

WELCOME to Student Teaching as a Reading Specialist 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!***

Acts of nature – snowstorms, school closings, etc. also need to be noted on your attendance form – and only a call to your supervisor is required.

Policy for ANY missed days is to 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 clinical faculty supervisor. See Policy & Procedures for guidelines:
<http://www.bc.edu/schools/lsoe/academics/practicum/policies.html>

RECORD your attendance on your Attendance Record in this syllabus. This form must be copied and included with all final paperwork at the end of the field experience.

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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 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 the 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 and Secondary Education (DESE) Educator Licensure and Preparation Standards for Teachers. Effective October 1, 2001, the DESE identified the following :

The Five Performance Standards

- Plans Curriculum and Instruction
- Delivers Effective Instruction
- Manages Classroom Climate and Operation
- Promotes Equity
- Meets Professional Responsibilities

A full description of the **BC Expanded PPA-PLUS** is found on page 17.

What it Takes to Complete the Boston College Masters Program and Achieve Licensure as a Special Educator

| Completing a Masters Degree at BC | Obtaining a Massachusetts Teacher License |
|--|---|
| Complete all academic course work at a B level or better. | Successfully complete the Masters Degree as listed left. Create your Personal Profile on DESE website/ELAR |
| Complete a pre-practicum experience ED429 with Inquiry Seminar Part 1 ED431 discussion group. (LSOE 5th year students in MS/Reading see advisor) | PASS the Massachusetts Educator Test for Licensure MTEL for your area. Test registration packets available in Practicum Office and on-line at www.doe.mass.edu/teachertest |
| Complete a field experience with Inquiry Seminar Part 2 ED432 discussion and requirements. (Includes LSOE 5th year students) | Attend a Mandatory Endorsement Meeting with Certification Officer/Director of Practicum Experiences & Teacher Induction, for Massachusetts or Out of State licenses. Information and applications will be discussed at this meeting. |
| Complete all requirements for Comprehensive Examinations (ED431 & ED432). Your comprehensive paper to be read by three faculty members. | Apply directly to the Department of Education for teacher license upon completion of program. Endorsement is placed on the transcript to verify completion of student teaching and Masters approved program completion. |

ATTENTION: IMPORTANT

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.

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

1. GPA 3.0 for graduate field experience
2. Content area course work successfully completed
3. All methods courses must be complete.
4. Successful completion of pre-practicum experience or *approved waiver* from Director of Practicum
5. Experiences Successful completion of ED 431 – Part #1 of Inquiry Seminar
6. ALL students are strongly encouraged to complete a pre-practicum in this new field of subject matter knowledge to better prepare for the field experience.

Application and Registration Requirements:

1. Submission of completed Full Practicum Application to the Practicum Office
2. Practicum course registration through AGORA- ED 610
3. Inquiry course registration through AGORA – ED 432
4. Submission of **white copy** of Consent Form signed by school personnel
5. Proposal submitted if completing student teaching as a Contract Teacher or teacher aide in own classroom.
6. Contract Teachers may opt to complete the practicum over BOTH Fall and Spring semesters.

II. Requirements for Graduate Student Teaching: Reading & Literacy

Goals for the Full Practicum:

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

Course Description: ED 610

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

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

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

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

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

Linking Student Teaching with Inquiry:

Balancing the required Professional Standards through a "collaborative critical inquiry" approach is the key to a successful teacher preparation program. A complete list of requirements is listed in the DESE Pre-service Performance Assessment PLUS and the Evidence Binder descriptive sections of this syllabus

Requirements for Reading Specialist License

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

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

This includes:

1. Subject Matter Knowledge (See Appendix in Your Field of Knowledge)
2. Completing the DESE Pre-service Performance Assessment (PPA-PLUS) as documentation of your competency in the new role and new field of teaching.
3. Creating an Evidence Binder of artifacts that are aligned with the PPA –PLUS Indicators.
4. Successfully responding to the License Specific Questions in the PPA.-PLUS
5. Reflecting and Inquiring (ED 431 & ED 432) into your practice

Contract Teachers and Paid Aides

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

The ***proposal*** must include a plan that describes how you will fulfill professional responsibilities that include opportunities for:

1. Direct Instruction of children in all areas of literacy across the curriculum
2. Assessment (formal and informal) of children in all areas of literacy
3. Consultation and Collaboration with other school based practitioners and families in all areas of literacy instruction and development.

Because contract people are teaching full-time, all day, an extension of the due dates for the **DESE Evidence Binder** and **Pre-service Performance Assessment-Plus** are reasonable requests. If you have any general questions about appropriate modifications contact the Director.

If you are ***not a contract teacher*** or a paid instructional aide, the practicum experience will be “full time” in the role of the license you are seeking. You will create a ***Professional Plan*** that includes opportunities for ***Direct Instruction, Assessment and Consultation and Collaboration*** as described above, plus the seven Professional Standards for Licensure included in the **DESE PPA-PLUS. (See Appendix G).**

You will create this ***Professional Plan*** with your cooperating teacher(s) at the school(s) and your college supervisor. Note the time you will spend in each of the seven standards for licensure and the types of activities that will demonstrate your competency. Use the knowledge from the Department of Education to guide you. You may fulfill the requirements at more than one school or level.

Reading Specialist Student Teaching Requirements at a Glance

Meetings, Conferences, Required Readings & Seminars

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

Planning Lessons & Teaching Materials

Create a Professional Plan
Develop lesson plans for literacy education with modifications for diverse learners and ELLs
Typed Lesson Plans, using BC lesson plan template, for each Formal Observation with Supervisor
Observed Lessons, use Lesson Plan Template Found in the Appendices of this Syllabus
Amass Reading Specialist Teaching Time across the curriculum and grade levels
Amass “Solo teaching” 2 weeks or as agreed with cooperating teacher or department chair
Document experience using Chart in Appendix G

Connecting with Personnel on Site

Attend Study Group meetings or Quality Conversations, and work with faculty, specialists, teams, etc.
Meet with parents as appropriate
Complete FOUR Required Readings and share with Study Group, Practitioners & other Student Teachers

Products to Complete and Submit to Supervisor

Review the **Pre-service Performance Assessment (PPA-PLUS)** weekly
Collect artifacts as evidence for the State 5 Standards for Licensure, plus 2 additional BC Standards
Review **DESE Evidence Binder** regularly with supervisor
Submit **DESE Evidence Binder** to Supervisor on due date set by supervisor
Submit Weekly Journal to supervisor
Submit Final Reflection essay to supervisor

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 class mgmt

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 learn

Recommended Timeline for Completing Requirements

See samples of 14 week timelines

| 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 ▪ Collect artifacts for Evidence Binder ▪ Complete assigned <i>Required Readings</i> | <ul style="list-style-type: none"> ▪ Observe, assist, co-teach, learn classroom routines ▪ Review IEP's ▪ Attend Inquiry Seminar ▪ Participate in Quality Conversations or Professional/ Group Meetings |
| Middle – Gaining Confidence | |
| <ul style="list-style-type: none"> ▪ Modify content & support pupils ▪ Participate in Pre & Post Observe Conferences ▪ Submit Weekly Journal to Supervisor ▪ Participate in Quality Conversations ▪ Complete assigned <i>Required Readings</i> ▪ Participate in Midterm Observe & Conference ▪ Ongoing Observing, assisting, co-teaching and classroom routines ▪ Attend Inquiry Seminar | <ul style="list-style-type: none"> ▪ Participate in meetings & work with faculty, specialists, teams, etc. ▪ Review & Discuss the PPA-PLUS ▪ Meet with parents as appropriate ▪ Gradually assume more responsibility for planning, teaching, assessments & classroom management & routines ▪ Continue to build Evidence Binder ▪ Conduct informal/formal assessments |
| End – Assuming More Responsibility & Flying Solo | |
| <ul style="list-style-type: none"> ▪ Modify contents & support pupils ▪ Attend Pre & Post Observe Conferences ▪ Submit Weekly Journal to Supervisor ▪ Participate in Quality Conversations ▪ Attend Inquiry Seminar ▪ Complete assigned Required Readings ▪ Participate in Final Observe & Conference ▪ 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 to Supervisor |
| 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 | |

Suggested Monthly Agendas for Professional Study Group Meetings

Where possible, form study groups with Reading Student colleagues. Four, one hour (minimum) meetings are recommended. Time and venue to be determined by the participants. Each meeting should have a group leader and that leadership should rotate with each session. Each participant must come prepared with at least one professional journal article, or chapter, on the following assigned topics and supply a copy for each group member. Where the Professional study Group is not possible, students will participate in Quality Conversations with their supervisor and other student's on site.

** Those students who are completing a year-long experience will be part of a group second semester.*

| Topics for Discussion | |
|---|---|
| Study Group Meeting #1 Date _____ | Phonemic Awareness and Phonics: Principles and Instructional Practices |
| Study Group Meeting #2 Date _____ | Current Research on Theories, Practices and Programs for Reading and Writing Instruction |
| Study Group Meeting #3 Date _____ | Selection of and Administration of: Diagnostic Instruments, Formal and Informal Reading and Writing Assessments |
| Study Group Meeting #4 Date _____ | Consultation/Collaboration to support Classroom Teachers in Literacy Instruction |

Solo Teaching in the Role of the Reading Specialist

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

If this is NOT possible or needs to be modified, the student teacher and supervisor must meet with the Director to explore an alternative that will meet State Requirements.

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.

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*.

YOUR COMPREHENSIVE EXAM:

- The Research that you conduct during your practicum and the final Inquiry Project that you submit to your Inquiry Seminar Instructor is your *Masters Comprehensive Examination*.
- Your Inquiry project will be read and reviewed by three members of the Faculty.
- Your Inquiry Instructor will provide the Rubric used in grading your Inquiry Project.

Guidelines for Journal Writing

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

Journal Submitted Weekly to the Supervisor. These journals are sources of data and ideas for the Inquiry Seminar discussion and your final Inquiry Research project.

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

Boston College Themes: Constructing Knowledge and Collaborating with Others

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

Standard B: Delivers Effective Instruction (Based on Formal and Informal Assessment)

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

- ◆ *What are the school's expectations for learning in your placement? What are the teacher's expectations for learning in your placement?*
- ◆ *Cite the school's mission. How are expectations for learning communicated to the students? In writing? Spoken? Other? If you had your own classroom, what would be your expectations for student learning? Do your expectations differ from the school's or cooperating teacher's expectations? If so, how? Describe models of instruction: demonstration, lecture, whole class, small groups, discussions, debates, dramatic role playing, learning centers, tutorials,*
- ◆ *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 & 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.*

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| Standard C: Manages Classroom Climate & Operations |
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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.*

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| Standard D: Promotes and Practices Equity through Instruction |
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Boston College Themes: Promoting Social Justice

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

- ◆ Describe characteristics of a “caring school community.”

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| Standard E: Meets Professional Responsibility—Reflects about Practice |
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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.*

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| Standard F: Assesses & Promotes Pupil Learning |
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Boston College Themes: Promoting Social Justice, Meeting the Needs of Diverse Learners

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

Standard G: Demonstrates an Inquiry Stance in Daily Practice

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

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

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 (TFSJ).
- **Four Categories of Inquiry:** Teacher as Researcher, Content and Pedagogy, Pupils' Learning, TFSJ

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 | 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. *These may be exchanged for Professional Study Group meetings.*

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

At each site visit and observation, the supervisor, student teacher and the cooperating teacher should refer to the 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/ Clinical Experiences** on p.46 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 at: <http://www.bc.edu/schools/lsoe/academics/practicum.html>.

Contact between visits by e-mail or phone is encouraged. Small group meetings at the site or at BC with clusters of student teachers may also be organized to support growth and development. Discussions including pre-practicum students in the "community of learners" are encouraged.

Recommended Supervision Schedule

| Supervisor | Purpose | Quality Conversations & Forms | Evaluation/Forms |
|--|---|---|---|
| ✓ <i>Kick-Off Meeting</i> | To meet supervisor and review syllabus requirements | Supervision forms will be reviewed as well as pages required. “Quality Conversation” #1 PPA-PLUS | PPA-PLUS & License Specific Questions |
| ✓ Initial Three-Way Conference at school | Triad meets to design plan for practicum and full responsibility weeks. | Initial Three-Way Form A 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 B to ST Review Professional Plan | Informal – <i>formative</i> Student keeps copy form B |
| ✓ School Visit | Mid-term Observation AND Mid-term Three Way Conference Progress Report Form #C Update on Inquiry Seminar Question | Form B and Form C “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 B with 2a and 2b “Quality Conversation” #4 linked to Reading | Informal – <i>formative</i> Student keeps copy |
| ✓ School Visit | Final Formal Observation | Form B 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 & signed. | Final <i>Summative</i> Report from CT for course completion and licensure. |
| ✓ DESE Evidence Binder Sharing | 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 # C will be submitted for mid-term and final; Form #D 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 #D with typed Final Evaluation Report *& copy to student. <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 |

Spring 2012

STUDENT TEACHER- Roles and Responsibilities During Student Teaching

| | |
|-----------------|---|
| PLAN | <ol style="list-style-type: none"> 1. Design a plan allowing you to experience each of the 3 roles of the Reading/Literacy Specialist: Consultation/Collaboration, Assessment, Direct Instruction. Document experiences in 3 roles on chart provided in Appendix G. 2. Design a plan that provides experience concerning all the points contained in the Reading Specialist License-Specific Evaluation Questions. 3. Maintain Forms A-D, PPA-PLUS and Attendance Sheet. 4. Use Forms 2A & 2B (optional with supervisor). 5. Attend 3 Way Conferences & Meetings. 6. Discuss PPA-PLUS at Mid-term and Final. 7. Plan to talk with supervisor regularly (e-mail, phone, live). |
| CONNECT | <ol style="list-style-type: none"> 1. Collaborate with classroom teachers, other Literacy Specialists and other relevant faculty. 2. Attend monthly Professional Study Group Meetings. |
| ACT | <ol style="list-style-type: none"> 1. Use Preservice Performance Assessment (PPA-PLUS) to guide teaching activities. 2. Observe and perform the 3 roles of the Reading /Literacy Specialist. 3. Compile DESE Evidence Binder. 4. Amass experience concerning all the points contained in the Reading Specialist License-Specific Evaluation Questions. |
| REFLECT | <ol style="list-style-type: none"> 1. Write Inquiry Journal several times weekly. 2. Submit one weekly entry for supervisor. 3. Use CT and Supervisor Feedback to improve practice. |
| DOCUMENT | <ol style="list-style-type: none"> 1. Complete PPA-PLUS to document progress at Mid-term and Final Triad Conferences. 2. Select examples and artifacts for DESE Evidence Binder. |
| CONCLUDE | <ol style="list-style-type: none"> 1. Share your DESE Evidence Binder with your peers. 2. Present your inquiry paper at the end of the semester round table event. 3. Invite your CT to attend the “Community of Learners” celebration. 4. Attend Closeout meeting with supervisor. 5. Attend the Endorsement meeting with Director of Practicum Experiences. |

COOPERATING TEACHER - Roles and Responsibilities

| What to do... | |
|----------------------|---|
| PLAN | <ol style="list-style-type: none"> 1. Consult syllabus to understand BC requirements (see ST for copy). 2. Consult Reading Specialist License-Specific Evaluation Questions to inform your work with the student teacher. 3. Attend all 3 way Conferences & Meetings with ST & Supervisor. 4. Review PPA-PLUS at Midterm and Final. 5. Sign Forms A-D and PPA-PLUS. 6. Register for <i>Supervision in Action</i>, (optional) about how to give feedback to ST. Course offered each Spring; register/pay with voucher. |
| CONNECT | <ol style="list-style-type: none"> 1. Engage in ongoing conversation with ST regarding topics addressed by the Reading Specialist License-Specific Evaluation Questions. 2. Engage in ongoing conversation with Supervisor regarding progress of ST. 3. Connect with other cooperating teachers in the school, if possible. |
| ACT | <ol style="list-style-type: none"> 1. Exchange contact information with Supervisor. 2. Observe and provide frequent feedback, both oral and written, to ST. 3. Use PPA-PLUS to assess progress at Mid term and Final Triad Conferences. |
| REFLECT | <ol style="list-style-type: none"> 1. Encourage ST self-reflection. 2. Reflect on ST progress. |
| DOCUMENT | <ol style="list-style-type: none"> 1. Complete PPA-PLUS document. 2. Give input to supervisor regarding final grade for course. 3. Prepare a letter of recommendation for ST (optional). |
| CELEBRATE | <ol style="list-style-type: none"> 1. Attend “Community of Learners” Celebration and Reception at end of semester. 2. Receive BC voucher. |

V. DESE Evidence Binder: 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 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, Promoting Pupil Learning, 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: *Demonstrates 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 During the Practicum

1. **Review** the possible **Evidence Examples** for each Standard and for each Indicator.
2. Select the **Evidence** artifact and provide your **Justification/Rationale**.
3. **Evidence** may include insight gained from any of the *Required Readings*.
4. Create your Evidence Binder with 7 tabs; one for each Standard.
5. **Code** each piece of evidence according to the Standard and the Identifier it represents.
6. Some students like to **Color Code** using Red, Blue, etc “dots” and marking them A2; B2g;
7. **Review regularly** with your BC Supervisor. This can be done easily by email or on site.
8. **Self-assess** at Mid-term and Final and rate yourself in each area.
9. **Discuss your rating** with CT and supervisor; adjust as needed.
10. **You must select one piece of evidence for EACH Indicator.**
11. **Gathering more than one piece of Evidence for each Indicator is NOT REQUIRED and is NOT RECOMMENDED.**
12. The **same piece of Evidence** may be used for **multiple Standards and/or Indicators** with appropriate rationale and justification.

All Standards are required for Specialist License and must be completed. In some cases, specific evidence examples are required, as they relate to the License Specific Questions for Reading Specialist. These are shaded areas identified with an asterisk in the PPA-PLUS.

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 on page 8 in this syllabus.

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

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

1. Your weekly inquiry journal and responses from your supervisor
2. Feedback and reports from Supervisor and cooperating Teacher(s)
3. Forms #B, #2a, #2b, #C
4. Insights gained from required readings and professional group discussions
5. Lesson plans, student work, worksheets, units, web sites, etc.



The Commonwealth of Massachusetts
Department of Elementary & Secondary 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 Department of Elementary and Secondary Education and Boston College. Please use this assessment in conjunction with the Pre-service Performance Assessment Guidelines.

In addition to assessing the performance of pre-service teachers, the PPA+ provides opportunities for shared and collaborative discussion among the Teacher Candidate, Program Clinical Supervisor and Supervising Practitioner whenever possible. The PPA+ is 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 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. Asterisked/shaded items are *REQUIRED* for those seeking endorsement as a Reading Specialist.

Justification and Rationale of Evidence—Completed by Teacher Candidate. Short (no more than 1-2 sentences) descriptions of how the evidence the teacher candidate has submitted meet each indicator, and can be typed/hand-written directly into the “PPA-Plus.” Description should include the form of evidence collected (e.g. lesson plan, pupil work), and an explanation of why it was chosen to support the candidates’ competency in relation to the indicator.

| 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 in the Role of Reading Specialist

| Indicators | Rating @ Final | Possible Data Sources | Possible Evidence Example(s) <i>*Asterisked Italic Items are Required</i> | Justification and Rationale for Evidence <i>(Provided by Candidate)</i> |
|---|--|--|--|--|
| 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 | Scope and sequence, curriculum guide, lesson plan, district guides, benchmarks, MALA Frameworks | <i>* Write an adequate response LSQ #1</i> | |
| 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 | MCAS analysis, Fountas and Pinnell Benchmark Assessment, DRA, Raginsky, DIBBLES, Teachers college assessment, District created assessment | <i>*Show two literary assessments (1 formal & 1 informal) and the follow-up lesson plans based on those assessment results. Include relevant student work samples.</i> | |
| 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 | Leveled reading books (guided reading) and programs, DRA, Informal Reading Inventories, Interest survey's | -Lessons using appropriate books -Easy book software - Samples of writing materials, prompts, - High interest/Low readability texts for intermediate grades - Criteria for selection and how used -Explanation of how reading/writing material was identified to match particular student needs | |
| 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 | Assessments, Lesson plans, guided reading & leveled books | <i>*Show two pre-reading or pre-writing activities you conducted with a whole class or small group. Explain your thought process</i> | |
| A5. Plans lessons with clear objectives and relevant measurable outcomes | 0 1 2 3 | Lesson plans, assessment Chart in Appendix 1, should be Appendix G in data and evidence columns, lesson plans with objectives linked to assessment section | <i>*Complete the enclosed chart (Appendix G) regarding your experience in the three roles of reading Specialist. Record date, grade level, and topic of each experience. This chart represents an ongoing record of your experiences which your supervisor will review at each observation</i> | |
| A6. Draws on resources from colleagues, families, and the community to enhance learning. | 0 1 2 3 | | | |
| A7. Incorporates appropriate technology and media in lesson planning. | 0 1 2 3 | Appropriate CD's and software for reading programs on line reading guides and games (scholastic SRI), reading A-Z, lesson plans | <i>*Write a one page summary describing how you used computer technology, and other visuals aids, to enhance the effectiveness of Literacy lessons with examples of lesson plans or pupil work (LSQ #8)</i> | |
| A8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms. | 0 1 2 3 | IEP excerpt, lesson plan, collaboration with SPED | <i>* Write an adequate response to LSQ # 6</i> | |
| Mid-Term Evaluation | Mid-Term Goal(s) for Standard A – Plans Curriculum & Instruction: | | | |
| 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. Rating CANNOT be rounded up to 2.

PRE-SERVICE PERFORMANCE ASSESSMENT FOR PRACTICUM OR PRACTICUM EQUIVALENT

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

Standard B— Delivers Effective Instruction in the Role of Reading Specialist

| Indicators | Rating @ Final | Possible Data Sources | Possible Evidence Example(s) <i>*Asterisked Italic Items are Required</i> | Justification and Rationale for Evidence <i>(Provided by Candidate)</i> |
|---|---|---|--|--|
| <p>I. 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> | 0 1 2 3 | Lesson plans, photo showing lesson on board, journal from previous lesson BC Supervisor Notes | -Written objectives on board -KWL activities -Bulletin board - Hooks & Attention Getters -Video/Audio tapes of lessons - photos with captions -KWL/RAN activities | |
| <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> d) Employs a variety of reading and writing strategies for addressing learning objectives. e) Uses questioning to stimulate thinking and encourages all students to respond. f) Uses instructional technology appropriately. g) Employs appropriate sheltered English or subject matter strategies for English language learners.</p> | 0 1 2 3 | Lesson plans, feedback from CT and supervisor feedback Video/Audio tapes MCAS Preparation Lessons Writers Workshop activities BC Supervisor Notes | For C, E, and F: -Video/Audio tapes of lesson taught -Use of technology -Documented use of overhead projector or computer <i>*A) To demonstrate experience teaching the 5 Dimensions of Reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) include a BC-format lesson plan focused on each topic.</i> <i>*B) To demonstrate your experience in teaching writing, choose one of the following:</i> -Demonstrate your experience with MCAS preparation in the area of writing OR -Demonstrate your experience facilitating Writers' Workshop in the general ed. classroom. <i>*D) Write a 2-page response to LSQ # 10</i> <i>*G) Written response to LSQ # 5 with samples of pupil work</i> | |
| <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. b) Provides regular and frequent feedback to students on their progress. c) Provides many and varied opportunities for students to achieve competence.</p> | 0 1 2 3 | Lessons, student work, response to written language, unit plan BC Supervisor Notes | -Enrichment packets, remediation work -Comments on student work -Highlight part of lesson plan -Reading at home incentive programs -Required time/logs of reading done at home | |
| <p>B4. Communicates high standards and expectations when <u>evaluating student learning</u>.</p> <p>a) Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction. b) Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel</p> | 0 1 2 3 | Assessments, progress reports, letters to parents, rubric, anecdotal evidence BC Supervisor Notes | -Analysis of rubric with regards to student work -Mark book, check list, notes -DRA and other reading assessments -Progress reports -Letters/reports to parents of pupil's reading/writing progress | |
| <p>Mid-Term Evaluation</p> <p>Date:</p> | <p>Mid-Term Goal(s) for Standard B—Delivers Effective Instruction:</p> | | | |
| <p>Final Evaluation</p> <p>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. Rating CANNOT be rounded up to 2.**

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

| Standard C – Manages Classroom Climate in the Role of Reading Specialist | | | | |
|---|---|--|---|--|
| Indicators | Rating @ Final | Possible Data Sources | Possible Evidence Example(s) <i>*Asterisked Italic Items are Required</i> | Justification and Rationale for Evidence <i>(Provided by Candidate)</i> |
| C1. Creates environment that is conducive to learning. | 0 1 2 3 | Photos of classroom, pupil work, CT and supervisor observation and feedback, Journal | <i>*Written description of collaborative relationships with individual classroom teachers, as required in the Literacy Specialist role.</i> | |
| C2. Creates physical environment appropriate to a range of learning activities. | 0 1 2 3 | Photos of classroom, 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 | |
| C3. Maintains appropriate standards of behavior, mutual respect, and safety. | 0 1 2 3 | Pupil-teacher contracts, photos of classroom, CT and supervisor observation and feedback, Journal | --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, lesson plans, unit plans, CT and supervisor observation and feedback, Journal | <i>*Written summary describing how you managed students when teaching in other teachers' classrooms</i> | |
| 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. Rating CANNOT be rounded up to 2.**

Standard D– Promotes Equity & Social Justice in the Role of Reading Specialist

| Indicators | Rating @ Final | Possible Data Sources | Possible Evidence Example(s) <i>*Asterisked Italic Items are Required</i> | 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 | Assessments, support on CT feedback form | -Student work -DRA assessments - Documented feedback to pupils -Documentation of motivational strategies for different reading abilities | |
| D2. Works to promote achievement by all students without exception. | 0 1 2 3 | Achievement logs | <i>*Describe in detail how you have gained the required experience in either working with ELL students, or with students on IEPs.</i> | |
| 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 | Data on second languages at home, Records of prior schooling, Progress Reports, IRIs, Miscue Analysis | <i>* Write a formal Reading Evaluation Report that would be presented at an IEP meeting. Use the format of your district.</i> | |

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

| | | | |
|--|--|---|--|
| 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 | Cultural holiday charts, school handbook, town newspapers, rules for engaging in a literature discussion | -Weekly reader -Social moves of room in relation to society -Documented use of Open circle -Documentation from class meeting -Documentation of selection of particular texts |
| D5. * Views pupils' cultural, linguistic, and experiential prior knowledge as assets, not deficits, and builds on them in instructional strategies and activities. | 0 1 2 3 | Parents and guests, language acquisitions, previous progress reports, literature selection reflecting diversity | *Write an adequate response to LSQ # 4 |
| D6. * Fosters a positive environment for learning in the form of social relationships, care and cooperation among and between the teacher and pupils. | 0 1 2 3 | Out of school experiences (4-H, Girl Scouts, Boy Scouts, sports), feedback | -Observations – after school activities -Project work -Documentation of phone calls/written notes to home -Written notes to home and/or students with positive reinforcement to read regularly |
| D7. * Recognizes and identifies influences from his/her background and life experience that have an impact on views of education, teaching, and practice. | 0 1 2 3 | Journals of trips, learning life experiences, photos, videos, autobiography, journal, text to self connection | -Reflections on previous experiences in school and other social contexts - Reflections on biases and assumptions |
| 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. | 0 1 2 3 | Photos, family history, journals, school values, writing prompts | -Observations/Reflections on After school programs -Pupil interest survey - Open House for Families - Invite a Parent/relative for a day - Student Biographies -Literacy Night for parents -Documentation of book lists/activities for use at home |
| D9. * Identifies policies and programs that contribute to, or maintain the existence of, equity or inequity in education through written reflections and actions. | 0 1 2 3 | Journal, articles, MCAS | -Reflection on Service work/Volunteer opportunities -Critique of literacy materials available -Critique of Literacy Assessments or other mandated assessments |
| Mid-Term Evaluation Date: | Mid-Term Goal(s) for Standard D—Promotes Equity and Social Justice: | | |
| Final Evaluation Date: | Average Rating @ Final = | | |

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

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

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

Standard E – Meets Professional Responsibilities in the Role of Reading Specialist

| Indicators | Rating @ Final | Possible Data Sources | Possible Evidence Example(s) <i>*Asterisked Italic Items are Required</i> | Justification and Rationale for Evidence <i>(Provided by Candidate)</i> |
|--|---|--|---|---|
| E1. Understands his or her legal and moral responsibilities. | 0 1 2 3 | Code of ethics, MTA NEA legal documents, journal | Reflections on Excerpts from Code of Ethics, from MTA, NEA, Teacher’s contract, SPED handbook, DSS materials | |
| E2. Conveys knowledge of and enthusiasm for his/her academic discipline to students. | 0 1 2 3 | Goals and values of school system, feedback, video, letter or recommendation | -Self reflection journals -Video/Audio tape of interactions with students | |
| E3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice. | 0 1 2 3 | Articles, journal, lectures, attendance of reading class, agenda, conference attendance, “literacy for all conference” | <i>* Write a 1 page summary describing your Monthly Study Group experience. Include an annotated list (2 sentences) of book chapters or articles related to your new license and shared at your monthly meetings. (If monthly meetings are not possible, share summaries via email with others in Reading & Literacy program and include resulting insights.)</i> | |
| E4. Collaborates with colleagues to improve instruction, assessment, and student achievement. | 0 1 2 3 | Faculty meetings, cross grade work, meetings with specialists, level meetings, department meeting | <i>*Create a curriculum unit or project reflecting work of a graduate student in your specific license. Design something that will be useful in the future. It may be with students or professional development for teachers. Minimum 5 lessons or meetings. Include dates/agendas/plans/photos.</i> | |
| E5. Works actively to involve parents in their child’s academic activities and performance, and communicates clearly with them. | 0 1 2 3 | Parent letters, phone calls, meetings, shared journal, re-reading | -Weekly newsletter -Logs of phone calls -Journal to parents and responses -Literacy Night for parents -Literacy strategies, home logs, newsletters | |
| 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 | Journals, professional development work in and out of school, team and faculty agenda | -Reflections on literacy learning in your classroom -Professional development meetings / conferences -Evaluation of IEP meetings - Evaluation on role of literacy consultant to teachers -Statement of goals for literacy instruction in your own classroom | |
| E7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources. | 0 1 2 3 | Articles on technology abuse, school/district policy documents | -Comments on published document on acceptable use of internet -Response to school policy on use of internet -Use of internet to promote literacy learning | |
| 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. Rating CANNOT be rounded up to 2.

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

Boston College Standard F – Assesses & Promotes Pupil Learning in the Role of Reading Specialist

| Indicators | Rating @ Final | Possible Data Sources | Possible Evidence Example(s) <i>*Asterisked Italic Items are Required</i> | Justification and Rationale for Evidence <i>(Provided by Candidate)</i> |
|---|--|--|---|--|
| <i>F1. Provides opportunities for pupils to be reflective of and take responsibility for their own learning.</i> | 0 1 2 3 | Reading logs | <i>*Write a one-page summary explaining how you structure independent reading. Include: how you facilitate appropriate and diverse book choices and how you encourage student reflection about material read. Include pupil work.</i> | |
| <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 | Student work, reading journals, interim and formal assessments | -Journals on reading response -Samples of self reflections –students -Adaptations to lessons as result of assessments -Samples of student reading response logs documenting text to self, text to text, or text to world connections | |
| <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 | Assessments, observations, notes from Reading and Writing Conferences | -DRA assessments -Assignments to specific levels -Diagnostic & prescriptive analysis of IRIs & miscue analysis | |
| <i>F4. Identifies the needs, talents, and abilities of pupils, and links these to subsequent lesson planning.</i> | 0 1 2 3 | Fountas and Pinnell, sociogram of interests and abilities | -Survey on student likes and dislikes in reading -Example of plan/teach/assess/teach cycle for a pupil -Documentation of Interest Inventories | |
| <i>F5. Promotes interpretation, analysis, synthesis, evaluation, and application of information, rather than reproduction of information.</i> | 0 1 2 3 | Assessments, portfolios work | <i>*Examples of comprehension question techniques at inferential and critical comprehension levels OR *Response to LSQ #9</i> | |
| <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 | Assessments, journals by students, parent input, specialists records | <i>*Write an adequate response to LSQ # 12</i> | |
| <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 | Core values of school system, teaching to learning tolerance and disabilities programs | -Video of open circle -Understanding disabilities programs -Journal reflection -Examples & comments in regard to children’s literature used to promote pupil learning and issues of social justice | |
| <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 | Materials, articles, different view points | -Open circle dialogue -Documentation of ethics dilemmas in literacy learning -Documentation of student participation in the critique of literature biases and prejudices | |
| 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. Rating CANNOT be rounded up to 2.

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

| <i>Boston College Standard G – Demonstrates an Inquiry Stance in Daily Practice in the Role of Reading Specialist</i> | | | | |
|--|--|---|--|--|
| Indicators | Rating @ Final | Possible Data Sources | Possible Evidence Example(s) <i>*Asterisked Italic Items are Required</i> | Justification and Rationale for Evidence <i>(Provided by Candidate)</i> |
| <i>G1. Draws on one's own prior academic and personal knowledge, coursework, and experience to make instructional choices.</i> | 0 1 2 3 | Journal, diaries, experience over time | <i>*Write an adequate response to LSQ # 2</i> | |
| <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 | Articles, journals, conferences | <i>*Write and adequate response to LSQ # 3</i> | |
| <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> | 0 1 2 3 | Assessments | <i>*Write an adequate response to LSQ # 11</i> | |
| <i>G4. Daily reflection on instructional decisions explicitly connecting modifications of curriculum and instruction to pupil learning.</i> | 0 1 2 3 | Journal, feedback from supervisor and CT | <i>Write an adequate response to LSQ #7</i> | |
| <i>G5. Demonstrates the role of a teacher as a reflective and recursive practitioner in order to develop Inquiry as Stance.</i> | 0 1 2 3 | Journal, articles | -Reflective responses to role in classroom -Example of plan/teach/assess/teach cycle for a pupil - Summary statement of insight gained from Inquiry Research Project | |
| <i>G6. Utilizes one's own and others' research in generating practices (e.g. lesson planning, modifying instruction, developing assessments.)</i> | 0 1 2 3 | Education journal and articles, reading teacher | <i>*Write a one-page summary of how you used the professional journal articles you shared at 4 the four Professional Study Group meetings; or the ED610 Practicum required readings, impacted your lesson planning, modifying instruction, and developing assessments.</i> | |
| Mid-Term Evaluation | Mid-Term Goal(s) for Standard G—Demonstrates an Inquiry Stance in Daily Practice: | | | |
| 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. Rating CANNOT be rounded up to 2.**

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 in the Role of Reading Specialist | |
| (b) Delivers Effective Instruction in the Role of Reading Specialist | |
| (c) Manages Classroom Climate in the Role of Reading Specialist | |
| (d) Promotes Equity & <i>Social Justice</i> in the Role of Reading Specialist | |
| (e) Meets Professional Responsibilities in the Role of Reading Specialist | |
| (f) <i>Assesses and Promotes Pupil Learning in the Role of Reading Specialist</i> | |
| (g) <i>Demonstrates an Inquiry Stance in Daily Practice in the Role of Reading Specialist</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. Rating CANNOT be rounded up to 2.

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 Elementary and Secondary 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.

| 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). |
| 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. |

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.

| | | | | |
|---|--|---|--|--|
| 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. |
| B2. Communicates high standards and expectations when <u>carrying out the lesson</u>. a) Uses a balanced approach to teaching skills and concepts of elementary reading and writing. b) Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others). c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See <i>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. f) Uses instructional technology appropriately. g) Employs appropriate sheltered English or subject matter strategies for English language learners. | Instruction is rigid, institutional like; unaware of student interests; overall lack of strategies and ongoing assessment; displays little or no understanding of current effective practices in teaching; overly dependent on textbook; Relies mostly on direct instruction/lecture method and gives assignments; displays little understanding of pedagogical issues involved in student learning of the content; poor questioning techniques; interaction style between candidate and pupils is predominantly recitation style, with candidate mediating all questions and answers. | Aware of current research. Uses effective teaching practices, but is not always successful; delivery of instruction includes a wide variety of teaching styles. Pupils are actively engaged at least one-half of the lesson; displays basic pedagogical knowledge, but does not anticipate student misconceptions; some high quality questioning techniques used; makes some attempt to engage pupils in a true discussion with uneven results. | Teaching reflects current research of best pedagogical practices; anticipates student misconceptions; uses a range of appropriate teaching styles to meet diverse needs of pupils; uses ongoing assessment; possesses a clear, thorough understanding of a variety of teaching strategies; Active student involvement in problem solving and critical thinking with peers in small and large groups; most questions are of high quality. Classroom interaction represents true dialogue between pupil and candidate. | 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. |

BOSTON COLLEGE PRESERVICE PERFORMANCE ASSESSMENT RUBRIC

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| <p>B3. Communicates high standards and expectations when <u>extending and completing the lesson.</u> d) Assigns homework or practice that furthers student learning and checks it. e) Provides regular and frequent feedback to students on their progress. f) Provides many and varied opportunities for students to achieve competence.</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> |
| <p>B4. Communicates high standards and expectations when <u>evaluating student learning.</u> c) Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction. d) Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
| Standard C. Manages Classroom Climate | | | | |
| <p>C1. Creates environment that is conducive to learning.</p> | <p>Rapport with pupils average to poor; loses patience easily; has difficulty staying positive with pupils; environment more negative than affirming.</p> | <p>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.</p> | <p>Rapport with pupils very good; almost never loses patience; is positive with the pupils the majority of the time; environment positive and affirming.</p> | <p>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.</p> |
| <p>C2. Creates physical environment appropriate to a range of learning activities.</p> | <p>Classroom is unsafe and unsuitable for lesson activities; physical resources are not utilized or used poorly; learning is not accessible to pupils.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |

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| 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 | | | | |
| 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 is given to understanding American culture, its ideals and founding principles; no sense of belonging to a community is established for pupils in the classroom. | 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. |

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| <i>D5. * Views students' cultural, linguistic, and experiential prior knowledge as assets, not deficits, and builds on them in instructional strategies and activities.</i> | 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). |
| <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> | 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. |
| <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. |

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| <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. |
| 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. |

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| 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 | | | | |
| 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. |

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| <i>F4. Identifies the needs, talents, and abilities of pupils, and links these to subsequent lesson planning.</i> | 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. |
| <i>F5. Promotes interpretation, analysis, synthesis, evaluation, and application of information, rather than reproduction of information.</i> | 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. |
| <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. |

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| Standard G. Demonstrates an Inquiry Stance in Daily Practice | | | | |
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| <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. |
| <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. |

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>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. |

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).

VI. Completing the Practicum and Applying for Teacher Licensure

1. Successful Completion of All Practicum Requirements: (PPA-PLUS & Evidence Binder)

The student teacher will complete the required number of weeks in the field and complete all of the requirements listed in this syllabus at a satisfactory level in the opinion of the university supervisor and the cooperating teacher as indicated by the Pre-service Performance Assessment (PPA-PLUS) and relevant BC Forms.

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

If the student teacher must leave the field experience for any reason during student teaching an “extended practicum” will be required to complete requirements. **NOTE: The DESE Evidence 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 (See Tab in this syllabus for organization of the DESE Evidence Binder).

Student teachers must demonstrate competency in each Standard as documented using the **DESE Pre-service Performance Assessment (PPA-PLUS)**, which requires the signature of *both* the BC Supervisor and the Cooperating Teacher at the site.

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

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

“*Community of Learners*” celebration event will be held at the end of the semester. Cooperating teachers, clinical faculty, teacher education faculty, and guests are invited to this event.

4. Final Grading and Evaluation by Clinical Faculty Supervisor (Form D)

Following the conclusion of the practicum experience, and the “Community of Learners” event, the clinical faculty supervisor will evaluate in a summative report given to the student teacher. All course requirements identified in the PPA-PLUS will be reviewed and evaluated for a final grade, which includes the **DESE Evidence Binder**. **Submitting the final grade for student teaching is the responsibility of the college supervisor.** The letter grade *reflects the degree of mastery of all categories of requirements*. Using Form D the Supervisor submits a Recommended Grade to the Director, and comments on the degree of mastery in a typed report framed by the DESE Professional Standards for Teaching.

5. Recommendation for Licensure by Cooperating Teacher

The cooperating teacher, the college clinical supervisor and the student teacher will review, discuss and sign the **DESE Pre-service Performance Assessment (PPA-PLUS)** to document the student’s demonstration of competency in each Standard. The completed and signed PPA-PLUS confirms the cooperating teacher’s recommendation for licensure. A mediator may sign as needed.

6. Teacher License Endorsement by Certification Officer **Endorsement Meeting for Teacher Licensure**

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

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

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

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

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

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

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

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

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

The Inquiry Research Project is reviewed and graded by the Seminar Instructor. Student Teachers are asked to bring 8 copies of their Abstracts for distribution at the Community of Learners Event, when they will present their research findings. Members of the Clinical Faculty and Teacher Education Faculty serve as discussants.

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Guidelines for Grading Full 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 executed satisfactorily. 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 |

Three IMPORTANT MANDATORY COMPLETION MEETINGS

- 1) **Close-Out-- paperwork Meeting with your Clinical Supervisor!**
 - a) Schedule this meeting at the end of your practicum.
 - b) Submit Form #D, the PPA-PLUS (dated & signed) Attendance Form.
- 2) **Attend the Celebration of “Community of Learners”!**
 - a) Bring 8 copies of your Inquiry Paper Abstract.
 - b) Facilitators (Teacher Education Faculty and/or Clinical Faculty) will be assigned to your table.
 - c) Be prepared to share your Inquiry Research Project design and your findings.
- 3) **Attend the Endorsement Meeting** organized by the Practicum Office and learn the next steps for obtaining your Teacher License. Please note what you must bring below:

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

1. **STAPLED PACKET** to include the dated and signed PPA-PLUS Yellow Copy of BC Form #D, plus ATTENDANCE Sheet with COVER SHEET signed by Clinical Supervisor.
2. **SUBMIT a FINAL REFLECTION ESSAY**, “What Teaching for Social Justice Means to Me,” or “How My Teaching Impacts Pupil Learning.” Please include a cover sheet with your Name, school site and grade, and semester of your practicum.

THIS IS WHAT WE WILL DO AT THE ENDORSEMENT MEETING

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

VII: Appendices

Appendix A: Required Reading:

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

Practicum Policies and Procedures
www.bc.edu/lynchschoo
Quick link to Practicum Experiences

Appendix B: Required Reading:

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

Manuals Title III has collaborated with Sloe'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: 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 D*: Reading Specialist Fields of Knowledge

Appendix E*: PPA License Specific Evaluation Questions: Reading Specialist

Appendix F*: Recommended Reading for Reading/Literacy Specialist Candidates

Use this as a guide to completing the requirement for the specialist license. You may use articles and books from previous courses.

Appendix G*: Chart for Documenting Experiences in 3 Roles of the Reading Specialist

Appendix H*: BC Lesson Plan Template

* denotes that Appendices are located on the following pages with detail

Reading

(3) Reading (Levels: All)

- (a) Prerequisite: An Initial or Professional license and at least one year of teaching experience under that license

- (b) Subject Matter Knowledge:
 1. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension
 2. Phonemic awareness and phonics: principles, knowledge, and instructional practices
 3. History and nature of English vocabulary and of English-language dialects; development of vocabulary knowledge
 4. Theories, research, and practices for reading instruction in the academic disciplines
 5. Selection and use of appropriate programs, materials, and technology for reading instruction
 6. Knowledge of, and selection criteria for, literature and informational books for children and adolescents
 7. Screening and diagnostic instruments, their administration and use for determining student strengths and weaknesses
 8. Knowledge and use of a variety of informal and formal reading assessments
 9. Second language acquisition and its relationship to literacy learning
 10. Child and adolescent development and the timing of formal reading instruction
 11. Cognitive development in adolescence and its relationship to reading instruction
 12. Approaches and practices for writing instruction, including assessment of writing skills and their relationship to reading

Appendix E

Reading Specialist

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

1. Does the candidate use lesson plans referring specifically to the Massachusetts English Language Arts standards and evidence-based practices arising from Reading First references on “scientifically-based” research?
2. Does the candidate demonstrate advanced knowledge of the five dimensions of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension?
3. Does the candidate demonstrate knowledge of a variety of intensive interventions when working with struggling readers?
4. Are the approaches used by the candidate during observations appropriate given the needs of the students?
5. Does the candidate use an intervention specific to the needs of English language learners when addressing these students?
6. Does the candidate use an intervention specific to students identified as in need of special education?
7. Has the candidate selected reading instructional materials that are the most appropriate ones for students with specific reading instructional needs (e.g. decoding multi-syllabic words, summarizing informational text)?
8. Has the candidate selected and implemented appropriate technology-based practices to teach specific skills during intensive interventions?
9. Does the candidate demonstrate explicit, direct instructional approaches as well as literature-embedded approaches to skills instruction?
10. Does the candidate work on specific reading skills needed by students independently as well as through an integrated approach?
11. Does the candidate link reading assessment data to appropriate curriculum materials and instruction for particular learners?
12. What evidence is there that the candidate can administer a wide range of assessments and use the data to make sound instructional decisions?
13. Does the candidate demonstrate knowledge of appropriate practices for writing instruction, including assessment of writing skills and their relationship to reading?

Appendix F

Recommended Reading for Reading/Literacy Specialist Candidates

References

- Beck, I.L., McKeown, M.G., & Omanson, R.C. (1987). The effects and uses of diverse vocabulary instructional techniques. In M.G. McKeown & M.E. Curtis (Eds.), *The Nature of Vocabulary Acquisition* (pp. 147-63). Hillsdale, NJ: Erlbaum.
- Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*, 49, 222-51.
- Harvey, S., & Goudvis, A. (2007). *Strategies That Work, Second Edition: Teaching Comprehension for Understanding and Engagement*. Portland, ME: Stenhouse Publishers.
- Hoover, W.A. & Gough, P.B. (1990). The simple view of reading. *Reading and Writing: An Interdisciplinary Journal*, 2, 127-90.
- Jiménez, R.T., García, G.E., & Pearson, P.D. (1996). The reading strategies of bilingual Latina/o students who are successful English readers: Opportunities and obstacles. *Reading Research Quarterly*, 31(1), 90-112.
- Keene, E. O., & Zimmerman, S. (1997). *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann.
- Palincsar, A.S., & Brown, A.L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 1, 117-175.
- Palincsar, A.S., & Brown, A L. (1989). Classroom dialogues to promote self-regulated comprehension. In J. Brophy (Ed.), *Advances in research on teaching* (pp. 35-72). Greenwich, CT: JAI Press.

Appendix G**Documentation of Experiences as a Reading/Literacy Specialist**

| Date | Grade Level | Consultation/Collaboration with Regular Ed Teachers | Assessment | Direct Instruction |
|-------------|--------------------|--|-------------------|---------------------------|
| | | | | |

Spring 2012

| Date | Grade Level | Consultation/Collaboration with Regular Ed Teachers | Assessment | Direct Instruction |
|-------------|--------------------|--|-------------------|---------------------------|
| | | | | |

Appendix H



Full Practicum Lesson Template

Name: _____ Date: _____

School: _____ Grade: _____

Starting and Ending Time: _____ to _____

OVERVIEW OF THE LESSON

MA Curriculum Standards ¹: 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?

Instructional Objective: By the end of the lesson, (1) *what* concept, information, skill, or strategy will the student(s) learn and (2) *how* will they demonstrate that knowledge?

Language Objective ²: By the end of the lesson, (1) *what* language, relating to the lesson and lesson content, will the student(s) know or learn, and (2) *how* will they demonstrate that knowledge?

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

Assessment: What specific, tangible evidence will show that each student has met the two types of objectives?

- *Assessment of the instructional objective:*

- *Assessment of the language objective:*

Content: What are the specific details of the lesson's content knowledge? Which aspects of the content knowledge may be confusing for 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?

help you to develop well-informed planning habits *that support the effective teaching of language and language concepts to all students.*

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

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

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

SUPPORTING ALL LEARNERS

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)?

REFLECTING ON THE LESSON

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

1. What did the students learn? What evidence do I have to support this claim? Did the students' learning differ somehow from what I was expecting? Explain.
2. How do I know that all of the students were actively engaged in the lesson? What might I do to improve levels of engagement in the future?
3. What were some of the ways I modified the lesson to address the needs of various students in the class? Provide specific examples.
4. Did I have to modify my original lesson plan by making adaptations while teaching? If so, explain.
5. What do I think were the most and least effective parts of the lesson? For example, how did the lesson materials and/or instructional aids support the lesson?
6. What do I see as my teaching strengths in the lesson? What areas of my teaching need improvement or modification?
7. Which parts of the classroom management were the most and/or least effective? Why? In what ways did the instructional activities help or hinder the classroom management?
8. If I taught small group or one-on-one, what are some insights from this lesson that I will transfer to a large group or whole class lesson? Cite a specific example or two.
9. What is my goal for the next lesson? What is one way that my CT or supervisor can support me in attaining the goal?



**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

Spring 2012

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.