TABLE OF CONTENTS

The Art Education Program at UMass Dartmouth............................................. 2
Practicum Program in Art Education .............................................................. 3
Placements........................................................................................................... 4
Frequently Asked Questions............................................................................. 5
Steps toward Obtaining an Initial License ..................................................... 5
Job Placement .................................................................................................... 6
Practicum Seminar Course............................................................................... 6
Characteristics of an Effective Art Teacher.................................................... 6
Role of the Art Education Student in a Practicum.......................................... 8
Role of the Supervising Practitioner............................................................... 10
Role of the Program Supervisor...................................................................... 12
APPENDIX......................................................................................................... 14
Department of Education Guidelines for Preservice Performance Assessment. 14
Evaluation Questions ....................................................................................... 16
Definitions........................................................................................................... 23
Preservice Performance Assessment Form (PPA).......................................... 24
License Specific Standards (PPA Adendum).................................................... 31
Student Teaching Practicum Introductory Visit (Three-way form)................ 33
Supervisor Observation Form for Alternative Practicum Students............... 34
Visual Arts Lesson Plan Format...................................................................... 35
Assessment Rubric Format.............................................................................. 36
Updated Terminology....................................................................................... 37
Questions to ask your Supervising Practitioner............................................ 38
Notes.................................................................................................................. 39
The Art Education Program at UMass Dartmouth

Mission

The mission of the Department of Art Education at University of Massachusetts Dartmouth is to promote and sustain outstanding instruction in the preparation of teachers of the visual arts as well as to conduct research and state goals for education.

To fulfill this mission, the Department of Art Education strives to provide leadership and support for professional development of preservice and inservice art educators that will successfully:

- Align program and course content with emerging practice, research and theory;
- Prepare teachers for state certification and provide recertification opportunities;
- Collaborate with the teachers and administrators in the field to develop models for professional development;
- Conduct research to further knowledge of the relationship between teacher skills and student learning;
- Emphasize responsibility of teachers to continually assess and design their own professional growth;
- Work collaboratively with state arts professional associations and the department of education to develop long term professional development goals.

Vision

The UMass Dartmouth Department of Art Education, situated within the thriving artistic environment of College of Visual and Performing Arts and its historic setting on the south coast of Massachusetts, sees its opportunity to create and share a vision with arts and education partners at regional, national and international levels. We are in a vital and collaborative community of active and involved students, well respected, scholarly and caring faculty, as well as cutting-edge learning and information resources. Through such an enriched community, we hope to stimulate a holistic model of student-centered, integrated, experiential learning in the arts.

We aspire to collaborate with artist-educators to encourage learners of all ages to engage passionately in the process of making art. We are responding to the urgent need to develop and enhance critical thinking, aesthetic awareness and articulate expression for diverse learners from many cultures. Our aim is create a culture of people to improve their communication with others. We are confident that in learning from one another, we can learn more about ourselves.

We strive to honor how the arts are integrated into daily life, thereby adding depth and dimension to the environment we live in by shaping our daily experience. We intend to develop ways to convey the idea that the arts are valuable vehicles that can engender compassionate views of how we can all become better citizens of the world. We value the arts for what they are and also for what they do. We continue to model how discipline and study in the arts can contribute to and cultivate a life rich in meaning.

Teaching, like visual art, is a creative and socially constructed process. We will establish our reputation as a proactive leader in the education for the region, state and nation as we promote art education’s most powerful potential – to unleash humanity’s capacity to re-think the familiar and create a better world. Human expression, passion, potential and empowerment – these are the hallmarks of a full life lived in celebration with the arts. This is a life we artist-educators strive toward. This is our vision.
Preparing for the Culminating Practicum Semester

Teaching is an art, and like all the arts, even its most gifted practitioner can improve their practical skills through review of fundamentals, long practice, and continual guidance. That is why Art Education majors at UMD focus their pre-service learning at either the elementary school (Prek-8) or secondary (5-12) teaching levels and have ample opportunity to observe and interact with learners throughout their major programs preservice practica.

Art Education majors begin their practical field experience as early as their sophomore year. They continue to take course with pre-practicum components throughout their junior and senior years in order to increase their knowledge and responsibility within the teaching field.

PROGRAM REQUIREMENTS AND ELIGIBILITY FOR STUDENT TEACHING

75 Pre-practicum hours in a school or teaching setting is required by each student. 15 hours of pre-practicum observation hours (totaling 75 hours for the program) are required for each core art education course. Signed Pre-practicum Observation forms must be on file. CORI form must be filled out, cleared, and filed in order to observe and student teach in public schools.

An art education major must maintain a 2.75 GPA. No Grade below a C in course work within the art education major will be accepted. If a C- or below is earned, the course will have to be taken over.

Laptops are required for all art education majors starting in the first semester of the sophomore year.

Art Education majors are required to access and use TaskStream, an electronic portfolio system (www.taskstream.com).


At least 100 credits earned, and all portions of the Massachusetts Test for Educator License or MTELs must be passed before October 1 of the senior year and is a requirement for enrolling in AED 411/412 Student Teaching Practicum and Seminar unless the Alternative Practicum is chosen.

All art education required courses must be completed before student teaching.

Practicum Program in Art Education

The Department of Art Education is a state approved program for initial and professional licensure. Students in Art Education will be placed at designated practicum sites based upon the following criteria:

- Completed pre-practicum observations.
- Completed all Art Education course requirements.
- Cumulative grade point average of 2.75 in the major.
- Faculty recommendation and department chair approval.
- Passed the Literacy, Communication, and Visual Arts MTEL exams before September 1 of their senior year.
**Placements**

*Art Teacher Candidate Practicum Placements*

Art Education majors who have successfully completed the Massachusetts Test for Educator Licensure (MTEL), both literacy, communication, and visual arts sections, may conduct a traditional student-teaching practicum serving a minimum of 400 hours at a designated school site during the spring semester of their senior year. They must choose to teach on either the elementary (Prek-8) or secondary (5-12) level. This practicum runs between 14 and 15 weeks between January and early May. Supervising Practitioners will have taught for three or more years with an initial or professional license. The Department of Art Education will place student teachers in schools that shall be within a 25-mile radius of the University.

*Alternative Practicum Placement*

The scope of the Art Education program also permits students to work in other private and public agencies. Supervised field work in surrounding community settings, agencies, hospitals, nursing homes or geriatric centers, museums, children’s daycare facilities, or the like may be conducted in lieu of the more traditional Student Teaching Practicum. The Alternative Practicum Placement does NOT lead to licensure but will count as credit toward graduation with a Bachelor of Fine Arts in Art Education. No letters from the Department of Art Education, the Dean’s office, or other office or agency at the University will be written stating that a student teaching practicum was completed (known as a program completer) when an Alternative Practicum was chosen.

Students who choose the Alternative Practicum and then wish to obtain a teaching license after graduation may consider applying to the Master of Art Education Program (MAE) and student teach in the Post Bac portion of the MAE program before progressing to the professional side of the MAE.

*Site Placement*

All students’ request for schools, grade level, and discipline will be given due consideration. In the normal process, the honoring of these requests is dependent upon a practicum site’s administration. Students will visit with a possible Supervising Practitioner before final placement. Once art education students have been formally assigned to a cooperating school, the Supervising Practitioner will receive notification to attend a one-hour orientation session on campus with the Art Education faculty. Students should contact the practicum’s administrator and make arrangements to again meet with the administrator and / or Supervising Practitioner prior to the first day of the practicum in January.

Placement of students should be viewed as a binding arrangement by the parties involved at both field sites and the University. Students, Supervising Practitioners, and Program Supervisors receive a Handbook that outlines roles and responsibilities. All parties should read it thoroughly so that the key players will have a clear understanding of what is required of them. Premature placement termination may be considered in extreme cases when the student, the site practitioner, or both are unable to continue with the placement under valid circumstances.

When UMD students enter the practicum site as future educators, no matter what their age level, learners perceive them as an adult teacher. Because the Supervising Practitioner’s expectations require professionalism throughout the practicum, UMD Art Education students must follow all school rules and respect all school policies. Know that regardless of the Supervising Practitioner’s commitment to the UMD student and to the University’s licensure program, his or her primary responsibility is the well being of the pupils entrusted to him or to her.
Frequently Asked Questions Prior to the Practicum

How should I dress? – Anticipating your professional commitment, you should begin to build a working wardrobe appropriate to the environment in which you will teach. Be observant when you visit schools and other sites and dress accordingly. You represent the University as well as yourself.

What expectation will there be about punctuality? – Students are penalized for “tardiness”. There are no double standards: be on time (or be early).

What are the attendance policies? – As a practicum student, you are expected to work professionally. Missing school is a serious action. Your commitment of a minimum of 400 hours runs between 14 and 15 weeks, Monday through Friday for a full school day. Absences could compromise your completion of the practicum and/or licensure. If you must be absent, follow the schools notification procedures. Then telephone your Supervising Practitioner (make sure you have his or her preferred phone number). Do not assume that email will be efficient at 6:00 am!

- Notify the principal at your school.
- Arrange your lessons plans to be given to the Supervising Practitioner or the principal’s designee.
- Notify your Program Supervisor.
- If your total absence exceeds 5 days, you must make up the time at the end of the term. Note, however, those make-up opportunities must be negotiated with the Supervising Practitioner, principal, and Program Supervisor.

Can I hold a part-time job or attend other courses while I am in a practicum? - Many UMD students rely on part-time work for support. The time commitment to the practicum is so great that many students must plan ahead carefully so that they have minimum job demands during the practicum / teaching period. The University recommends a minimum of 20 hours per week for part-time work during the regular academic experience; for many students in a practicum, the amount of time may be excessive. During the practicum period UMD students should expect to attend after-school meetings, conferences, evening sessions with parents, and a host of activities extending beyond the conventional school day. Please note: in addition to these activities, you must also prepare for your teaching day. Therefore, keep your work commitments to a minimum during this crucial practicum period. It is recommended that no other courses, besides the Practicum Seminar, be taken at this time, unless permitted by the Department Chairperson.

May I substitute teach during my practicum? – You may NOT substitute teach during your practicum / teaching period. Once it is completed, however, substitute teaching can offer a productive opportunity to reinforce your teaching skills, provided that your continuing academic commitments are not compromised. If your Supervising Practitioner is absent, a substitute must be called. You may, however, teach a lesson(s) while the substitute is there.

Steps toward Obtaining an Initial License

1. The student teacher or Art Teacher Candidate will create an Educator License and Recruitment or ELAR profile on the Massachusetts Department of Elementary and Secondary Education (DESE) web site.
2. The student teacher or Art Teacher Candidate will pay the license fee in advance of completing the student teacher practicum.
3. Pass in your completed PPA(Preservice Performance Assessment) including License Specific Standards and other required documents (i.e. lesson plans) to your Program Supervisor.
4. Upon completing your student teaching practicum and graduation your name will be forwarded by the Department of Art Education to the UMD liaison for license approval. If you have not created an ELAR profile and paid the fee before the end of the student teaching semester, approval will not be granted and will not be automatically resubmitted.
5. In order to receive your teaching license, it is the responsibility of the student to request from the UMD registrar that a final transcript be sent to DESE. The final transcript will indicate that the Art Teacher Candidate is a Program Completer from a State Approved Program.

Job Placement

The Art Education Department discusses resume writing, interviewing, portfolio, and job searching during the Practicum Seminar course. Students are also advised to complete job placement folders at the placement office of UMD. The department receives information regarding openings of positions and informs students about such positions. The Department makes a strong effort to help students secure positions.

Practicum Seminar Course

This course will prepare student teachers for entrance into the profession of teaching art, and the demands of the classroom, school environment, and school culture. In this seminar, student teachers will meet weekly to discuss and reflect upon their teaching experiences in their teaching practicum. The seminar will serve as a forum for students to share and exchange views on current issues while being guided and mentored through the experience. This course is designed to be responsive to student teachers’ needs and interests pertaining to their teaching in the art classroom. Topics such as classroom management, teaching standards, licensing, creation of a teaching portfolio, and career preparation will be presented. Alternative practicum students also attend the seminar in order share their experiences and prepare for professional opportunities.

Characteristic of an Effective Art Educator

The Art Education Community at UMass Dartmouth believes in the following principles for effective teaching of visual art:

An effective art teacher:

- Enjoys interacting with learners and provides a safe, motivating, and healthy environment so that every person can learn more about themselves and the world around them.
- Develops skills achieved through the possession of advanced art knowledge as a practicing artist.
- Exercises and develops learner’s thinking and perceptual skills so that pupils, through their own art production and critical understanding, may expand their knowledge and experience.
- Provides many unique aesthetic experiences in the curriculum and also helps shape interdisciplinary curricula with other core areas.
- Understands stages and characteristics of growth and development as well as the nature of learning in order to provide varied learning opportunities for diverse learners.
- Adopts a variety of authentic student assessments to identify achievement level and instructional needs of learner.
- Appraises the instructional quality of the art program and its methods while striving to continually improve the delivery of instruction.
- Demonstrates proficiency in the use of communication skills and listening skills.
• Uses a range of technologies, from stone carving to the most advanced computer programs, which permit the making of marks, sounds and images alone or in combination, in order to express artistic intentions.

• Establishes learning objectives and plans instruction consistent with the MA Arts Curriculum Framework, both in the Content Knowledge and Connection Strands, based upon the needs and interests of the learner.

• Understands various approaches to classroom management and uses them appropriately.
ROLE OF THE ART EDUCATION STUDENT IN A PRACTICUM

Art Education Student’s First Role: Observation

In the initial weeks of the Student Teaching Practicum, students will observe the following:

- The school’s culture, school and classroom philosophies, school system’s mission and procedures as they relate to learners.
- Students’ name, learning style, individual differences, behavior, attitudes, linguistic backgrounds, interests, hobbies, etc.
- Teaching methods, attitudes, classroom atmosphere, lesson plans, instructional material, professional reference materials, school curricula and calendar, provisions for diversity and learning styles.
- Record keeping such as attendance, cumulative record, report card, office records, progress reports, Individual Education Plan (IEP’s), and student portfolios.
- Social interactions during the practicum (student- teacher, student-student, student-other school personnel).
- The school’s buildings and grounds, facilities, layout and emergency procedures.
- Child study teams, special education and other support services.
- Classroom and school-wide educational technology initiatives.
- Extra-curricular activities as well as “before and after school” programs.
- School and community resources.
- Art Education Practicum Students will also visit and observe other classrooms as approved by the Supervising Practitioner.

Art Education Student’s Second Role: Participation

Each Art Education student in a Practicum will:

- Assume initial participation in classroom activities as suggested by the Supervising Practitioner.
- Gradually assume more responsibility for an increasing share of the teaching schedule. Those Art Teacher Candidates in the 14 to 15 week student teacher practicum will assume a full teaching schedule for three weeks towards the end of the Practicum experience if, in the judgment of the Supervising Practitioner, the student is ready for such a responsibility. Those Art Educational majors in the Alternating Practicum will assume increasing responsibility appropriate to the setting towards the end of the experience.
Art Education Student’s On-Going Role: Responsibilities

Each Art Education student in a Practicum will:

• Be in attendance for the regular school day as established for teachers and will stay as long as is necessary or reasonable to fulfill professional responsibilities.

• Notify building administrator, Supervising Practitioner and Program Supervisor in case of absence.

• Discuss with Supervising Practitioner a plan for the UMD student’s schedule.

• Share in the performance of those duties required of the Supervising Practitioner.

• Not be held responsible to anyone other than his/her Supervising Practitioner(s) of record, building administrator(s) and Program Supervisor.

• Attend meetings and professional development activities that the Supervising Practitioner attends according to School Department and building policy.

• Attend parent-teacher conferences at the discretion of the Supervising Practitioner, but shall not be required to hold parent conferences.

• Engage in ongoing curriculum planning.

• Submit lesson plans using the Department of Art Education lesson plan format to the Supervising Practitioner for approval well in advance of lesson presentation and to the Program Supervisor at each observational visit.

• Confer with Supervising Practitioner and Program Supervisor on a regular scheduled basis.

• Coordinate the scheduling of Program Supervisor observations and 3-way conferences.

• Attend a weekly Practicum Seminar at UMass Dartmouth and complete all requirements.

• Design and use various evaluative procedures to plan appropriate instruction and assess student learning.

Art Education Student’s On-going Assessment & Evaluation of the practicum will take place this way:

Each Art Education Practicum student Will:

• Be observed by a Program Supervisor four (4) times. In some cases more observations may be necessary. At the discretion of the Program Supervisor, Supervising Practitioner, and the Art Education chairperson, some students may be assessed as needing additional time in the classroom in order to successfully meet the state standards.

• Participate in initial three-way conferences with Program Supervisor, Supervising Practitioner and UMD student to discuss site-specific goals and expectations.

• The recommended timeline for student teachers to ease into and out of teaching their own lessons is: Weeks 1-2: Observe
Weeks 3-5: Assist and teach with Supervising Practitioner

Weeks 6-8: Design and teach lessons

Weeks 8-11: Take over all teaching and classroom responsibilities

Weeks 12-14: Ease out of teaching

- Discuss at the first conference expectations and goals for the UMD student, school and classroom goals, and procedures relative to evaluation. All parties will sign a form indicating they have been informed of these procedures.

- Confer with Supervising Practitioner at least on weekly basis to discuss all aspects of performance.

- Confer with Program Supervisor on a regular basis to discuss all aspects of performance.

- Confer with Supervising Practitioner and sign practicum evaluation form after each supervised evaluation. UMD student’s signature will indicate knowledge of its occurrence and not necessarily approval of the evaluation.

- Complete assignments when attending the weekly Practicum Seminar on the UMD campus.

- Attend the practicum full time and fulfill the Art Education Department’s required minimum hours (400 minimum) for a Practicum.

- Final grades will be determined by the Seminar instructor in conjunction with the Supervising Practitioner and the Program Supervisor.

**ROLE OF THE SUPERVISING PRACTITIONER**

Each Supervising Practitioner will:

- Prepare for the art education student’s arrival and orientation and, if possible, meet with the student one to two weeks prior to the beginning of the student’s practicum. Some helpful suggestions include:
  - Provide the UMD student with essential materials-books, materials and supplies, class list(s), daily schedule, professional library references, curriculum guides, school calendar, seating chart, sample record forms (attendance, cumulative, office records, report cards, etc.)
  - Inform the UMD student of the individual needs of all children in the classes.
  - Provide the UMD student with copy of classroom goals and objectives, and weekly plans.
  - Provide ample opportunity for the UMD student to become familiar with school and classroom philosophies, culture, and procedures; materials, community and school resources; pupils and their social interactions; site building, and all types of student records forms (IEPs, portfolios).
  - Arrange for the student to observe in other classrooms and with other specialists in the building.

- Plan and implement a gradual and natural inclusion of the UMD student into the daily activities and routines of the class.

- Provide demonstration lessons focusing upon:
  - Ways to introduce a lesson
  - Techniques used to motivate
  - Means used to encourage greater pupil participation
  - Techniques used to maintain individual and small group classroom management
  - Methods used to incorporate a variety of art media
  - Use of educational technology and audio-visual aids
- Various approaches to student assessment
- Preparation of appropriate lesson plans and curriculum units using the UMass Dartmouth Department of Art Education’s form.
- Instructional flexibility to vary from stated lesson plan when necessary

• Encourage the UMD student to develop his/her own teaching techniques and style.

• Meet with the UMD student at least weekly to discuss and evaluate any and all aspects of student’s work and progress.

• Meet with the Program Supervisor and the UMD student concerning progress.

• Inform and confer with school administrator, Program Supervisor and UMD student should any problem(s)/difficulties arise during the practicum.

• Allow UMD student to gradually assume responsibility for an increasing share of the teaching schedule in the Practicum or allow increased responsibility in the Alternative Practicum appropriate to the setting.

• Allow UMD student to assume full teaching schedule for three weeks toward the end of the Practicum if, in the judgment of the Supervising Practitioner, the student is ready for such a responsibility.

• Evaluate and discuss with UMD student all lesson plans submitted and lessons presented by the student.

• Allow UMD student to have adequate planning and preparation time.

• Allow UMD student to attend parent conferences but not require him/her to hold a conference with any parent(s).

• Arrange for UMD student to be part of child teams, IEP meetings, staff meetings, professional development activities, parent-teacher organizations, etc.

• Be available at all times within the classroom.

Supervising Practitioner’s Assessment of the UMD Student in the Practicum

• Each Supervising Practitioner will participate in the initial three-way conference with Program Supervisor, Supervising Practitioner, and UMD student regarding the student’s performance goals.

• At the conclusion of the Practicum, each Supervising Practitioner will provide an assessment of the UMD student’s performance relative to the MA State Standards for Teachers of Visual Art and by inputting evidence of this on the PPA form.

• For UMD students seeking initial license, each Supervising Practitioner will complete the evaluation forms that are required by the college (PPA form) and DESE, and will then submit the signed forms to the Program Supervisor.

• If appropriate, may contribute to the lesson evaluation forms during supervisor’s visits, with the UMD student’s knowledge, and will confer with the UMD student as part of that evaluation process.

• Contribute to the final assessment and grade of the UMD student.
ROLE OF THE PROGRAM SUPERVISOR

Responsibilities – Each Program Supervisor will:

- Be familiar with the state standards for licensure.
- Visit and observe the student at least four (4) times and will complete all observation forms as part of the site visit.
- Give copies of all observation forms to UMD student.
- Ensure that Supervising Practitioner and UMD student understand their roles and responsibilities and help clarify these matters, should the need arise.
- Familiarize self with philosophies and procedures of Supervising Practitioner, school or alternative site.
- Obtain weekly class schedules from student.
- Arrange visitation schedule to allow ample time for conference among Supervising Practitioner, student, and Program Supervisor as soon as possible following student’s lesson.
- Provide both Supervising Practitioner and student with a phone number and other contact information to be used if necessary.
- Confer with Supervising Practitioner before or after lesson concerning UMD student’s general progress, concerns, etc.
- Confer with Supervising Practitioner, UMD student, and with the Art Education chairperson should any problem(s) or difficulties arise during UMD student’s practicum.

Program Supervisor’s Assessment of the UMD Student in the Practicum

Each Supervisor will:

- Participate in initial 3-way conference with Supervising Practitioner and UMD student and, as soon as possible after that first visit, visit the site again at the beginning, middle and end of the practicum period. When necessary, will participate in additional observations and conferences.
- At the initial 3-way conference, discuss expectations and goals for the UMD student, school and/or classroom goals, and procedures relative to evaluation.
- Evaluate UMD student’s progress based on his/her own merit, not in comparison to others.
- Recognize and support UMD student’s developing his/her own techniques of teaching.
- Provide praise as well as constructive criticism to student teacher.
- Offer recommendations and commendations for improvement to the student when necessary.
• Confer with Supervising Practitioner individually and together with the practitioner and UMD student regarding evaluation of all aspects of student’s practicum.

• Contribute to the final assessment and grade of the UMD student.
INTRODUCTION to Preservice Performance Assessment

The Professional Standards for Teachers may be found in the “Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00”, Section 7.08. (http://www.doe.mass.edu/lawsregs/603cmr7/june03/).

Regulations: 7.08(1) “The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required for all teachers. These standards are used by teacher preparation providers in preparing their candidates, by the Department in reviewing programs seeking state approval, and by the Department as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards by passing a performance assessment … in the practicum phase of preparation for the Initial License….”

The Regulations (Section 7.03) require programs that are approved to grant an Initial License to assess a candidate’s performance in a practicum or practicum equivalent using guidelines developed by the Department. The guidelines herein address the Professional Standards for Teachers, and should be used by all licensure programs for the Initial License. Program providers may add (but not substitute) additional Standards if they deem them relevant to the license.

The practicum or practicum equivalent should be regarded as the capstone experience of an educator preparation program. It enables teacher candidates to demonstrate competencies acquired during the preparation program as follows: professional standards for teachers, subject matter knowledge in the field of the license sought, and application of the Massachusetts Curriculum Frameworks.
Formative and Summative Assessments

The Preservice Performance Assessment Form is designed for formative and summative evaluation. Sponsoring organizations may use observation forms of their choosing for formative assessments, but must use the Department of Education Preservice Performance Assessment Form (PPA) for summative assessment of candidates.

Roles of Program Supervisor and Supervising Practitioner

Regulations: 7.04(4) “A practicum or practicum equivalent must be supervised jointly by the supervisor from the preparation program in which the candidate is enrolled and the supervising practitioner. The supervising practitioner responsible for the larger portion of the practicum or practicum equivalent and the program supervisor will together evaluate the candidate on the basis of the appropriate standards. Disagreement between the supervising practitioner and the program supervisor will be resolved by the decision of a third person chosen jointly by them.”.

Supervising practitioners and program supervisors must assess teacher candidates using the Preservice Performance Assessment Form (PPA) in conjunction with the following:

1. Evaluation questions for Performance of the Standard(s) as listed for each Standard
2. License-specific evaluation questions keyed to “Delivers Effective Instruction Standard” indicator (b)2c that focus on subject matter knowledge for the field of the license sought.
3. Sources of evidence listed.

Evaluation questions for the Standards and license-specific questions are designed to support the professional judgment of the supervising practitioner and program supervisor. Although the questions may not apply to all fields or to all candidates within a field, they will guide assessors in conducting a thorough review of the practicum or practicum equivalent.

Sources of evidence to assess a teacher candidate’s practicum performance may include but are not limited to the following:

- lesson plans
- units
- syllabi
- Curriculum Frameworks (current edition)
- assessments
- portfolios (specify documents used as evidence)
- examples of students’ work
- reflective paper
- observable behaviors
- other sources of evidence appropriate to and accepted by the relevant discipline.

All sources of evidence should be reasonably assessed. A key objective is reasonable uniformity in what constitutes evidence for each Standard for each license area across all sponsoring organizations and across all routes. Sponsoring organizations may always add additional criteria and standards for their programs.

Preservice Performance Assessment Form (PPAF) rating scale of 1 - 3 indicates the following:

1. Does not meet the Standard
2. Meets the Standard
3. Exceeds the Standard
NA=Not Applicable
Assessment Records:

The sponsoring organization should maintain files of the completed Preservice Performance Assessment Form (pp. 1-6 stapled together) as a permanent record of the candidate’s performance during the practicum or practicum equivalent. It is suggested that the candidate transcripts and related documentation be included in the file. Copies need **not** be sent to the Massachusetts Department of Education [by the sponsoring organization].

**SPONSORING ORGANIZATION RESPONSIBILITIES**

**Sponsoring Organization:** College, university, school district, professional association, or other organization that provides, or seeks to provide, approved preparation programs.

Sponsoring organizations may demonstrate compliance with these requirements as follows:

1. All candidates must complete a practicum or practicum equivalent in a public or approved Chapter 766 private school setting that meets the clock hour requirement¹ established in the Regulations [603 CMR 7.04 (4)].
2. All practica or practicum equivalents must be supervised jointly by a supervising practitioner in the host school and a supervisor from the preparation program².
3. The supervising practitioner and the program supervisor together assess the candidate using the Preservice Performance Assessment developed by the Department.
4. Supervising practitioners hold an appropriate Initial or Professional License, and; program supervisors have PreK-12 teaching experience as appropriate.
5. Candidates are evaluated on their achievement of the Professional Standards for Teachers, and the Curriculum Frameworks appropriate to the license sought.

Evidence:

♦ Sponsoring organizations must maintain candidates’ advisement files, which should include the completed and signed (by all parties) Pre-service Performance Assessment for the practicum or practicum equivalent, candidate’s transcripts, and related documents.
♦ Supervisor’s assessment of candidate’s ability to help PreK-12 students achieve the learning standards in the appropriate curriculum frameworks through curriculum design, delivery, and assessment.

**EVALUATION QUESTIONS**

The following evaluation questions are to be used with the Preservice Performance Assessment Form (PPAF) by the Program Supervisor and Supervising Practitioner. Supervisors may elect to include additional evaluation questions where appropriate.

(a) **Plans Curriculum and Instruction**

1: **Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students’ level of content knowledge.**

Evaluation Questions:

- Does documentation show evidence of activities planned as lessons in sequential units of study? (For example, is the structure of each lesson and unit clear? Is there a focus and logic to each lesson, and are the connections within the lessons and the transitions between lessons appropriate?)
- Are specific standards in the curriculum framework noted with page number and date of publication?
- Is there an explanation of why these content standards and units of study are being taught?

2: **Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.**
Evaluation Questions:

- Does documentation note what assessments have been used and how their results guided planning?
- Does the planned pedagogy include a rationale grounded in research and common sense?
- Does the candidate choose teaching strategies that are appropriate for the content, grade level, and range of students being taught?
- Are the learning activities described and do they provide suitable challenges for academically advanced as well as for those whose work is below grade level?
- Is there an explanation of how knowledge of human development and learning guided planning?

3: Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.

Evaluation Questions:

- Does documentation describe the reading and other resources being planned and explain which will suitably challenge students at each level: below grade level, learning disabled, English language learners, at grade level, and academically advanced?
- Is there an explanation of the different writing activities selected for these different groups of students?

4: Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.

Evaluation Questions:

- Does documentation list skills, concepts, and vocabulary needed for the topic being studied and for the different groups of students in the class?

5: Plans lessons with clear objectives and relevant measurable outcomes.

Evaluation Questions:

- Does documentation show the objectives for each planned lesson?
- Does it describe the measurable outcomes expected?
- Is there an explanation of how the expected outcomes will be measured?
- Do the homework, learning activities, and assessments reflect the objectives described?
- Are there suitable objectives for students who are academically advanced as well as for those whose work is at or below grade level?

6: Draws on resources from colleagues, families, and the community to enhance learning.

Evaluation Question:

- Are resources identified that may be provided by colleagues, student families, or the community?
- Does the candidate explain how the resources are going to be used and why?

7: Incorporates appropriate technology and media in lesson planning.

Evaluation Questions:

- Are the technology or media identified that will be used during the unit of study?
- How and why are technology and media used to achieve the objectives of the lesson?
- Are these uses appropriate for the discipline at the intended grade level?

8: Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.

Evaluation Questions:

- What information in the IEPs has been used to plan units of study?
What strategies or materials are to be used to promote the learning of students with disabilities and why they are expected to be effective for these students in this discipline?

(b) Delivers Effective Instruction

1: Communicates high standards and expectations when beginning the lesson:

a. Makes learning objectives clear to the student.

Evaluation Questions:
- How are learning objectives communicated to the student?
- Are the transitions from the beginning of the lesson to the body of the lesson smooth, and clear?

b. Communicates clearly in writing and speaking.

Evaluation Questions:
- Does the candidate communicate clearly in writing and speaking?

c. Uses engaging ways to begin a new unit of study or lesson.

Evaluation Questions:
- What types of opening activities are used and what are the purposes (i.e., to stimulate prior knowledge, to frame the lesson, or to motivate students)?

d. Builds on students’ prior knowledge and experience.

Evaluation Questions:
- Does the candidate build on students’ prior knowledge and experience?

2: Communicates high standards and expectations when carrying out the lesson:

a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.

Evaluation Questions:
- Are phonemic awareness, phonics, and vocabulary skills taught and practiced separately as well as together with comprehension skills?
- Are materials provided for practice?
- Are decodable texts used for practicing phonics lessons?
- Are reading materials suitably challenging for students with different learning paces?
- Are provisions made to develop automaticity and fluency?

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).

Evaluation Questions:
- Does candidate indicate two or more teaching techniques that address the range of student skills?
- Are the teaching techniques appropriate for the objectives of the lesson and for the different groups of students?

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

Evaluation Questions:
- See license-specific evaluation questions, pp.13-44.

d. Employs a variety of reading and writing strategies for addressing the learning objectives.
Evaluation Questions:

- Are reading and writing activities included in the body of the lesson and/or in the homework?
- Are students asked to describe, explain and justify their ideas?

e. **Employs appropriate sheltered English or subject matter strategies for English language learners.**

Evaluation Questions:

- Do lesson plans include language objectives based on the Massachusetts English language arts standards and where appropriate, the English language proficiency benchmarks?
- Does the candidate adapt and explain grade level content material to make them comprehensible?
- Does the candidate emphasize content vocabulary and give students regular practice in applying content and English language knowledge?
- Does the candidate’s speech model proper English usage when working with English language learners?

f. **Uses questioning to stimulate thinking and encourages all students to respond.**

Evaluation Questions:

- Does the candidate use probing questions to help students understand concepts?
- Does the candidate address questions to all students to encourage participation?

g. **Uses instructional technology appropriately.**

Evaluation Questions:

- Is the candidate knowledgeable in the use of technology?
- Is there a smooth transition to and from technology use?
- Do all students have access to the technology and are they given sufficient instruction in its use?
- Is technology used as a tool to develop and reinforce knowledge and skills?

3: **Communicates high standards and expectations when extending and completing the lesson:**

a. **Assigns homework or practice that furthers student learning and checks it.**

Evaluation Questions:

- Does the candidate provide evidence of differential homework assignments or practice that further the learning of students who are academically advanced as well as students whose work is at or below grade level?
- Are several examples of assignments included and a rationale provided for them?
- Are classroom sets of examples of student homework provided?
- How is student homework evaluated?

b. **Provides regular and frequent feedback to students on their progress.**

Evaluation Questions:

- Does the candidate aptly summarize what students have been expected to learn at the end of the lesson (or ask students to do so)?

c. **Provides many and varied opportunities for students to achieve competence.**

Evaluation Questions:

- Does the candidate guide students to an adequate or useful conclusion to the lesson?
- Does the candidate provide examples of how student work is evaluated and how that evaluation is communicated to students?

4: **Communicates high standards and expectations when evaluating student learning.**

a. **Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.**
Evaluation Questions:

- Has the candidate provided examples of tests written by her/him?
- Are formal tests provided by the district identified?
- Are examples of student response papers for teacher tests provided?
- Have alternate forms of assessment (portfolios, projects, etc.) been used and copies provided?

b. Translates evaluations of student work into records that accurately convey the level of achievement students for parents or guardians, and school personnel.

Evaluation Questions:

- Are report cards or grades given for student learning provided?

(c) Manages Classroom Climate Operation

1: Creates an environment that is conducive to learning.

Evaluation Questions:

- How has candidate created an environment that is conducive to learning? (For example, does the candidate establish a positive atmosphere where students are encouraged to participate? Does the candidate have good rapport with the students? Is the candidate patient with students?)

2: Creates a physical environment appropriate to range of learning activities.

Evaluation Questions:

- Has the candidate created a physical environment appropriate to the range of learning activities?

3: Maintains appropriate standards of behavior, mutual respect, and safety.

Evaluation Questions:

- Has the candidate maintained appropriate standards of behavior, mutual respect, and safety? (For example, does the candidate communicate rules and procedures for classroom behavior to the students? Is the candidate alert to student behavior at all times? Does the candidate stop inappropriate behavior promptly and consistently? Does the candidate treat the students with respect and is that respect returned?)

4: Manages classroom routines and procedures without loss of significant instructional time.

Evaluation Questions:

- Does the candidate manage classroom routines and procedures without loss of significant instructional time? (For example, does the candidate use appropriate time periods for checking homework, for the body of the lesson, etc.? Are the materials needed for activities ready for distribution and is the candidate organized in transitioning between activities?)

(d) Promotes Equity

1: Encourages all students to believe that effort is a key to achievement.

Evaluation Questions:

- Does the candidate pay as much attention to students who are academically advanced as to those whose work is at or below grade level?

2: Works to promote achievement by all students without exception.

Evaluation Questions:

- Does the candidate provide opportunities for students to receive extra help outside of classtime?
- Does the candidate provide more challenging work on a systematic or accelerated basis for academically advanced students?
3: Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace and proficiency in the English language for learning the curriculum at hand and uses professional judgement to determine if instructional adjustments are necessary.

Evaluation Questions:

• Does student work reflect adjustments made? For example, what did the candidate do for students who may require additional foundational knowledge or skills; or for students who have advanced knowledge or skills?

4: Helps all students to understand American civic culture, its underlying ideals, founding political principles, and political institutions and to see themselves as members of a local, state, national, and international civic community.

Evaluation Questions:

• Has the candidate explained what adjustments have been made for these purposes, and why?
• Does the candidate address all students as unique individuals and as Americans or potential Americans?
• Does the candidate avoid identifying students as “representatives” of particular racial, ethnic, or gender groups?
• Does the candidate help students to see themselves and each other as American citizens? Does candidate give special writing assignments, lessons on national symbols, songs, phrases, and Pledge of Allegiance, or special civics lessons?

(e) Meets Professional Responsibilities

1: Understands his or her legal and moral responsibilities.

Evaluation Questions:

• Does the candidate behave in a professional manner (including punctuality, confidentiality, and carrying out all job-related responsibilities)?

2: Conveys knowledge of and enthusiasm for his/her academic discipline to students.

Evaluation Questions:

• Is the candidate enthusiastic about his/her academic discipline during interactions with students?

3: Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.

Evaluation Questions:

• Does the candidate take advantage of professional development opportunities provided by the school during his/her teaching there?

4: Collaborates with colleagues to improve instruction, assessment, and student achievement.

Evaluation Questions:

• Does the candidate confer with his/her cooperating practitioner and other colleagues (including other student teachers) about improving his/her practice?

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

Evaluation Questions:

• Does the candidate participate in conferences with parents (under the guidance of the cooperating practitioner) when appropriate?

6: Reflects critically upon his or her teaching experience identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.

Evaluation Questions:

• Does the candidate provide evidence (e.g., a journal) of reflecting upon his/her practice?
7: Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

Evaluation Questions:

• Does the candidate communicate appropriate use of the Internet to students whenever class activities include Internet use?

License Specific Evaluation Questions

Visual Arts

Standard (b)2e

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

License-Specific Evaluation Questions

1. Does the candidate demonstrate an adequate knowledge of the visual art form that is the subject of the lesson, the characteristics of its style, its historical period in visual arts, and well-known artists and cultural institutions associated with this form, when conducting a lesson?
2. Does the candidate demonstrate an adequate knowledge of the techniques used in painting, drawing, printmaking, photography, film, computer, or two-or three-dimensional design during the lesson?
3. Does the candidate refer to appropriate learning standards and skills in the Arts Curriculum Framework in developing a lesson?
4. Does the candidate use knowledge of materials effectively when conducting a lesson?
5. Does the candidate demonstrate knowledge of safety in the use of materials and tools when conducting a lesson?
6. Does he or she demonstrate knowledge of critical responses to this visual arts form when conducting a lesson?
DEFINITIONS

Regulations: 7.02. As used in 603 CMR 7.00, the following terms shall have the following meanings:

Educator Preparation Program: A program approved by the Commissioner to prepare individuals for educator licensure.

Field-Based Experience: Experiences such as observation of a variety of classrooms, pre-practicum, practicum/practicum equivalent, apprenticeship, or administrative internship that are integral components of any program for the preparation of educators.

Inclusive General Education Classroom Experience: A practicum that takes place in a classroom that serves both students with and without disabilities. The students with disabilities must be receiving some of their Individualized Education Program services in the classroom setting. The teacher candidate must address the individual and group needs of all of the students (with and without disabilities) who are assigned to the classroom and receive supervision from both a special educator and a general educator during the practicum.

Induction Program: A planned program of professional support for new teachers and administrators provided by the school district, including orientation, opportunities for classroom observation and conferencing, and peer group meetings. An induction program should be an integral part of a school district's professional development plan.

Initial License: An educator license issued to a person who has completed a bachelor's degree, passed the Massachusetts Tests for Educator Licensure, completed an educator preparation program approved by the Commissioner, and met other eligibility requirements established by the Board. The Initial license is valid for five years of employment and may be renewed at the discretion of the Commissioner for an additional five years. This license is equivalent to a provisional educator certificate with advanced standing as defined in M. G. L. c. 71, § 38G.

Performance Assessment for Initial License: Assessment of educator performance for Initial licensure using Department guidelines.

Performance Assessment Program: A Department-sponsored Performance Assessment Program for the Professional license that includes a series of seminars and a performance assessment.

Practicum/Practicum Equivalent: A field-based experience within an approved program in the role and at the level of the license sought, supervised jointly by the sponsoring organization and the supervising practitioner, and evaluated in a Performance Assessment for Initial License. See 603 CMR 7.04 (4) for practicum hours. The duration of any equivalent to a practicum shall be no fewer hours than provided for the practicum in 603 CMR 7.04 (4). An equivalent to a practicum may include an apprenticeship, the initial five-month period of service as teacher or administrator of record under a Preliminary license, or others approved by the Department.

Preliminary License: A license issued to a person who holds a bachelor's degree and has passed the Massachusetts Tests for Educator Licensure (MTEL) and met other eligibility requirements established by the Board in 603 CMR 7.04 (2) and 7.09 (1). The Preliminary license is valid for five years of employment. This license is equivalent to a provisional educator certificate as defined in M. G. L. c. 71 § 38G.

Pre-practicum: Early field-based experiences in a variety of educational settings, integrated into courses or seminars that address either the Professional Standards for Teachers as set forth in 603 CMR 7.08 or the Professional Standards for Administrators as set forth in 603 CMR 7.10. For candidates serving an apprenticeship or employed as educator of record, these experiences may occur simultaneously with the practicum or practicum equivalent.

Program Supervisor: The supervisor from the sponsoring organization, under whose immediate supervision the candidate for licensure practices during a practicum.

Sponsoring Organization: College, university, school district, professional association, or other organization that provides, or seeks to provide, approved preparation programs.

Subject Matter Knowledge Requirements: Topics from the content of a discipline or field. These topics do not necessarily coincide with academic courses or imply a specific number of credit hours.

Supervising Practitioner: The educator who has at least three full years of experience under an appropriate Initial or Professional license, under whose immediate supervision the candidate for licensure practices during a practicum. For the educator of record, a comparably qualified educator will function as the supervising practitioner during the practicum equivalent.
### Part I – To be completed by the applicant.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Legal Name: (print)</td>
<td>Practicum:</td>
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<tr>
<td>2. SSN:</td>
<td>Practicum Equivalent:</td>
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<tr>
<td>3. Address:</td>
<td></td>
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<tr>
<td>4. Sponsoring Organization:</td>
<td>Program &amp; Level:</td>
</tr>
<tr>
<td>5. Practicum/Equivalent Course Number:</td>
<td>Credit Hours:</td>
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<tr>
<td></td>
<td>Course Title:</td>
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<tr>
<td>6. Practicum/Equivalent Site:</td>
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<tr>
<td>7. Grade Levels of Students:</td>
<td></td>
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<tr>
<td>8. Total number of practicum hours:</td>
<td>Number of hours assumed full responsibility in the role:</td>
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<tr>
<td>9. Other Massachusetts licenses held if any:</td>
<td></td>
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<tr>
<td>10. Have any components of the approved program been waived (see Regulations 7.03(1)(b)): Yes</td>
<td>No</td>
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</tbody>
</table>

### Part II – To be completed by the Program Supervisor

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Name: (print)</td>
<td>Position/Title</td>
</tr>
<tr>
<td>The Applicant completed a practicum/equivalent designed by the Sponsoring organization as partial preparation for the following license:</td>
<td></td>
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<tr>
<td>Applicant’s License Field:</td>
<td>Grade Level:</td>
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</table>

### Part III – To be completed by the Supervising Practitioner

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<tbody>
<tr>
<td>Name: (print)</td>
<td>Position:</td>
</tr>
<tr>
<td>School System:</td>
<td>License: Initial (# yrs. experience): or Professional:</td>
</tr>
<tr>
<td>Massachusetts License #:</td>
<td>Field(s):</td>
</tr>
</tbody>
</table>

### 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 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 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 Supervisor: Supervising Practitioner:  

### Part V

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

Program Supervisor (sign): Date:  

Supervising Practitioner (sign): Date:  

Mediator (if necessary: see 7.04(4)) (sign): Date:
Please use this assessment in conjunction with the Preservice Performance Assessment Guidelines: the rating scale is described on page 4; evaluation questions relating to the standards are pages 5 - 12, and license-specific questions per standard B2c are pages 13-44.

### Standard A - Plans Curriculum and Instruction

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students’ level of content knowledge.</td>
<td>(Specify Curriculum Framework title, learning standards, and concept and skills used [attach list if necessary]).</td>
</tr>
<tr>
<td>2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.</td>
<td></td>
</tr>
<tr>
<td>3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.</td>
<td></td>
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<tr>
<td>4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills.</td>
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<tr>
<td>5. Plans lessons with clear objectives and relevant measurable outcomes.</td>
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<tr>
<td>6. Draws on resources from colleagues, families, and the community to enhance learning.</td>
<td></td>
</tr>
<tr>
<td>7. Incorporates appropriate technology and media in lesson planning.</td>
<td>Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.</td>
</tr>
</tbody>
</table>

#### Rating:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Explanation of Rating for Standard A - Plans Curriculum and Instruction</th>
</tr>
</thead>
</table>

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

Candidate’s Name: ____________________________  License: ____________

Program Supervisor (initial): ____________________________  Date: ____________

Supervising Practitioner (initial): ____________________________  Date: ____________
<table>
<thead>
<tr>
<th>Standard B – Delivers Effective Instruction</th>
<th>Indicators</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Communicates high standards and expectations when beginning the lesson.</td>
<td>a) Makes learning objectives clear to students.</td>
<td>b) Communicates clearly in writing and speaking.</td>
</tr>
<tr>
<td></td>
<td>c) Uses engaging ways to begin a new unit of study or lesson.</td>
<td>d) Builds on students’ prior knowledge and experience.</td>
</tr>
<tr>
<td><strong>2.</strong> Communicates high standards and expectations when carrying out the lesson.</td>
<td>a) Uses a balanced approach to teaching skills and concepts of elementary reading and writing.</td>
<td>b) Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).</td>
</tr>
<tr>
<td></td>
<td>c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions in Guidelines, pp. 13-44)</td>
<td>d) Employs a variety of reading and writing strategies for addressing learning objectives.</td>
</tr>
<tr>
<td></td>
<td>e) Uses questioning to stimulate thinking and encourages all students to respond.</td>
<td>f) Uses instructional technology appropriately.</td>
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<tr>
<td></td>
<td>g) Employs appropriate sheltered English or subject matter strategies for English learners.</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> Communicates high standards and expectations when extending and completing the lesson.</td>
<td>a) Assigns homework or practice that furthers student learning and checks it.</td>
<td>b) Provides regular and frequent feedback to students on their progress.</td>
</tr>
<tr>
<td></td>
<td>c) Provides many and varied opportunities for students to achieve competence.</td>
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</tr>
<tr>
<td><strong>4.</strong> Communicates high standards and expectations when evaluating student learning.</td>
<td>a) Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.</td>
<td>b) Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.</td>
</tr>
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<tr>
<th>Rating:</th>
<th>Explanation of Rating for Standard B – Delivers Effective Instruction</th>
</tr>
</thead>
</table>

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

Candidate’s Name: ___________________________ License: ________

Program Supervisor (initial): ___________________________ Date: ________

Supervising Practitioner (initial): ___________________________ Date: ________
<table>
<thead>
<tr>
<th>Standard C – Manages Classroom Climate and Operation</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicators</strong></td>
<td></td>
</tr>
<tr>
<td>1. Creates an environment that is conducive to learning.</td>
<td></td>
</tr>
<tr>
<td>2. Creates a physical environment appropriate to a range of learning activities.</td>
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</tr>
<tr>
<td>3. Maintains appropriate standards of behavior, mutual respect, and safety.</td>
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<tr>
<td>4. Manages classroom routines and procedures without loss of significant instructional time.</td>
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</tbody>
</table>

**Rating:**

**Explanation of Rating for Standard C – Manages Classroom Climate and Operation**

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

Candidate’s Name: ____________________________________ License: ________

Program Supervisor (initial): __________________________ Date: __________

Supervising Practitioner (initial): ______________________ Date: __________
### Standard D – Promotes Equity

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Encourages all students to believe that effort is a key to achievement.</td>
<td></td>
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<tr>
<td>2. Works to promote achievement by all students without exception.</td>
<td></td>
</tr>
<tr>
<td>3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.</td>
<td></td>
</tr>
<tr>
<td>4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.</td>
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</table>

### Rating:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Explanation of Rating for Standard D – Promotes Equity</th>
</tr>
</thead>
</table>

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

Candidate’s Name: ______________________________________________________ License: _______

Program Supervisor (initial): ____________________________________________ Date: __________

Supervising Practitioner (initial): _____________________________ Date: _______
<table>
<thead>
<tr>
<th>Indicators</th>
<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td>1. Understands his or her legal and moral responsibilities.</td>
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<tr>
<td>2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.</td>
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</tr>
<tr>
<td>3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.</td>
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<tr>
<td>4. Collaborates with colleagues to improve instruction, assessment, and student achievement.</td>
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</tr>
<tr>
<td>5. Works actively to involve parents in their child’s academic activities and performance, and communicates clearly with them.</td>
<td></td>
</tr>
<tr>
<td>6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.</td>
<td></td>
</tr>
<tr>
<td>7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.</td>
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</tbody>
</table>

**Rating:**

**Explanation of Rating for Standard E – Meets Professional Responsibilities**

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

Candidate’s Name: _____________________________________________________ License: ________

Program Supervisor (initial): _____________________________________________ Date: __________

Supervising Practitioner (initial): ________________________________________ Date: __________
Summary Decision for Preservice Performance Assessment

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

Candidate (sign): ____________________________ License: ________________

Program Supervisor (sign): ____________________________ Date: _________

Supervising Practitioner (sign): ____________________________ Date: _________

<table>
<thead>
<tr>
<th>Standard</th>
<th>Rating (from pp. 2-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Plans Curriculum</td>
<td></td>
</tr>
<tr>
<td>(b) Delivers Effective Instruction</td>
<td></td>
</tr>
<tr>
<td>(c) Manages Classroom Climate</td>
<td></td>
</tr>
<tr>
<td>(d) Promotes Equity</td>
<td></td>
</tr>
<tr>
<td>(e) Meets Professional Responsibilities</td>
<td></td>
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</tbody>
</table>

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

Summary Comments (integrated assessment of performance):

The sponsoring organization should maintain this assessment record as part of its candidate’s permanent file. Copies do not have to be sent to the Department of Education.
License Specific Standards (PPA Adendum)

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Supervising Practitioner’s signature</td>
<td></td>
</tr>
</tbody>
</table>

Please indicate how you have used the following Subject Matter Knowledge in your Teaching. Provide examples.

2. Does the candidate demonstrate an adequate knowledge of the visual art form that is the subject of the lesson, the characteristics of its style, its historical period in visual arts, and well-known artists and cultural institutions associated with this form, when conducting a lesson?

5. Does the candidate demonstrate an adequate knowledge of the techniques used in painting, drawing, printmaking, photography, film, computer, or two-or three-dimensional design during the lesson?

4. Does the candidate refer to appropriate learning standards and skills in the Arts Curriculum Framework in developing a lesson?

6. Does the candidate use knowledge of materials effectively when conducting a lesson?

6. Does the candidate demonstrate knowledge of safety in the use of materials and tools when conducting a lesson?

7. Does he or she demonstrate knowledge of critical responses to this visual arts form when conducting a lesson?

(a) Elements of art and principles of design.

(b) Methods, materials, and techniques unique to the visual arts in: drawing, painting, sculpture, printmaking, collage, crafts, photography, film, and electronic technologies.
(c) Observation, abstraction, invention, and representation with visual arts.

(d) Theories of artistic creativity and aesthetics; philosophies of prominent artist and art educators.

(e) Art criticism: concepts of style and stylistic changes.

(f) Artistic development in children and adolescents.

(g) Major developments, periods, and artists in Western traditions in art and architecture.

(h) Major developments, periods, and artists in American art and architecture from Circa1650 to the present.

(i) Characteristics of art and architecture in two non-Western artistic traditions stylistically different from each other.

(j) Influence of non-Western artistic traditions on Western art; influences of Western art on non-Western artistic traditions.
UMASS DARTMOUTH
North Dartmouth, Massachusetts 02747

STUDENT TEACHING PRACTICUM INTRODUCTORY VISIT

STUDENT___________________ MAJOR_________ CERT LEVEL_____

SCHOOL_______________________ COMMUNITY_____________________

PRACTITIONER(S) ________________________________________________________________________

________________________________________________________________________

If more than one cooperating practitioner, the practitioner supervising the larger portion of the student’s experience and responsible for signing the practicum forms:

________________________________________________________________________

SCHOOL HOURS: ______ a.m. to ______ p.m. General information on student’s teaching responsibilities:

________________________________________________________________________

Comments:

During this meeting there was a discussion of practicum requirements, licensure standards, and evaluation procedures.

Supervising Practitioner’s signature: ________________________________ Date: ___________

Student Teacher’s signature: ________________________________ Date: ___________

Program Supervisor’s signature: ________________________________ Date: ___________

Distribution: Copies to Supervising Practitioner and Student Teacher
SUPERVISOR OBSERVATION FORM for ALTERNATIVE PRACTICUM STUDENTS

Rating Scale: 5= Outstanding, 4= Above Average, 3= Satisfactory, 2= Needs Improvement, 1= Unsatisfactory

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
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<tr>
<td>On Time</td>
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<tr>
<td>Dresses Appropriately</td>
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<tr>
<td>Conducts self in a courteous manner at all times</td>
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<tr>
<td>Distinguishes self from students</td>
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<tr>
<td>Recognizes the moral role of the teacher or mentor</td>
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<tr>
<td>Follows school or site procedures</td>
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<tr>
<td>Uses language appropriately</td>
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<tr>
<td>Communicates ideas effectively</td>
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<td>Follows directions</td>
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<tr>
<td>Stays focused on tasks</td>
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<tr>
<td>Follows given tasks to completion</td>
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<tr>
<td>Completes duties promptly</td>
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<tr>
<td>Shows enthusiasm for subject area</td>
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<tr>
<td>Shows knowledge of subject area</td>
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<tr>
<td>Shows knowledge of art concepts</td>
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<tr>
<td>Helps individuals during their work time</td>
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<tr>
<td>Supports individuals throughout activities</td>
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<tr>
<td>Cooperates fully with staff</td>
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<td>Accepts constructive feedback</td>
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<tr>
<td>Makes mature decisions</td>
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<tr>
<td>Acts responsibly</td>
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<tr>
<td>Collaborates with teacher or mentor on daily activities</td>
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</tbody>
</table>

Comments (for discussion between supervisor and student)

A concern that I have:

An area of strength that I noticed:

Something special that happened:

An area that needs work:

Supervisor’s signature ___________________________________________ Date __________

Student’s signature _____________________________________________ Date __________
Visual Arts Lesson Plan Format

Title of Lesson
Author:
Based on lesson by:
Date created: Date modified:

Basic Information
Summary
Grade/Level
Time Frame
Subject(s)
Topic(s)
Notes

Standards And Key Concepts
Standards
MA- Massachusetts Curriculum Frameworks
Understandings
Essential Questions
Knowledge and Skills

Performance Tasks And Assessment
Performance Task
Performance Prompt
Assessment/Rubrics

Learning Experiences And Resources
Sequence of Activities
Differentiated Instruction
Resources
## ASSESSMENT RUBRIC FORMAT

### Learning Activity:

<table>
<thead>
<tr>
<th>Criteria/Objectives</th>
<th>Levels and Numerical Values</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Master (4 pt. each)</td>
<td>Skilled (3 pt. each)</td>
<td>Apprentice (2 pt. each)</td>
<td>Beginner (1 pt. each)</td>
</tr>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Possible Points</th>
<th>16</th>
<th>12</th>
<th>8</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL EARNED</td>
<td>16-13</td>
<td>12-7</td>
<td>8-5</td>
<td>4-0</td>
</tr>
<tr>
<td>GRADE EARNED</td>
<td>A+ to A-</td>
<td>B+ to B-</td>
<td>C+ to C-</td>
<td>D+ to F</td>
</tr>
</tbody>
</table>
Updated Terminology

You will notice that the State Department of Education has changed terminology used throughout their documents. These revisions are reflected in our Practicum Guide. As you navigate through the various handouts and printed materials you may find the following helpful.

<table>
<thead>
<tr>
<th>WAS</th>
<th>NOW REFERRED TO AS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher</td>
<td>Student Teacher</td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td>Supervising Practitioner</td>
</tr>
<tr>
<td>University Supervisor</td>
<td>Program Supervisor</td>
</tr>
<tr>
<td>Student Teaching</td>
<td>Practicum</td>
</tr>
<tr>
<td>Internship</td>
<td>Practicum Equivalent</td>
</tr>
<tr>
<td>Certificate</td>
<td>License</td>
</tr>
</tbody>
</table>
Questions you may want to ask when meeting with potential supervising practitioner:

• Is there a dress code?
• What is your class schedule? (You will be expected, however, to be in the school all day.)
• Is there a specific curriculum that must be followed?
• Could you share a lesson plan with me?
• What techniques will the classes be using?
• What materials will we be using for activities?
• How many prep periods do you have per week? When are they?
• What duties other than teaching must I perform (faculty meetings, study hall, hallway duty, bus/walk duty, lunch duty, after-school, attend parent’s night)
• Will you be discussing specific artist’s work? Get a list of artists.
• What is the average class size?
• Will you review my lesson plans? Show them your lesson plan form, and make it clear that you must use this to obtain a grade from UMASSD.
• If you have any special ideas/media you want to use, ask them if you can do so.

Try to get an overall class atmosphere picture, reflect: Is this teacher strict, relaxed, or somewhere in the middle of the two extremes? You may want to discuss expected student conduct in the class, and discipline procedures. Remember, although you may disagree with the supervising practitioner, it is their class, so respect their rules: you are a guest, and there to learn.