

WELCOME to Student Teaching

For the Initial License in a

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: www.bc.edu/lynchscool Click on link to **Practicum**; Scroll to **Policies & Procedures** on Left Menu Bar.

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.

TABLE OF CONTENTS
Syllabus for Initial License

I	Introduction to Student Teaching	
	Practicum Policies and Procedures.....	3
	Lynch School Mission Statement.....	3
	Boston College Themes.....	4
	Professional Standards for Teaching.....	4
II	Requirements for Student Teaching	
	Goals and Course Description.....	5
	Student Teaching Requirements at a Glance.....	6
	Recommended Timeline for Completing Requirements.....	7
	Reading and Discussion Schedule	8
	Required Readings for all Students Teachers	8
	Recommended Reading for Student Teachers.....	9, 10
	Full Responsibility and “SOLO” Teaching: “ <i>Take Over</i> ” Weeks....	11
	Contract Teacher/Paid Aide Positions	12
III	Requirements for Inquiry	
	Overview of Journal Writing.....	13
	Guidelines for Journal Writing.....	14-17
	Guidelines for Inquiry Project Assignment.....	18-20
	Self Assessment Rubric: Assessing your Journal Entries.....	21
IV	Supervision and Evaluation	
	Overview of Supervision and Evaluation.....	22
	Supervisor’s Roles and Responsibilities at a Glance.....	23
	Recommended Supervision Schedule.....	24
	Cooperating Teacher’s Roles & Responsibilities at a Glance	25
V	Evidence Binder & PPA-PLUS	
	How the Boston College PPA-PLUS was developed	26
	How to Use the PPA-PLUS and Rubric During the Practicum.....	27
	PPA-PLUS Form	28-39
VI	Rubric for the PPA-PLUS	
	Rubric for the PPA-PLUS	40-50
VII	Completing the Practicum & Applying for Teacher Licensure	
	Completing the Practicum & Inquiry Requirements	51
	Massachusetts Licensure, MTEL & Reciprocity.....	52
	Guidelines for Grading Practicum Experiences.....	53
	Three Important Mandatory Completion Meetings.....	54
	“Community of Learners” Celebration.....	54
	Endorsement Meeting.....	54
VIII	Appendices (Important Information!)	55-63
	<i>Lesson Plan Format; Guidelines for Unit Planning, Glossary Acronyms,</i>	
	<i>Policy Statement on Support for Students with Disabilities</i>	
	<i>Policy Statement on Academic Integrity</i>	

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 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>

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 Boston College enhanced version of the PPA known as the **PPA-PLUS** is found on page 23 of this syllabus. The **PPA-PLUS** form is found on pages 25-36.

II. Requirements for Student Teaching

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 with diverse learners, using inquiry based constructivist learning, using collaborative strategies, to foster pupil learning and to teach for social justice.

Course Description

The **practicum course (student teaching)** for candidates seeking the Initial License in teaching 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!** Students completing “service projects” during March Spring Break may see Dean Cawthorne for Spring Break Waiver. **There will be February and April school vacations** for spring student teachers.

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 this syllabus. 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-PLUS and the Evidence Binder descriptive sections of this syllabus.

Student Teaching Requirements at a Glance

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

Meetings, Conferences, Required Readings & Seminars

Kick Off Meeting	Pg. 5, 7
Initial 3-way Conference at Site	Pg. 7
Inquiry Seminars at BC	See Inquiry Syllabus
Pre-Post Observation Conferences (minimum 4 lesson observations)	Pg. 7
Mid-term and Final 3-way Evaluations using PPA-PLUS	Pg. 7
Complete FOUR required readings	Pg. 8
Quality Conversations with Supervisor and/or CT (6 QC's linked to Required Readings)	Pg. 7,8,19
Close-out Meeting with BC Supervisor	Pg. 7, 49
"Community of Learners" Celebration to present Inquiry Projects	Pg. 7, 49
Endorsement Meeting with Director/Certification Officer, Fran Loftus	Pg. 7, 47, 49

Planning Lessons & Teaching Materials

Daily lesson plans with modifications for diverse learners and ELL's	See PPA+
Lesson Plans for all lessons taught/approved by CT	Pg. 7, 8
Typed Lesson Plans for each Formal Observation with Supervisor	As Required by Supervisor
Observed Lessons use Lesson Plan Template Found in the Appendices of this Syllabus	Pg. 51-53
One Read Aloud lesson observed by Supervisor using Observation Protocol (EC/Elem only)	
Unit of study (minimum 5 lessons) with Interactive Bulletin Board or Learning Center	Pg. 11
"Solo teaching" 2 weeks or as agreed with cooperating teacher or department chair	Pg. 7, 11

Connecting With Personnel on Site

Participate in meetings, work with faculty, specialists, teams, etc.	Pg. 7
Meet with parents as appropriate.	Pg. 7
Complete FOUR Required Readings and reflect on links with other practitioners	Pg.8

Products to Complete and Submit to Supervisor

Review the Pre-service Performance Assessment (PPA-PLUS) weekly	Pg. 7
Collect artifacts as evidence for the 5 Standards for Licensure + 2 BC Standards	Pg. 23
Review DESE Evidence Binder regularly with supervisor.	Pg. 21
Submit DESE Evidence Binder to Supervisor at Close-out Meeting	Pg. 7
Weekly journal submitted to supervisor	Pg. 7, 8
Submit Final Reflection Essay at Endorsement Meeting (see p.49)	Pg. 7

Recommended But NOT Required:

Feedback from student teachers in the past provides strong evidence that the following activities are very valuable and provide meaningful insight into their growth during student teaching, and suitable for including in the **DESE Evidence Binder and PPA-PLUS**. Students are encouraged, but not required to consider exploring these options and can discuss them with their cooperating teachers and supervisors:

- * **Observe other teachers** in your department (secondary) for another perspective on instructional strategies and/or classroom management.
- * **Observe a classroom a grade above or below** yours for a developmental perspective on teaching and learning.
- * **Audio tape** a lesson you are teaching and write a journal reflection on what you learned.
- * **Video tape** a lesson you are teaching and write a journal reflection on what you learned.
- * **Learn more about the school** –based personnel by interviewing the principal, special education teacher, literacy coach, school secretary, guidance counselor and write a journal reflection about what you learned.

Recommended Timeline for Completing Requirements

See samples of 14 week timelines on page 11

Beginning – Settling In	
<ul style="list-style-type: none"> ▪ Attend Kick Off ▪ Submit Weekly Journal to Supervisor ▪ Attend Initial Conference at the site ▪ Review PPA-PLUS & Rubric ▪ Collect artifacts for Evidence Binder ▪ Complete assigned <i>Required Readings</i> 	<ul style="list-style-type: none"> ▪ Observe, assist, co-teach, learn classroom routines ▪ Attend Inquiry Seminar ▪ Participate in Quality Conversations
Middle – Gaining Confidence	
<ul style="list-style-type: none"> ▪ Write & Implement Daily Lessons Plans ▪ Participate Pre & Post Obser. Conferences ▪ Submit Weekly Journal to Supervisor ▪ Participate in Quality Conversations ▪ Complete assigned <i>Required Readings</i> ▪ Participate Midterm Obser. & Conference ▪ On going Observing, assisting, co-teaching and classroom routines ▪ Attend Inquiry Seminar 	<ul style="list-style-type: none"> ▪ Design and teach one unit of study (min. 5 lessons) with interactive Bulletin Board or Learning Center ▪ 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 mgmt. & routines. ▪ Continue to build Evidence Binder
End – Assuming More Responsibility & Flying Solo	
<ul style="list-style-type: none"> ▪ Write & Implement Daily Lesson Plans ▪ 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 	<ul style="list-style-type: none"> ▪ 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 at Endorsement Meeting
Finale – Wrapping Up the Semester	
<ul style="list-style-type: none"> ▪ 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	
<ul style="list-style-type: none"> ▪ 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 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 Black Board Vista for all Practicum Courses
ED 250 – Undergraduate Full Practicum – Initial License, All Programs
ED 420 – Graduate Practicum – Initial License, All Programs

The Four Required Readings are: (Note #4 for Elem & EC; #5 for Secondary)

1. Cochran-Smith, M. (2004). **Walking the Road: Race, Diversity, and Social Justice in Teacher Education**. New York: Teachers College Press; Chapter 4, pages 64 – 82.
(Posted on Black Board VISTA)
2. Hitchcock, C., Meyer, A., Rose, D., & Jackson, R. (2002). *Providing new access to the general curriculum; Universal Design for Learning*. Teaching Exceptional Children; Vol. 35, No. 2, pp. 8-17.
<http://www.cec.sped.org/Content/NavigationMenu/AboutCEC/International/StepbyStep/Providing%20New%20Access%20-%20VOL.35NO.2NOVDEC2002%20TEC.pdf>
3. Gable, R., Hester, P., Rock, M., Hughes, K. (2009). *Back to Basics: Rules, Praise, Ignoring and Reprimands Revisited*. Intervention in School and Clinic, Volume 44, Number 4, March 2009, 195-205. <http://isc.sagepub.com/cgi/content/abstract/44/4/195>
4. (ELEMENTARY & EC Grades K-3) Aukerman, M. (2007). A culpable CALP: Rethinking the conversation/academic language proficiency distinction in early literacy instruction. *The Reading Teacher*, 60, 626-635.
<http://www.reading.org/Publish.aspx?page=RT-60-7-Aukerman.html&mode=retrieve&D=10.1598/RT.60.7.3&F=RT-60-7-Aukerman.html&key=A674CA56-85A5-4D36-8ED8-127B76ABF2AA>
5. (Grades 4-12) Zwiers, J. (2005). *Building Academic Language: Essential Practices for Content Classroom, Grades 5-12*; Chapter 5, pages 101-133.
<http://www.reading.org/Publish.aspx?page=bk9223-5-Zwiers.pdf&mode=retrieve&D=10.1598/9780787987611.5&F=bk9223-5-Zwiers.pdf&key=2589B286-E1F9-4435-920D-CE8C9D7D9C40>

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

Building Bridges Between Theory & 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.
- QCs 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: ED 250, 420, & 610

References

Assessment and Meeting the Needs of Diverse Learners

Arasian, P. W. (1994). Classroom Assessment. New York: McGraw-Hill, Inc.
To order call: 1-800-262-4729.

Popham, W. J. (1999). Classroom Assessment: What teachers need to know. Boston: Allyn and Bacon.

Responsive to Intervention & Learning Disabilities (<http://www.ldanatl.org/pdf/rti2005.pdf>)
Report prepared by the National Joint Committee on Learning Disabilities, June 2005; Learning Disabilities Quarterly, 25,249-260.

Watson, Silvana M.R., Rinaldi, Claudia; Navarete, Lori; Bianco, Margarita; Samson, Jennifer; **Addressing the Educational Needs of Culturally & Linguistically Diverse Learners With and Without LD**; <http://www.bilingualspecialed.com/?p=87>; Council for Learning Disabilities, infosheet, April 2007.

Management

Charney, R. S. (1992). Teaching children to care: Management in the responsive classroom. MA: Northeast Foundation for Children. To order call: 1-800-360-6332.

Emmer, E. T., Everston, C., & Worsham, M. E. (2000). Classroom management: For secondary teachers. Boston: Allyn and Bacon.

Everston, C., Emmer E. T., & Worsham, M. E. (2000). Classroom management: For elementary teachers. Boston: Allyn and Bacon.

Giangreco, M., Cloninger, C. J. & Iverson, V. S. (1993). Choosing options and accommodations for children: A guide to planning inclusive education. Baltimore: P. H. Brookes Publishing. To order call: 1-800-638-3775.

Larrivee, B. (1999). Authentic classroom management: Creating a community of learners. Boston: Allyn and Bacon.

Levin, J. & Nolan, J. F. (2000). Principles of classroom management: A professional decision-making model. Boston: Allyn and Bacon.

Osborne, A. G. Jr. & DiMattia, P. A. (1998). Classroom management: A case study handbook for teachers of challenging learners. North Carolina: Carolina Academic press. To order call 919-489-7486.

Teaching for Social Justice

Adams, M., et al. (2000). Readings for Diversity and Social Justice: An Anthology on Racism, Anti-Semitism, Sexism, Heterosexism, Ableism, and Classism. New York: Routledge.

Adams, M., et al. (1997). Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.

Ayers, W., Hunt, J., & Quinn, T. (1998). Teaching for Social Justice: A Democracy and Education Reader. New York: Teacher College Press.

Calabrese Barton, A. (2003). Teaching science for social justice. New York: Teachers College Press.

Cochran-Smith, M. (2004). Walking the Road: Race, Diversity, and Social Justice in Teacher Education. New York: Teachers College Press.

Darling-Hammond, Linda, French, Jennifer & García-Lopez, Silvia Paloma, eds. (2002) Learning to Teach for Social Justice. New York: Teachers College Press.

Goodman, D. (2001). Promoting Diversity and Social Justice : Educating People from Privileged Groups. Hawaii: Sage Publications.

Hubbard, R. & Makler, A. (2000). Teaching for Justice in the Social Studies Classroom. New Hampshire: Heinemann.

Marshall, C., & Gerstl-Pepin, C. (2005). Re-Framing Educational Politics for Social Justice. Massachusetts: Allyn & Bacon.

General

Ballenger, C. (1999). Teaching other people's children: Literacy and learning in a bilingual classroom. New York: Teachers College Press.

Ladson-Billings, G. (1994). The dreamkeepers: Successful teachers of African American children. San Francisco: Jossey-Bass.

McTighe, J. & Wiggins, G. (1999) The understanding by design handbook. VA: Association for Supervision and Curriculum Development. To order call: 1-800-933-2723.

Perry, T. (1998). The real ebonics debate: power, language, and the education of African American children. Boston: Beacon Press.

Saphier, J. & Gower, R. (1979). The skillful teacher: Building your teacher skills. MA: Research for Better Teaching, Inc. To order call: 508-369-8191.

Saphier, J. & Haley, M.A. (1993). Activators: Activity structures to engage students' thinking before instruction. MA: Research for Better Teaching, Inc. To order call: 508-369-8191.

Saphier, J. & Haley, M.A. (1993). Summarizers: Activity structures to support integration and retention of new learning. MA: Research for Better Teaching, Inc. To order call: 508-369-8191.

Wright, M. (2000). I'm chocolate, you're vanilla: Raising happy, healthy black and biracial children in a race conscious world. San Francisco: Jossey-Bass.

Full Responsibility and “SOLO” Teaching – “Take-Over” Weeks

During the student teaching experience you will be expected to demonstrate that you can *assume responsibility for planning, implementing, and assessing daily lessons* as well as a minimum of one teaching unit comprised of *at least 5 lessons*. You will be using the Lesson Plan Template in this syllabus for all your observed lessons, and for the 5 lessons in your Unit Plan. See recommended Format for Unit Planning in the Appendices.

This full responsibility may be implemented in a variety of ways. *Talk with your clinical supervisor & cooperating teacher to design the plan that works best for all.*

Elementary and early childhood may take responsibility for full days and then complete two weeks of “solo teaching” time. Secondary students may start with full responsibility for one class and then add a second class and a *third class for the last two weeks*. **Talk with your cooperating teacher and college supervisor to design a plan for full responsibility and solo teaching that is appropriate for your school setting.** Observing, assisting the teacher, team or co-teaching all lead to full responsibility. More full responsibility and solo teaching is encouraged if you are confident and if the cooperating teacher is willing.

Sample Elementary or Early Childhood Teaching Plan

Beginning Weeks 1-4	Observing, assisting, co-planning, co-teaching
Middle Weeks 5-9	Assisting, co-teaching, teaching daily lessons and unit
Full Responsibility 10 & 11	Taking over planning, teaching, and evaluation (CT may assist)
Ending Weeks 12-13	Transitioning back to CT – completing requirements
Last Week 14	Completing materials for PPA-PLUS and your Evidence Binder

Sample Secondary Teaching Plan

First Week	Observe many different teachers at school and in the department
Beginning Weeks 2- to end of experience	Take over ONE class with full responsibility for planning, implementing, and assessing with guidance from cooperating teacher OR co-teach with cooperating teacher in one class and assist wherever possible
Middle Weeks or when term ends	Add a second class (if you have one already) with a different preparation: may be the same prep. if necessary. If you have been co-teaching, begin taking full responsibility for one class.
Full Responsibility	Some time during the end of the semester for TWO WEEKS –teach 3 classes. Two may be the same prep and 1 different prep.
Ending Weeks	Transition back to cooperating teacher, and Completing PPA-PLUS and your Evidence Binder

CONTRACT TEACHERS or Students in Paid Aide Positions

Teachers working full time in an employed position as the teacher of record or a paid aide may propose modifications or extensions of due dates for any of the practicum requirements in the syllabus. Any changes extensions related to the Practicum must be approved by Director, Fran Loftus at loftusf@bc.edu or (617) 552-4206.

Any changes, questions, clarification needed related to the Inquiry Seminar requirements and/or modifications or extensions **MUST** be discussed with the Seminar Instructor and with the approval of the Department Chair for Teacher Education.

For Modifications and/or Deadlines for the Practicum or Inquiry:

Step 1. Meet with your clinical faculty supervisor to discuss possible modifications and/or extensions of due dates

Step 2. Write a proposal requesting a modification or extension to the Director of Practicum Experiences if the issue relates to the Practicum, or to the Inquiry Professor if the issue relates to Inquiry.

Because contract professionals are teaching full time all day, extensions of the due dates for the **PPA-PLUS** and the **DESE Evidence Binder** are reasonable requests.

III. Requirements for Inquiry Journal Writing

1. All entries in the journal need to be dated.
2. In order to collect data for your Inquiry project, you will need to write entries several times weekly.
3. Entries may include your scripted thoughts, conversations, or quotes from teachers, students, parents, other school personnel, sociogram charts, checklists, etc.
4. Entries may include your responses to the Required or Recommended Readings listed on pages 8-10.

FOR YOUR SUPERVISOR:

- Select one weekly journal entry to send to your Supervisor.
- This entry will be used for the response from your supervisor. This will allow you the opportunity to select what you wish to be read in a more public forum. Other entries will remain in your journal for use in your inquiry project.

FOR YOUR INQUIRY PROJECT:

- You will use all entries for data to help you identify patterns in your school life, develop your inquiry question, and as part of the formulation of the answer to your question.
- You will be able to self-select the entries which will help you accomplish this work of teacher research.
- Your Journal Reflections and Supervisor's responses may also be possible data sources and/or examples of *Evidence* to support Massachusetts Professional Standard Indicators for your *PPA-PLUS*.

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 I 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, and learning 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?*

**Standard II 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 III 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 IV Promotes and Practices Equity & Social Justice

Boston College Themes: Promoting Social Justice

- ◆ *How are the linguistic needs of ELL 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.*

Standard V 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 VI 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 VII 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?*

Guidelines for Inquiry Project Assignment

Project Requirements

The paper should be about 20-25 pages in length, exclusive of references and appendices, double spaced, 12-point type, and carefully spell-checked and edited. The paper must have:

- a clear title page that includes a statement of the research question
- an abstract page
- 20-25 page classroom-based inquiry research
- reference page(s)
- appendices that include data sources, etc.

Please follow APA format

All students should email **ONE** electronic copy of paper (appendices optional) to **inquiry@bc.edu**.

Graduate students should turn in **TWO** hard copies of paper (with appendices).

Project Components

1. **Abstract:** (About 200 words) An abstract that summarizes your research.

2. **Conceptual and Theoretical Framework:** (2 pages)

Describe how this question draws on current ideas in the field as well as prior knowledge, practicum journals, observations, assessments, and other artifacts and experiences to construct a conceptual and theoretical framework to inform classroom inquiry. Indicate why this question is important to you and your practice. This is an introduction to the reader that explains the origin of your question, how it addresses a particular learning problem or issue in your classroom, how you have come to decide that this question is worth exploring, and why you think exploring this question will make a difference in your instruction.

3. **Research Question:** (1-2 sentences) Clearly state the research question.

4. **Review of Literature:** (About 3pages)

Describe what current and/or prominent research in the field has to say about your problem. The number of sources you cite is not as important as the meaningfulness and significance of the research that you do cite. For example, if you are exploring the use of a particular writing strategy or process, what does current research in the field have to say about the strategy or process? What are the pros and cons of the approach you are taking? Justify with respect to the research and your own experiences why you think the approach is valuable.

5. Description of Context and Frame of Reference: (3-4 pages)

Describe the social context and diversity of your classroom and school in a way that reflects racial, ethnic, language, socio-economic diversity, learning modalities, and cognitive abilities in establishing teaching and learning practice. This is similar to the school/classroom culture research you have done during pre-prac. Also describe the pupil(s) with whom you are working during this inquiry. As you discuss the context, talk about the influences from your own background and life experience that impact your view of education, teaching and practice, and your role as an educator within this school community. Consider carefully how your biases, beliefs, and assumptions about teaching, learning, your pupils, your pupils' parents, and your school, impact your teaching for social justice and improving pupil learning as well as your selection and justification of curriculum, texts, teaching and learning strategies, etc. For example, if you have been educated in predominantly white, rich-resourced contexts with the expectations that accompany that context, you will need to think about how these factors influence the kind of pedagogy you implement in an under-resourced, highly diverse context, your ability to develop and implement culturally relevant pedagogy, your ability to plan instruction to meet the needs of the diverse students you serve, and your ability to teach and act for social justice.

6. Intervention: (2-3 pages)

Describe the actions (intervention) that you implemented to improve pupil learning and justify those actions through knowledge of theoretical frameworks and support from literature as well as information you have gathered about the pupil(s) with whom you are working. Be sure to provide a detailed description of the intervention(s) you are using. Within this context, be certain to describe the materials, resources and content focus, as well as pedagogical strategies. This is also an appropriate time to discuss how the research in the field has influenced the selection of this intervention. Summarize how the intervention reflects accurate content knowledge and effective pedagogy, rich learning opportunities, high academic standards, and appropriate accommodations/adaptations that provide access to the general curriculum for your pupil(s).

7. Data Sources: (2-3 pages)

Summarize the data sources you used to document pupil learning, how you gathered those data sources, and why you believe that these data sources are relevant and useful to your inquiry. Be sure the data sources reflect diverse, multiple, and appropriate formative and summative assessments of pupil learning.

8. Results: (2-3 pages)

Summarize the results in ways that include narrative, charts, graphs, etc.

9. Analysis/Interpretation: (About 3 pages)

Provide a thoughtful, detailed, probing, and carefully substantiated analysis/interpretation of the research results regardless of whether or not your intervention was effective to improve pupil learning. Draw on research from the field and prior knowledge and experience to construct new knowledge based on integration of data, school culture, and evidence of pupil learning gathered through the inquiry process. If your intervention was not as effective as you had hoped or did not work, be thoughtful about why this might have occurred.

10. Implications: (2-3 pages)

Describe the importance or implications of your findings to yourself, other teachers, the school, the pupils, and the profession. Also describe the benefits of assuming an inquiry stance as a classroom teacher. Based on your own research, what are the limitations of your research, what are new questions that have emerged from your research, and what are next logical steps through inquiry? It is not essential that your intervention is successful—what is more important is how you reflect about what you learned, why the intervention might not have worked, and what you could do to modify your instruction to improve pupil learning.

11. References: Reference Section (Follow APA format)

12. Appendices: Appendices of data used in your research.

General Considerations for the Inquiry Project

As you think about your research continually keep in mind the five Teacher Education themes and the four categories of Inquiry. How do the various elements of your research 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.

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.

Category	Beginning	Emerging	Applying	Outstanding
Focus on Topic (Content)	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.	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.	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.	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.
Disposition	I incorporated personal opinion and perspectives about classroom experiences, and acknowledged educational issues and aspects of education.	I demonstrated reflection about experiences in the classroom. I showed goal setting in professional growth. I discussed educational issues from a personal perspective.	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.	I expressed my beliefs about teaching and demonstrated values, social justice, and professional growth. I examined issues objectively and sought solutions.

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.

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 Department of Education 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 Experiences** on p.48 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 www.bc.edu/lynchscool Quick Link to Practicum Experiences.

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	
Activities, Events, Supervisor Roles	Check off Column
Attend Kick Off Meeting	
Read 4 Required Readings as noted in syllabus. Read "Practicum Policies & Procedures" on line at http://www.bc.edu/schools/lsoe/academics/practicum/policies.html ; Link to Practicum Experiences Read and Review PPA-PLUS and Rubric	
Facilitate 6 "Quality Conversations" on site or campus; on line or phone. <i>Encourage link to required readings listed on page of the syllabus.</i>	
Conduct minimum of 4 observations and related conferences with student teacher and Cooperating Teacher. Conduct 2 <i>formal</i> (mid-tem and final) and 2 <i>informal</i> observations.	
Use BC forms #2, 2A, 2B, for supervision and feedback to document each observation and discussion.	
Read and respond to weekly student journals; using email is encouraged. Create a "Community of Learners" on line to engage students in a shared conversation (<i>optional</i>); Provide a "prompt" for shared discussions on line. <i>Example: What was most challenging to you this week?</i>	
Assess student performance with student and with the cooperating teacher using the PPA-PLUS and Form #3 at Midterm	
Guide the student in collecting artifacts and evidence for the DESE Evidence Binder	
Support student's progress in research study for the Inquiry Seminar .	
Facilitate "community" sharing of DESE Evidence Binder and PPA-PLUS with other students and with pre-pracs at site where possible.	
Prepare a typed Final Evaluation Report framed by the state DESE Standards Attach to Form #4 to be submitted at Endorsement Meeting & copy to student.	
Conduct "Close-Out Meeting" with students to organize paperwork and prepare for Endorsement Meeting. Review Form #4, Attendance Sheet and PPA –PLUS for accuracy and completion; submit at Endorsement Meeting with Cover Sheet.	
Attend and participate and/or facilitate "Community of Learners" celebration at end of the semester.	
Attend "Endorsement Meeting" led by Director, with students to affirm students' recommendation for BC Endorsement for Licensure.	

Recommended Supervision Schedule			
Supervisor	Purpose	Quality Conversations & Forms	Evaluation/Forms
✓ Kick-Off Meeting	To meet supervisor and review syllabus requirements	All certification forms will be reviewed as well as pages required. “Quality Conversation” #1 PPA- PLUS	PPA-PLUS & Rubric
✓ Initial Three-Way Conference at school	Triad meets to design plan for practicum and full responsibility weeks.	Initial Three-Way Form #1 signed and dated at this meeting	Not evaluative – Name of mediator must be printed on form at this time.
✓ School Visit	Informal Observation and Feedback	Observation and Feedback “Quality Conversation” #2 linked to Reading; Form 2 to ST	Informal – <i>formative</i> Student keeps copy
✓ School Visit	Mid-term Observation AND Mid-term Three Way Conference Progress Report Form #3 Update on Inquiry Seminar Question	Form #2 and Form #3 “Quality Conversation” #3 linked to Reading. PPA-PLUS discussed and reviewed by Student, CT and Supervisor; Name of Mediator is noted on PPA-PLUS	Formal w/ pre-conference and typed plan ; EVIDENCE BINDER CHECK FOR MID-TERM ASSESSMENT
✓ School Visit	Informal Observation and Feedback	Form #2 with 2a and 2b “Quality Conversation” #4 linked to Reading	Informal – <i>formative</i> Student keeps copy
✓ School Visit	Final Formal Observation	Form #2 with 2a and 2b “Quality Conversation” #5 linked to Reading	Formal w/pre conference and typed lesson plan from ST
✓ School Visit	Final Three-Way Conference Final Presentation of Inquiry Seminar Research	PPA-PLUS discussed & reviewed by Student, CT and Supervisor ; PPA-PLUS cover sheet is filled out.	Final <i>Summative</i> Report from CT for course completion and licensure.
✓ DESE Evidence Binder Sharing where possible	To see other student teachers’ work	Completed DESE Evidence Binder “Quality Conversation” #6 linked to Reading	Completed Evidence Binder
✓ Close-Out Meeting at BC with clinical supervisor	Organize all paperwork Endorsement Meeting	Form # 3 will be submitted for mid-term and final; Form #4 for Final Grade to Student AFTER Supervisor reviews Evidence Binder. DESE “PPA-PLUS” discussed and reviewed by Student, and Clinical Faculty	Recommendation for Licensure Form #4 <i>Summative</i>
✓ “Celebrating Our Community of Learners” event.	Public roundtable sharing of Inquiry project	No Forms are submitted at this event	Present Inquiry Research Project

Cooperating Teacher's Roles & Responsibilities at a Glance *

Activities, Events, Cooperating Teacher Roles

Attend all 3-Way conferences & Meetings with student teacher and BC supervisor.

Read Syllabus and discuss with student teacher and supervisor to become familiar with the practicum requirements & expectations; read "Practicum Policies & Procedures". Both available on line at <http://www.bc.edu/schools/lsoc/academics/practicum/policies.html> link to Practicum Experiences

Enroll in Cooperating Teacher course "Supervision in Action" ED 401 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.*

Co-Plan lessons and discuss curriculum and routines with student teacher regularly.

Observe and provide feedback as much as possible; (CT feedback forms available from Supervisor)

Assess student performance with student and with the BC supervisor using the **PPA-PLUS**. at the mid-term and final observation and 3-way conferences

Provide input for the practicum grade with student and supervisor. The BC supervisor recommends a final grade to the Practicum Director.

Guide the student in collecting artifacts and evidence for the **DESE Evidence Binder**.

Support student's progress in research study for the **Inquiry Seminar**.

Talk with BC supervisor *ALONE* as needed

Write a letter of recommendation for the student teacher when appropriate if requested. This is NOT a requirement.

Attend "Community of Learners" celebration at end of the semester. *Optional*

** 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.*

V. Evidence Binder and Pre-service Performance Assessment PLUS (PPA –PLUS)

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 & 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.

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 Commonwealth of Massachusetts
Department of Education

350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-300

Pre-service Performance Assessment for Practicum or Practicum Equivalent

Professional Standards for Teachers: See 603 CMR 7.08.

Part I - To be completed by the applicant.

Practicum: Practicum Equivalent:

1. Legal Name: (print) 2a. SSN: 2b. BC Eagle

3. Address:

4. Sponsoring Organization: Program & Level:

5. Practicum/Equivalent Course Number: Credit Hours:
Course Title:

6. Practicum/Equivalent Site: 7: Grade Levels of Students:

8. Total number of practicum hours: Number of hours assumed full responsibility in the role:

9. Other Massachusetts licenses held if any:

10. Have any components of the approved program been waived (see Regulations 7.03(1)(b)): Yes No

Part II - To be completed by the Program Clinical Supervisor

Name: (print) Position/Title

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

Applicant's License Field: Grade Level:

Part III - To be completed by the Supervising Practitioner

Name: (print) Position:

School System: License: Initial (# yrs. experience): or Professional:

Massachusetts License #: Field(s):

Part IV - Initial 1, 2, and 3.

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

Date: Applicant: Program Clinical Supervisor: Supervising Practitioner:

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

Date: Applicant: Program Clinical Supervisor: Supervising Practitioner:

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

Date: Applicant: Program Clinical Supervisor: Supervising Practitioner:

Part V

Candidate has successfully completed the Pre-service Performance Assessment (Sections: 7.03(2)(a)(4) & 7.04(2)(b)(4)(b)) Yes: No:

Program Clinical Supervisor (sign): Date:

Supervising Practitioner (sign): Date:

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

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 DESE and Boston College. Please use this assessment in conjunction with the Pre-service Performance Assessment Guidelines—the rating scale is described on page 4; evaluation questions relating to the standards are pages 5 – 12; and license-specific questions per standard B2c are pages 13-44.

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 an 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 evidence to 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 does not meet 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.

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 date the evidence was collected, the form of data (e.g. lesson plan, pupil work), in addition to an explanation of why it was chosen.

E X A M P L E S				
Indicator	Rating @ Final	Possible Data Sources	Possible Evidence Example(s)	Justification and Rationale for Evidence <i>(Provided by Candidate)</i>
<u>Standard B, Indicator 2g</u> Employs appropriate sheltered English or subject matter strategies for English Language Learners	0 1 2 3	Lesson plans, unit plans, curriculum frameworks, CT and supervisor observation and feedback, Journal, photos of classroom	--Lesson plan that includes language objectives, in addition to content objectives	<i>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.</i>
<u>Standard D, Indicator 7</u> Recognizes and identifies influences from his/her own background and life experience that have an impact on views of education, teaching, and practice.	0 1 2 3	CT and supervisor observation and feedback, lesson plans, journal, pupil assessments, lesson plans, unit plans, photos of classroom	--Journal entry focusing on the contrast between the candidates’ educational experience and their Practicum setting	<i>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</i>

PRE-SERVICE PERFORMANCE ASSESSMENT FOR PRACTICUM OR PRACTICUM EQUIVALENT
Boston College and Massachusetts Professional Standards for Teachers: See 603 CMR 7.08

Standard A – Plans Curriculum and Instruction				
Indicators	Rating @ Final	Possible Data Sources	Possible Evidence Example(s)	Justification and Rationale for Evidence (Provided by Candidate)
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. <i>(Specify Curriculum Framework title, learning standards, and concept and skills used [attach list if necessary])</i>	0 1 2 3	Lesson plans, unit plans, curriculum frameworks, CT and supervisor observation and feedback, Journal	--Unit plan/lesson plan with district-based frameworks and/or DESE objectives -- Documentation of supplemental readings and materials focusing on course content.	
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.	0 1 2 3	Lesson plans, unit plans, curriculum frameworks, CT and supervisor observation and feedback, Pupil work, assessments, IEP's, Journal	--Sample of assessments that address learning styles and levels linked to planning --Diagnostic Reading Assessment citing human development (e.g. Piaget) --Lesson plan using IEP modifications --QRI assignments testing	
A3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within classroom.	0 1 2 3	Lesson plans, unit plans, teaching materials, CT and supervisor observation and feedback, Journal	--Documentation of supplemental readings and other content materials used in class. --Rubric used for writing assignment --Sample of reading texts/assignments at various pupil ability levels	
A4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and designs lessons that strengthen student reading and writing skills.	0 1 2 3	Lesson plans, unit plans, CT and supervisor observation and feedback, Journal	--Lesson plan promoting use of understanding authentic vocabulary --Documentation that candidate presented vocabulary (glossary) before unit or lesson orally and/or visually --Lesson objectives supported by things such as key words, vocabulary, semantic maps, writing prompts, advanced organizers for specific instruction	
A5. Plans lessons with clear objectives and relevant measurable outcomes.	0 1 2 3	Lesson plans, unit plans, CT and supervisor observation and feedback, Journal, pupil work	--SIOP lesson plan (sheltered Instruction Observation Protocol) --Lesson plan with informal and formal assessment tools for diverse learners --Documentation of specific learning objective and outcomes: Why are you teaching this? What will Pupils be able to do? "SWBAT" (Acronym)	
A6. Draws on resources from colleagues, families, and the community to enhance learning.	0 1 2 3	Lesson plans, unit plans, CT and supervisor observation and feedback, Letter to family, field trips, Journal, pupil work	--Journal entry on unit plan collaboration with school-based personnel, such as CT, colleagues, school librarian, specialists and team members --Assignment requiring pupils to draw on community and family members as resources --Journal entry on class field trip	
A7. Incorporates appropriate technology and media in lesson planning.	0 1 2 3	Lesson plans, unit plans, CT and supervisor observation and feedback, Teaching materials, Computer software, Journal	--Documentation that candidate incorporated tools such as PowerPoint, Smart board, overhead projector, internet, VCR, DVD's, or calculator into lesson --Lesson plan with examples of primary sources including things such as music, photographs, paintings, and newspaper articles to enhance learning	

PRE-SERVICE PERFORMANCE ASSESSMENT FOR PRACTICUM OR PRACTICUM EQUIVALENT
Boston College and Massachusetts Professional Standards for Teachers: See 603 CMR 7.08

<p>A8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.</p>	<p align="center">0 1 2 3</p>	<p>Lesson plans, unit plans, curriculum frameworks, IEP's, CT and supervisor observation and feedback, Journal</p>	<p>--Lesson plan with modifications included for IEP pupils with candidates' evaluation of their effectiveness --Journal entry on consultation with nurse, Special Ed. colleagues, and specialists --Documentation showing candidates' use of assistive technology to access content</p>	
<p>Mid-Term Evaluation Date:</p>	<p>Mid-Term Goal(s) for Standard A – Plans Curriculum & Instruction:</p>			
<p>Final Evaluation Date:</p>	<p>Average Rating @ Final =</p>			

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.**

Standard B– Delivers Effective Instruction				
Indicators	Rating @ Final	Possible Data Sources	Possible Evidence Example(s)	Justification and Rationale for Evidence (Provided by Candidate)
<p>B1. Communicates high standards and expectations when <u>beginning the lesson</u>.</p> <p>a) Makes learning objectives clear to students. b) Communicates clearly in writing and speaking. c) Uses engaging ways to begin a new unit of study or lesson. d) Builds on students' prior knowledge and experience.</p>	<p align="center">0 1 2 3</p>	<p>Lesson plans, unit plans, teaching materials, CT and supervisor observation and feedback, Photos of classroom, Journal</p>	<p>a) Photo of Content (and Language) objectives on board, lesson plan indicating links throughout lesson b) Clarifying handouts c) Lesson plan with activator from popular culture as opening hook d) Lesson plan includes review/connector</p>	
<p>B2. Communicates high standards and expectations when <u>carrying out the lesson</u>.</p> <p>a) Uses a balanced approach to teaching skills and concepts of elementary reading and writing. b) Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others). c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (<i>See license-specific questions in Guidelines</i>, pp. 13-44) d) Employs a variety of reading and writing strategies for addressing learning objectives. e) Uses questioning to stimulate thinking and encourages all students to respond.</p>	<p align="center">0 1 2 3</p>	<p>Lesson plans, unit plans, curriculum frameworks, CT and supervisor observation and feedback, Journal, photos of classroom</p>	<p>a-g) Unit plan with examples of each sub indicator, including pupil work, highlighted and labeled accordingly b) Documentation of use of small groups to create books, work with a partner on poem, math in cooperative groups, science with partner c) DESE objectives included in lesson plan d) Lesson plan includes planning for Phonemic awareness, phonics, supporting visual aids e) Documentation of candidates' questions asked at literal, inferential and critical levels f) Documentation of use of books on tape for audio processing, Overhead, internet, CAI, visuals in room, Inspiration software g) Photo of classroom showing labels for ELLs; SIOP Lesson Plan; Read Aloud</p>	

PRE-SERVICE PERFORMANCE ASSESSMENT FOR PRACTICUM OR PRACTICUM EQUIVALENT
Boston College and Massachusetts Professional Standards for Teachers: See 603 CMR 7.08

f) Uses instructional technology appropriately. g) Employs appropriate sheltered English or subject matter strategies for English language learners.				
B3. Communicates high standards and expectations when <u>extending and completing the lesson.</u> a) Assigns homework or practice that furthers student learning and checks it. b) Provides regular and frequent feedback to students on their progress. c) Provides many and varied opportunities for students to achieve competence.	0 1 2 3	Lesson plans, unit plans, pupil work and assessments, CT and supervisor observation and feedback, Journal	a) Assignment, pupil work b) Documentation of follow up (self correction) with pupil; Rubric with clear expectations and grading system; pupil work with detailed feedback from candidate c) Documentation of alternative assessments for Special Ed. and ELLs	
B4. Communicates high standards and expectations when <u>evaluating student learning.</u> a) Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction. b) Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel	0 1 2 3	Lesson plans, unit plans, pupil work and assessments, CT and supervisor observation and feedback, Journal, Progress Reports	a) Journal reflection on results of assessments; Examples of corrected pupil work linked to lesson objectives and learning goals b) Copy of progress reports, grade printouts, documented participation and sharing during grade level meetings; graphs to measure individual progress; portfolio of pupil work over time c)MELA-O, Mass English Language Assessment Certification	

Mid-Term Evaluation Date:	Mid-Term Goal(s) for Standard B—Delivers Effective Instruction:
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.**

Standard C – Manages Classroom Climate				
Indicators	Rating @ Final	Possible Data Sources	Possible Evidence Example(s)	Justification and Rationale for Evidence (Provided by Candidate)
C1. Creates environment that is conducive to learning.	0 1 2 3	Photos of classroom (with explanation), pupil work, CT and supervisor observation and feedback, Journal	--Photo of class rules posted on wall, Word Wall, class library& /listening center, goals for the day, helpers, class activities, or projects posted in classroom --Classroom Management plans --Additional phrasing “professional rapport”	
C2. Creates physical environment appropriate to a range of learning activities.	0 1 2 3	Photos of classroom (with explanation), Journal, lesson plans, unit plans, CT and supervisor observation and feedback	--Photos of classroom arranged for various activities such as small group and partner work, interactive bulletin boards, circle time, with candidates’ explanation for design --Lessons plans using a variety of content materials	

**PRE-SERVICE PERFORMANCE ASSESSMENT FOR PRACTICUM OR PRACTICUM EQUIVALENT
Boston College and Massachusetts Professional Standards for Teachers: See 603 CMR 7.08**

C3. Maintains appropriate standards of behavior, mutual respect, and safety.	0 1 2 3	Pupil-teacher contracts, photos of classroom (with explanation), CT and supervisor observation and feedback, Journal	--Classroom Management plan --Pupil-teacher contracts, or documentation of behavior modification, communication with parents and other staff --Photo of appropriate standards of behavior posted; guidelines for discussions visible
C4. Manages classroom routines and procedures without loss of significant instructional time.	0 1 2 3	Photos of classroom (with explanation, lesson plans, unit plans, CT and supervisor observation and feedback, Journal	--Photo of physical layout that allows for maximum time --Lesson plan annotated to address time spent on classroom routines and transitions --Documentation of routines for moving from center to center and classroom helpers to support routines
Mid-Term Evaluation Date:	Mid-Term Goal(s) for Standard C—Manages Classroom Climate:		
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.**

Standard D– Promotes Equity & Social Justice				
Indicators	Rating @ Final	Possible Data Sources	Possible Evidence Example(s)	Justification and Rationale for Evidence <i>(Provided by Candidate)</i>
D1. Encourages all students to believe that effort is a key to achievement.	0 1 2 3	Photos of classroom, CT and supervisor observation and feedback, lesson plans, unit plans, Journal, student work, retake tests	--Documentation showing candidates' use of positive response/praise --Grading procedures that take into account homework assignments and effort --Charts/Graphs shared with pupils on effort and achievement	
D2. Works to promote achievement by all students without exception.	0 1 2 3	Lesson plans, unit plans, CT and supervisor observation and feedback, Journal, photos of classroom, students work, retake tests	--Lesson plan that evidences essential scaffolding, provides modifications for ELL and Special Ed. --Documentation of opportunities for preview, review, re-teach, and reinforcement --Photo of "Best Work" bulletin board	
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.	0 1 2 3	Pupil work and assessments, CT and supervisor observation and feedback, Journal, lesson plans, unit plans	--Alternative assessments: songs, posters, simulations, brochures --Journal entries on meetings with parents, and ELL/Special Ed. colleagues --Lesson plans incorporating pupil experiences	
D4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, & to see themselves as members of a local, state, national, international civic &community.	0 1 2 3	CT and supervisor observation and feedback, Lesson Plans, unit plans, Journal, pupil work	--Journal entry focusing on classroom as microcosm of society --Lesson plan on importance of academic honesty, community helpers or goals of academic collaboration	

**PRE-SERVICE PERFORMANCE ASSESSMENT FOR PRACTICUM OR PRACTICUM EQUIVALENT
Boston College and Massachusetts Professional Standards for Teachers: See 603 CMR 7.08**

			<ul style="list-style-type: none"> --Pupil work on civic culture, voting/elections, national holidays (Veterans, Memorial, Labor Days) --Open Circle activities --Problems to Possibilities scenarios --Student government 	
<i>D5. * Views pupils' cultural, linguistic, and experiential prior knowledge as assets, not deficits, and builds on them in instructional strategies and activities.</i>	0 1 2 3	CT and supervisor observation and feedback, lesson plans, journal, pupil assessments, lesson plans, unit plans, photos of classroom	<ul style="list-style-type: none"> --Research and presentation based on pupil cultures --Research-based lesson plan based on how topic might be taught in different culture (reducing fractions in China) --Lesson plan where ELL pupils teach using native languages, incorporating multi-cultural word derivation --Read Aloud --Photo of native language/English word wall 	
<i>D6. * Fosters a positive environment for learning in the form of social relationships, care and cooperation among and between the teacher and pupils.</i>	0 1 2 3	Pupil work, CT and supervisor observation and feedback, lesson plans, unit plans, journal, classroom rules	<ul style="list-style-type: none"> --Cooperative learning activity where each pupil can contribute based on learning style and experience --Open circle activities --"All About me" essays --Lesson plan where candidate presents self as learning member of the class community and their own background 	
<i>D7.* Recognizes and identifies influences from his/her background and life experience that have an impact on views of education, teaching, and practice.</i>	0 1 2 3	CT and supervisor observation and feedback, lesson plans, journal, pupil assessments, Inquiry personal statement	<ul style="list-style-type: none"> --Journal entry about personal background and experiences, comparing it to pupils --Journal entry on inclusive policies for ELL and Special Ed. 	
<i>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.</i>	0 1 2 3	CT and supervisor observation and feedback, lesson plans, journal, pupil assessments	<ul style="list-style-type: none"> --Pupil interest survey --Documentation of candidates' attendance at co/extra curricula event --Organization of "buddy" system with pupils in other classes or grades --Invitations to guest speakers from community 	
<i>D9. * Identifies policies and programs that contribute to, or maintain the existence of, equity or inequity in education through written reflections and actions.</i>	0 1 2 3	CT and supervisor observation and feedback, journal, lesson plans, unit plans, GLSEN org, SIT event reflection	<ul style="list-style-type: none"> --Documentation of teaching activities in inclusive classrooms --Lesson using literature depicting people with disabilities positively --Journal entry on issues of inequity in schooling --Community Service (visit to Soup Kitchen, sending books to New Orleans, UNICEF boxes) --Summary of SIT event 	
Mid-Term Evaluation	Mid-Term Goal(s) for Standard D—Promotes Equity and Social Justice:			
Date:				

PRE-SERVICE PERFORMANCE ASSESSMENT FOR PRACTICUM OR PRACTICUM EQUIVALENT
Boston College and Massachusetts Professional Standards for Teachers: See 603 CMR 7.08

Final Evaluation	Average Rating @ Final =
Date:	

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.

Standard E – Meets Professional Responsibilities

Indicators	Rating @ Final	Possible Data Sources	Possible Evidence Example(s)	Justification and Rationale for Evidence <i>(Provided by Candidate)</i>
E1. Understands his or her legal and moral responsibilities.	0 1 2 3	NEA Code of Ethics, teachers' contract, meeting notes, Journal, CT and supervisor observation and feedback, DSS material	--Journal entry on NEA Code of Ethics, District/School Policies, or issues of confidentiality --Notes from faculty meetings on 51As --Journal entry on handling medical emergencies --Plans and topics from meetings with parents --reflection of mandate reporting	
E2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.	0 1 2 3	CT and supervisor observation and feedback, letters of recommendation, lesson plans, unit plans, photos of classroom	--Supervisor/Cooperating Teacher/Principal letter of recommendation --Lesson plans that include personal history and motivation at the beginning of lesson, and autobiographical references or photos linking self to content.	
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.	0 1 2 3	Websites, lesson plans, unit plans, journal, Professional journals, educational conference materials	--Documented use of applicable teaching/planning websites --Lesson plan that includes suggestion from journal, or data from article to drive lesson-planning decisions --Documented participation in professional development activities or educational conferences --Journal entry reflecting on professional articles	
E4. Collaborates with colleagues to improve instruction, assessment, and student achievement.	0 1 2 3	Journal, Meeting notes, lesson plans, unit plans, teaching materials	--Journal entry on unit plan collaboration with CT --Documentation of collaboration with ELL and Special Ed. staff --Materials created with other teachers --Lesson plan from co-taught lesson --Documentation of use of "Critical Friends" model.	
E5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.	0 1 2 3	Progress Reports/Report cards, P/T conference notes, phone, e-mail communication, Journal, lesson plans	--Materials sent to parents/guardians (letters, progress reports, email, phone calls) --Parent Conference form --Journal entry focused on how CT communicates with parents --Class Newsletter --Lesson plan for a "Family Day" --Lesson plan including family involvement	

PRE-SERVICE PERFORMANCE ASSESSMENT FOR PRACTICUM OR PRACTICUM EQUIVALENT
Boston College and Massachusetts Professional Standards for Teachers: See 603 CMR 7.08

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.	0 1 2 3	Journal, notes from Quality Conversations, audio/video tapes, lesson and unit plans	--Supervisor Evaluation form --Journal entry reflecting on how to improve and goal setting --View and reflect on audio/video tape of own teaching --Reflection on teaching a lesson to another class
E7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.	0 1 2 3	Journal, meeting notes, school policy statement	--Journal entry on schools' Internet policy --Documentation of meetings/consultations with technology/media staff
Mid-Term Evaluation	Mid-Term Goal(s) for Standard E—Meets Professional Responsibilities:		
Date:			
Final Evaluation	Average Rating @ Final =		
Date:			

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.

Boston College Standard F – Assesses & Promotes Pupil Learning

Indicators	Rating @ Final	Possible Data Sources	Possible Evidence Example(s)	Justification and Rationale for Evidence (Provided by Candidate)
<i>F1. Provides opportunities for pupils to be reflective of and take responsibility for their own learning.</i>	0 1 2 3	Lesson plans, unit plans, curriculum frameworks, pupil work and assessments, CT and supervisor observation and feedback, Journal	--Self correction policy and rubric --Rubric designed for pupil use and feedback into grading and goal setting --Pupil work demonstrating opportunities for re-doing and re-teaching	
<i>F2. Provides formative and summative opportunities for pupils to connect their learning to experiences or situations significant in their lives.</i>	0 1 2 3	Lesson plans, unit plans, curriculum frameworks, pupil work and assessments, CT and supervisor observation and feedback, Journal	--Authentic assessment with criteria --Pupil journal entries on connections between school and home --Group or partner activities that draw on skills/strengths of each member	
<i>F3. Explicitly uses data from a variety of indicators of pupil learning to make instructional decisions and recommendations for practice.</i>	0 1 2 3	Lesson plans, unit plans, curriculum frameworks, pupil work and assessments, CT and supervisor observation and feedback, Journal	--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	
<i>F4. Identifies the needs, talents, and abilities of pupils, and links these to subsequent lesson planning.</i>	0 1 2 3	Lesson plans, unit plans, curriculum frameworks, CT and supervisor observation and feedback, Journal	--Lesson plan utilizing several strategies --Documentation of modifications made with consideration to learning style and ability --Unit plan that builds on theories of multiple intelligences, or the cognitive and affective domains	

PRE-SERVICE PERFORMANCE ASSESSMENT FOR PRACTICUM OR PRACTICUM EQUIVALENT
Boston College and Massachusetts Professional Standards for Teachers: See 603 CMR 7.08

<i>F5. Promotes interpretation, analysis, synthesis, evaluation, and application of information, rather than reproduction of information.</i>	0 1 2 3	Lesson plans, unit plans pupil work and assessments, CT and supervisor observation and feedback, Journal	--Unit plan that includes strategies for building on Bloom's Taxonomy or Maslow's Hierarchy of Needs --Pupil work or assessments that incorporate higher-order thinking skills
<i>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.</i>	0 1 2 3	Lesson plans, unit plans, meeting notes, pupil work and assessments, CT and supervisor observation and feedback, Journal	--Notes and planning for phone calls home --Journal entry focusing on social and emotional needs of pupils over time --Pupil Portfolios with work samples, assessments, learning groups, goals/contracts
<i>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.</i>	0 1 2 3	Lesson plans, unit plans, pupil work and assessments, CT and supervisor observation and feedback, Journal	--Sociogram --Documentation of motivational strategies --Journal entry on rationale behind various pupil groups/partner arrangements --Open Circle activity on cooperation and open exchange of ideas ("Simply Sharing")
<i>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.</i>	0 1 2 3	Lesson plans, unit plans, pupil work and assessments, CT and supervisor observation and feedback, Journal	--Guidelines for group work or class debates --Documentation from pupil debates/dialogues --Lesson plan from "mock trials" --"Take a Stand" lesson plan
Mid-Term Evaluation	Mid-Term Goal(s) for Standard F—Assesses & Promotes Pupil Learning:		
Date:			
Final Evaluation	Average Rating @ Final =		
Date:			

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.

Boston College Standard G – Demonstrates an Inquiry Stance in Daily Practice

Indicators	Rating @ Final	Possible Data Sources	Possible Evidence Example(s)	Justification and Rationale for Evidence (Provided by Candidate)
<i>G1. Draws on one's own prior academic and personal knowledge, coursework, and experience to make instructional choices.</i>	0 1 2 3	Lesson plans, unit plans, CT and supervisor observation and feedback, Pupil work and assessments, IEP, Journal	--Lesson plan featuring strategies from Methods course --Planning and reflection on use of Socratic Seminar --Documentation from consultations with subject "coaches" to plan and implement lessons	
<i>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.</i>	0 1 2 3	Lesson plans, unit plans, CT and supervisor observation and feedback, Journal	--Lesson plan based on research from professional journal article --Thematic Unit plan using scaffolding --Documentation of use of Vygotsky's Zone of Proximal Development for range of pupils --Lesson plan based on ideas presented in methods course	

**PRE-SERVICE PERFORMANCE ASSESSMENT FOR PRACTICUM OR PRACTICUM EQUIVALENT
Boston College and Massachusetts Professional Standards for Teachers: See 603 CMR 7.08**

<p><i>G3. Collects and reports data on pupil outcomes for the purpose of assessing teaching and modifying practice, based on the specific classroom context.</i></p>	<p align="center">0 1 2 3</p>	<p>Lesson plans, unit plans, CT and supervisor observation and feedback , Pupil work and assessments</p>	<p>--Assessments linked to corresponding modifications of lesson plans --Pupil Portfolios containing pre-test/re-test measures --Documented use of materials/resources specific to given classroom/school context</p>	
<p><i>G4. Daily reflection on instructional decisions explicitly connecting modifications of curriculum and instruction to pupil learning.</i></p>	<p align="center">0 1 2 3</p>	<p>Lesson plans, unit plans, CT and supervisor observation and feedback , Journal</p>	<p>--Informal assessment strategies used daily --Documentation of repeated teaching strategies (dipsticking) --Journal entry detailing lesson reflections and pupil learning</p>	
<p><i>G5. Demonstrates the role of a teacher as a reflective and recursive practitioner in order to develop Inquiry as Stance.</i></p>	<p align="center">0 1 2 3</p>	<p>Lesson plans, unit plans, CT and supervisor observation and feedback, Pupil work and assessments, Journal, audio/video tapes</p>	<p>--Content Area Mentoring query --Journal entry that reviews and reflects on effectiveness of teaching --Analysis of Audio/Video tape of self teaching</p>	
<p><i>G6. Utilizes one's own and others' research in generating practices (e.g. lesson planning, modifying instruction, developing assessments.)</i></p>	<p align="center">0 1 2 3</p>	<p>Lesson plans, unit plans, CT and supervisor observation and feedback, Pupil work and assessments, Journal, meeting notes</p>	<p>--Lesson plan incorporating Inquiry Project findings or research-based strategies from professional journal article --Bibliography of resources --Documentation from collaborations with colleagues</p>	
<p>Mid-Term Evaluation Date:</p>	<p>Mid-Term Goal(s) for Standard G—Demonstrates an Inquiry Stance in Daily Practice:</p>			
<p>Final Evaluation Date:</p>	<p>Average Rating @ Final =</p>			

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.

PRE-SERVICE PERFORMANCE ASSESSMENT FOR PRACTICUM OR PRACTICUM EQUIVALENT
Boston College and Massachusetts Professional Standards for Teachers: See 603 CMR 7.08

Summary Decision for Pre-service Performance Assessment

Teacher candidate's *Pre-service Performance Assessment* in the practicum or practicum equivalent meets the Professional Standards for Teachers as specified by the State of Massachusetts and Boston College:

Yes _____ No _____

Candidate (sign): _____ License: _____

Program Clinical Supervisor (sign): _____ Date: _____

Supervising Practitioner (sign): _____ Date: _____

Standard	Average Rating across Indicators
(a) Plans Curriculum	
(b) Delivers Effective Instruction	
(c) Manages Classroom Climate	
(d) Promotes Equity & <i>Social Justice</i>	
(e) Meets Professional Responsibilities	
(f) <i>Assesses and Promotes Pupil Learning</i>	
(g) <i>Demonstrates an Inquiry Stance in Daily Practice</i>	

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.

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

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.

VI. Rubric for the PPA-PLUS

Standard A. Plans Curriculum and Instruction				
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.	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.	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.	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.	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.
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.	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.	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.	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.	Pupils are involved in goal setting; learning activities are highly relevant to student needs; lessons are clearly developmentally planned and implemented.
A3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within classroom.	Overly dependent on reading textbook. Does not utilize appropriate reading materials and other resources to promote further learning.	Limited incorporation of high interest materials, trade books and interactive reading/writing lessons; rarely shifts from monocultural views to multicultural literacy views.	Evidence of a language-rich environment, with carefully selected materials and use of independent reading/writing. Uses resources to promote multicultural learning.	Instructional activities clearly convey literacy rich environment; evidence of multiple activities and integration across the curriculum; demonstrable effort to promote pupil learning for pupils.
A4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and designs lessons that strengthen student reading and writing skills.	Displays little understanding of prerequisite knowledge and experiences important for student learning and does not indicate that such knowledge is valuable.	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.	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.	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.
A5. Plans lessons with clear objectives and relevant measurable outcomes.	Assessment results minimally affect lesson plans, objectives are unclear and/or outcomes are inappropriate, vague and not measurable.	Uses assessment results to plan for the class as a whole; some content is not related to the objectives; outcomes are measurable but inconsistent.	Uses assessment results to plan individuals and groups of pupils; appropriate objectives are used in planning with the use of clear measurable outcomes.	Provides insights to pupils meeting established objectives and provides opportunity for student participation in planning; outcomes are clear, and assessed consistently.
A6. Draws on resources from colleagues, families, and the community to enhance learning.	Does not seek out resources through colleagues, school, district, family, or university, etc	Displays limited awareness of resources available through colleagues, school, district, family, or university, etc	Regularly draws on resources available through colleagues, school, district, family, or university, to enhance student learning.	In addition to utilizing resources available, he/she actively seeks other materials to use to enhance instruction, (e.g. from professional organizations).

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.

A7. Incorporates appropriate technology and media in lesson planning.	The use of technology and media is not evident or inappropriate in lesson planning or delivery.	Incorporates technology and media in lesson planning but use is limited to candidate demonstration of the resources.	Able to effectively incorporate technology in lesson planning. Pupils are able to use technology to enhance their learning.	Incorporates technology and media in lesson planning. Pupils are able to evaluate different forms of technology and media in their learning.
A8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.	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.	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.	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.	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.
Standard B. Delivers Effective Instruction				
B1. Communicates high standards and expectations when <u>beginning the lesson</u>. e) Makes learning objectives clear to students. f) Communicates clearly in writing and speaking. g) Uses engaging ways to begin a new unit of study or lesson. h) Builds on students' prior knowledge and experience.	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.	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

	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.

<p>B2. Communicates high standards and expectations when <u>carrying out the lesson</u>.</p> <p>a) Uses a balanced approach to teaching skills and concepts of elementary reading and writing.</p> <p>b) Employs a variety of content-based and content-oriented teaching techniques 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).</p> <p>c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (<i>See license-specific questions in Guidelines</i>, pp. 13-44)</p> <p>d) Employs a variety of reading and writing strategies for addressing learning objectives.</p> <p>e) Uses questioning to stimulate thinking and encourages all students to respond.</p> <p>f) Uses instructional technology appropriately.</p> <p>g) Employs appropriate sheltered English or subject matter strategies for English language learners.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>B3. Communicates high standards and expectations when <u>extending and completing the lesson</u>.</p> <p>a) Assigns homework or practice that furthers student learning and checks it.</p> <p>b) Provides regular and frequent feedback to students on their progress.</p> <p>c) Provides many and varied opportunities for students to achieve competence.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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.

B4. Communicates high standards and expectations when evaluating student learning. a) Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction. b) Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel	Unaware of a variety of assessment techniques; assessment results minimally affect lesson planning; assessment data is not provided; records for recording and monitoring assessment data are in disarray, or not up to date resulting in errors and confusion; Provides minimal information to parents and does not respond or responds insensitively to parent concerns about pupils.	Limited knowledge of assessment techniques and uses a restricted number of techniques to establish a present level of performance; uses assessment results to plan for the class as a whole; adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Aware of a variety of formal and informal assessment techniques and uses them to establish a present level of performance; uses assessment results to plan for individuals and groups of pupils; assessment data is consistently communicated to pupils and parents identifying areas needing improvement; system for recording and monitoring assessment data is fully effective.	Uses a variety of formal and informal assessment techniques and understands the learning implications of each; assessment data is consistently communicated to pupils, parents and school personnel; system for recording and monitoring assessment data is highly effective. Provides information to parents frequently on both positive and negative aspects of student progress. Demonstrates initiative and creativity by creating new opportunities for communicating with families.
---	---	--	--	---

Standard C. Manages Classroom Climate

C1. Creates environment that is conducive to learning.	Rapport with pupils average to poor; loses patience easily; has difficulty staying positive with pupils; environment more negative than affirming.	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.	Rapport with pupils very good; almost never loses patience; is positive with the pupils the majority of the time; environment positive and affirming.	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.
C2. Creates physical environment appropriate to a range of learning activities.	Classroom is unsafe and unsuitable for lesson activities; physical resources are not utilized or used poorly; learning is not accessible to pupils.	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.	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.	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.
C3. Maintains appropriate standards of behavior, mutual respect, and safety.	Student behavior is not monitored; interactions with pupils are negative, demeaning, or sarcastic; pupils exhibit disrespect for candidate.	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.	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.	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.
C4. Manages classroom routines and procedures without loss of significant instructional time.	Much time is lost during transitions; materials, supplies and equipment are handled inefficiently resulting in loss of instructional time.	Transitions are sporadically efficient resulting in loss of some instructional time; routines, procedures for handling materials, supplies and equipment function moderately well.	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.	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.

Standard D. Promotes Equity and Social Justice

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.

D1. Encourages all students to believe that effort is a key to achievement.	Lesson plans and activities convey limited expectations for student achievement; effort of failing pupils is regularly overlooked	Lesson plans and activities convey moderate expectations for student achievement; effort of failing pupils is occasionally overlooked	Lesson plans and activities convey clear expectations for student achievement; effort of pupils is consistently noted	Includes pupils in setting high expectations for lessons and activities; Modifies expectations for individual student needs while holding pupils to high standards
D2. Works to promote achievement by all students without exception.	Pupils receive the same delivery of instruction and assignments regardless of differences.	Awareness of the need for modifications exists, response modes occasionally accommodates needs for diverse learners.	Lesson plans take into account the needs of diverse learners with appropriate modifications being a routine part of planning and delivery.	Individualized instruction allows for Pupils to succeed and be challenged.
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.	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.	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.	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.	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.
D4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, & to see themselves as members of a local, state, national, international civic & community.	Little attention to given to understanding American culture, its ideals and founding principles; no sense of belonging to a community is established for pupils in the classroom.	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.	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.	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.
D5. * Views students' cultural, linguistic, and experiential prior knowledge as assets, not deficits, and builds on them in instructional strategies and activities.	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.	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.	Probes pupils for connections to their cultural, linguistic and experiential knowledge, and values different views of the pupils; demonstrates that diversity is an asset, and attempts to connect this information to instruction.	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 (not a deficit).
D6. * Fosters a positive environment for learning in the form of social relationships, care and cooperation among and between the teacher and pupils.	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.	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.	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.	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.

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.

<i>D7. * Recognizes and identifies influences from his/her background and life experience that have an impact on views of education, teaching, and practice.</i>	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.	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.	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.	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.
<i>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.</i>	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.	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.	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.	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.
<i>D9. * Identifies policies and programs that contribute to, or maintain the existence of, equity or inequity in education through written reflections and actions.</i>	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.	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.	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.	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.

Standard E. Meets Professional Responsibilities				
E1. Understands his or her legal and moral responsibilities.	Has no knowledge or understanding of the moral and legal responsibilities of teaching.	Has basic knowledge and understanding of the moral and legal responsibilities of teaching.	Has a clear understanding of the moral and legal responsibilities of teaching and can apply them.	Has a thorough knowledge and understanding of the moral and legal responsibilities of teaching and effectively implements them.

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.

E2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.	Shows little if any enthusiasm for his/her academic discipline; misconceptions about the content are evident.	Has limited enthusiasm for the academic discipline; an incomplete understanding of the important concepts and generalizations of the discipline.	Shows enthusiasm for the academic discipline and displays a complete and accurate understanding of the important concepts and generalizations of the discipline.	Enthusiastically presents the academic discipline to pupils, demonstrates a thorough understanding of the important concepts, and provides new insights into that information.
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.	Engages in no professional development activities to enhance knowledge or skill.	Participates in professional activities to a limited extent when they are convenient.	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skills.	Seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his/her classroom.
E4. Collaborates with colleagues to improve instruction, assessment, and student achievement.	Relationships with colleagues are negative or self-serving; rarely communicates with colleagues about teaching, or communication focuses on complaints or gossip.	Maintains cordial relationships with colleagues to fulfill the duties that the school or district requires. Does not seek out colleagues when faced with opportunity to collaborate.	Support and cooperation characterize relationships with colleagues; often collaborates with colleagues in discussing needs of individual pupils, or to solicit feedback on lessons or activities.	Support and cooperation characterize relationships with colleagues; often assumes leadership among peers; offers suggestions on how instruction, assessment and student achievement can be improved; values critique.
E5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.	Provides minimal academic information to parents and does not respond or responds insensitively to parent concerns about pupils.	Adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Communicates with great sensitivity to parents about pupils' progress on a regular basis and is available as needed to respond to parent concerns.	Provides information to parents frequently on both positive and negative aspects of student progress, demonstrates initiative and creativity by creating new opportunities for communicating with families.
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.	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.	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.	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.	Seeks out opportunities for professional development and makes a systematic attempt to assess own teaching skills. Makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
E7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.	Has little or no knowledge of legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.	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.	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.	Has a thorough knowledge and understanding of the legal and ethical issues as they apply to the use of the Internet and other resources and is able to run a classroom that effectively incorporates appropriate use of the Internet and other resources.

Standard F. Assesses & Promotes Pupil Learning

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.

F1. Provides opportunities for pupils to be reflective of and take responsibility for their own learning.	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.	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 <u>about</u> their own learning.	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).	Curriculum and instruction provide rich and varied learning opportunities, high academic standards for pupils, and appropriate accommodations for diverse pupil needs. Pupils and the candidate regularly engage in active reflection <u>about</u> their learning, not just reflection conducted as part of learning.
F2. Provides formative and summative opportunities for pupils to connect their learning to experiences, observations, feelings, or situations significant in their lives.	The candidate relies solely on verbal communication, with little regard for the diverse experiences, needs, and interests of the pupils.	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.	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.	The candidate uses multi-modal communication that is highly descriptive of the lesson as a whole, and purposefully introduces formative and summative opportunities that challenge pupils to connect their experiences, needs and interests with learning.
F3. Explicitly uses data from a variety of indicators of pupil learning to make instructional decisions and recommendations for practice.	The candidate utilizes singular indicators of pupil learning to assess pupil outcomes and modify instruction, and frequently ignores data in making instructional decisions.	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.	The candidate utilizes effective, diverse, and appropriate indicators of pupil learning, and identifies evidence that data from indicators is used to make instructional decisions.	The candidate utilizes many effective, diverse, and appropriate indicators of pupil learning, and regularly and explicitly uses data from indicators to make appropriate instructional decisions.
F4. Identifies the needs, talents, and abilities of pupils, and links these to subsequent lesson planning.	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.	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.	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.	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.
F5. Promotes interpretation, analysis, synthesis, evaluation, and application of information, rather than reproduction of information.	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.	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.	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.	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.

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.

<i>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.</i>	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.	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.	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.	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.
<i>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.</i>	The candidate ignores social and emotional outcomes in assessment of pupil learning, and permits or ignores disrespectful or inappropriate social behavior among pupils.	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.	The candidate readily identifies opportunities for social and emotional learning, and offers evidence of monitoring and reflecting on these opportunities.	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.
<i>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.</i>	The candidate gives little, if any, opportunity for pupils to participate in group discussions or debates. The candidate utilizes an authoritarian role, where student voices are not considered.	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.	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.	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.
Standard G. Demonstrates an Inquiry Stance in Daily Practice				
<i>G1. Draws on one’s own prior academic and personal knowledge, coursework, and experience to make instructional choices.</i>	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.

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.

<i>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.</i>	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.
<i>G3. Collects and reports data on pupil outcomes for the purpose of assessing teaching and modifying practice, based on the specific classroom context.</i>	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.
<i>G4. Daily reflection on instructional decisions explicitly connecting modifications of curriculum and instruction to pupil learning.</i>	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.
<i>G5. Demonstrates the role of a teacher as a reflective and recursive practitioner in order to develop Inquiry as Stance.</i>	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.
<i>G6. Utilizes one's own and others' research in generating practices (e.g. lesson planning, modifying instruction, developing assessments.)</i>	Does not draw 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.

BOSTON COLLEGE PRESERVICE PERFORMANCE ASSESSMENT RUBRIC

	<p>SCORE = 0 Unsatisfactory Candidate does not meet STANDARD, regardless of ratings on additional indicators</p>	<p>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</p>	<p>SCORE = 2 Proficient Candidate meets INDICATOR</p>	<p>SCORE = 3 Exceeds Candidate exceeds INDICATOR</p>
--	--	--	---	--

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

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 (U-Mass 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 and Applying for Teacher Licensure

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

1. Successful Completion of All Practicum Requirements:

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.

Student teachers may complete the requirements as a college course and NOT be endorsed for MA license if in the opinion of the Director of Practicum Experiences that student has not met the professional standards for MA Licensure, as documented on the **DESE PPA-PLUS**

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 Binder 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. A DESE Evidence Binder Sharing session is recommended throughout the practicum when student teachers will share parts of **Evidence Binder** and the aligned **PPA-PLUS**. This may also be done individually as needed.

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 #4)

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.

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, and is not limited to the PPA-PLUS*. Using Form #4 the Supervisors submits a Recommended Grade to the Director, and comments on the degree of mastery by 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.

6. Teacher License Endorsement by Certification Officer (given at Endorsement Meeting)

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 BC form#4 as well as the DESE Pre-service Performance Assessment-PLUS. Partial completion of requirements may result in course completion and grading *without Endorsement for Licensure*. Licensure disputes may be resolved by a mediator agreed upon at the Initial Meeting. ***Form #1 (Agenda for Initial Conference) and the PPA-PLUS must include the name of the identified Mediator,***

This meeting serves as a “final exam” for completion of the program. Endorsement will not be given to students who do not attend an endorsement Meeting. This meeting will be scheduled during the **week(s) following** student teaching. Individual Endorsement Meetings will be arranged upon written request to the Director.

All licensure questions and materials for application both in and out-of-state will be available at this meeting. Preparation for this Endorsement Meeting is listed in detail in the Completion of Practicum & Inquiry tab section of this syllabus.

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.

A 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.

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 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: 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 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, 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.

B Minus: A student teacher who has demonstrated minimal progress and minimal measures of achievement at the end of the semester. He/she shows inadequate 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.

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 all areas of practicum requirements as documented by the university supervisor. The student is not eligible to receive the Boston College Endorsement, is not ready for his/her own classroom and may be advised to reconsider the program and teaching as a profession.

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.

Attendance & Professional Attire	Unit Plan/Content & Learning Objectives
Quality Conversations & Required Readings	Self Assessments
Weekly Journals	PPA-PLUS and Evidence Binder
Lesson Plans/Content, Learning & Language Objectives	Final Reflective Essay

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 #4, the PPA-PLUS (dated & signed) and Attendance Form to Supervisor
- 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 #4, plus *ATTENDANCE* Sheet with *COVER SHEET* signed by **Clinical Supervisor**.
2. ***Copy of your Final Reflection Essay:*** Select either “What Teaching for Social Justice Mean to Me” or “How My Teaching Impacts Pupil Learning.” Please include a Cover Sheet with Name, *Site, Program, Semester and Year* (*Essays will be read and shared with faculty during discussions of how teaching for social justice, and pupil learning is perceived by student teachers*).

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** the Stapled Packet described above plus the Final Reflection Essay as described above.
- 3) **You will complete** Evaluation forms about the program, the Practicum Office and your Clinical Faculty Supervisor
- 4) **You will complete** an EXIT Survey, unless you have submitted one on line.
- 5) **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.

VIII: Appendices

Appendix A: Required Reading:

Practicum Policies and Procedures

Available on line at:

<http://www.bc.edu/schools/lsoe/academics/practicum/policies.html>

Quick link to Practicum Experiences

Appendix B:

English Language Learners Manuals

Available on line at:

www.bc.edu/schools/lsoe/title-iii/resources/manuals/

Manuals

Title III has collaborated with LSOE's Office of 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 C:

Practicum Calendar available at

<http://www.bc.edu/schools/lsoe/academics/practicum.html>

Quick Link to Practicum

Appendix D: Looking for a Job?

Career Center Connections: <http://careercenter.bc.edu>

<http://jobtrac.com> or <http://www.doe.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 E: Lesson Plan Template to be used for all Observed Lessons & Unit Plan Lessons



Full Practicum Lesson Template

Name: _____ Date: _____

School: _____ Grade: _____

Starting and Ending Time: _____ to _____

OVERVIEW OF THE LESSON
<p>MA Curriculum Standards¹: With regard to how this lesson fits into the “big picture” of the students’ long-term learning, which MA standard does the lesson most clearly address?</p>
<p>Instructional Objective: By the end of the lesson, (1) <i>what</i> concept, information, skill, or strategy will the student(s) learn and (2) <i>how</i> will they demonstrate that knowledge?</p>
<p>Language Objective²: By the end of the lesson, (1) <i>what</i> language, relating to the lesson and lesson content, will the student(s) know or learn, and (2) <i>how</i> will they demonstrate that knowledge?</p>
<p>Assessment: What specific, tangible evidence will show that each student has met the two types of objectives?</p> <ul style="list-style-type: none">• <i>Assessment of the instructional objective:</i> • <i>Assessment of the language objective:</i>
<p>Content: What are the specific details of the lesson’s content knowledge? Which aspects of the content knowledge may be confusing for students?</p>

¹ If planning for ELLs, please include an English Language Proficiency Benchmark and Outcome (ELPBO) standard, as well (see p.11 and/or pp.95-104 in the ELPBO document, which you can access on Blackboard).

² Please refer to any read aloud training materials (elementary), academic language training materials (secondary), or any other course materials for decisions regarding which comprehension strategies and/or tiers of vocabulary to teach your student(s). Please note that these materials can help you to develop well-informed planning habits *that support the effective teaching of language* and language concepts to all students.

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 (__ minutes³): How will you introduce the instructional objective to the students, 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?

³ **Planning Tip:** To facilitate the pacing of your lesson, try to estimate (and then write down) the number of minutes for each section.

SUPPORTING ALL LEARNERS

Learner Factors: If teaching a small or whole group, what will you do to ensure success from all students – including struggling students who may need additional strategies; students on special educational plans; English language learners; and students who may need an extended challenge? Check off all that apply.

- | | | |
|---|---|---|
| <input type="checkbox"/> Adjust Grouping Formats | <input type="checkbox"/> Extend Time of Selected Work | <input type="checkbox"/> Give More Frequent Breaks |
| <input type="checkbox"/> Oral, Pointing, Signed Responses | <input type="checkbox"/> Reread Directions | <input type="checkbox"/> Handout Hard Copy of Board Notes |
| <input type="checkbox"/> Give Additional Examples | <input type="checkbox"/> Use Assistive Devices to Respond | <input type="checkbox"/> Word Processor/Computer |
| <input type="checkbox"/> Write Homework List | <input type="checkbox"/> Post visual picture or schedule | <input type="checkbox"/> Seating Near Advanced Students |
| <input type="checkbox"/> Give Daily Progress Report | <input type="checkbox"/> Give Verbal Reminders | <input type="checkbox"/> Use Graphic Organizer |
| <input type="checkbox"/> Use of Braille or Large Print | <input type="checkbox"/> Use of Interpreter | <input type="checkbox"/> Increase the Number of Review Activities |
| <input type="checkbox"/> Give Student Copy of Directions | <input type="checkbox"/> Give Verbal Cues to Emphasize Main Ideas | <input type="checkbox"/> Pair Students |
| <input type="checkbox"/> Provide an Alternate Reading Level for a Reading | <input type="checkbox"/> Use Page Markers | |

Specific Examples: Choose 3 examples from the list above and explain in detail the differentiation.⁴

Example 1:

Example 2:

Example 3:

⁴ For each lesson that you teach, try to choose different examples from the above list to describe in detail.

FINAL DETAILS OF THE LESSON

Classroom Management: If teaching a small group, how will you use classroom routines, support 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 Standard)?

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. 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

SIT – Special Issues in Teaching

SPED – Special Education

SRI – Scholastic Reading Inventory

SWBAT – Students **W**ill **B**e **A**ble **T**o

WIAT – Wechsler Individual Achievement Test

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 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/> 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> for additional details about Academic Integrity.