for Students with Disabilities

If you have a disability, you are entitled by law to equal access to University programs and facilities. The most relevant laws are Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Under these laws you cannot be discriminated against on the basis of your disability. In the University setting, this often means that reasonable program modifications or academic accommodations may be implemented. **Advance notice and appropriate documentation are required for accommodations.**

The Connors Family Learning Center provides academic support services and accommodations to undergraduate and graduate students with **learning disabilities and attention deficit hyperactivity disorder**. For more information, please visit the website at [www.bc.edu/libraries/centers/connors](http://www.bc.edu/libraries/centers/connors) If you have a learning disability and will be requesting accommodations please register with Kathy Duggan [kathleen.duggan@bc.edu], Associate Director, Academic Support Services, The Connors Family Learning Center (learning disabilities and ADHD).

To be considered eligible for services for all other disabilities through the Disability Services Office, students must make an appointment to meet with the Assistant Dean for Students with Disabilities in addition to providing documentation of a disability. The documentation serves as the foundation for legitimizing the request for a reasonable accommodation. For more information, please visit the website at [http://www.bc.edu/offices/odsd/services/disabilityservices/](http://www.bc.edu/offices/odsd/services/disabilityservices/) or contact Suzy Conway [suzy.conway.1@bc.edu], Assistant Dean for Students with Disabilities.

**Academic Integrity**

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process.

Plagiarism, that is, failure to properly acknowledge sources, written or electronic, used for verbatim quotations or ideas, is a violation of academic integrity. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged. See [http://www.bc.edu/offices/stserv/academic/resources/policy/#integrity](http://www.bc.edu/offices/stserv/academic/resources/policy/#integrity) for additional details about Academic Integrity.