



Office of Educator Preparation  
and Licensure

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# **Practicum Handbook**

## **For all MA DESE Approved Initial Teacher Licensure Programs**

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## Springfield College

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## INTRODUCTION

Greetings Teacher Candidates, Program Supervisors & Supervising Practitioners,

This practicum handbook serves as a guide for navigating the requirements of the practicum experience at Springfield College. It provides supervisors and teacher candidates with all the information they need to ensure our **teacher candidates** successfully complete the practicum experience (student teaching) and are ready for licensure endorsement!

Supervisors, thanks so much for your willingness to supervise a Springfield College teacher candidate. On behalf of Springfield College, we greatly appreciate the time and energy you devote to supporting/mentoring our teacher candidates.

Teacher candidates, best wishes as you embark on this last chapter of your teacher preparation program. Springfield College faculty and staff have worked diligently to prepare you for this capstone experience. We are confident that you will do well!

The Office of Educator Preparation and Licensure serves all candidates pursuing teacher licensure (certification) while they are doing their capstone practicum experience. The staff in the Educator Preparation Office offer support to all teacher candidates, supervising practitioners, and program supervisors throughout the practicum experience. The staff are extremely knowledgeable about licensure, all things practicum related, and are always available for support.

If you have any questions, please do not hesitate to call the Educator Preparation Office at 413-748-3155. We look forward to supporting you!

Best wishes and good luck as you prepare to be an exceptional teacher!

## **SECTION I: PRACTICUM OVERVIEW**

## PRACTICUM EXPERIENCES AT SPRINGFIELD COLLEGE

Teacher candidates (practicum students) in Springfield College Educator Preparation Programs are required to complete an official practicum experience that spans at least one semester (~15 weeks). Many do more than one practicum experience and often do their practicum over an entire academic year. Candidates follow the same requirements and guidelines for each experience.

Each practicum will be supervised and under the direct guidance of a supervising practitioner who meets the Massachusetts Department of Elementary and Secondary Education (DESE) requirements. Site assignments are made in consultation with, and with the permission of, the Director of Educator Preparation & Licensure.

Candidates are required to complete a minimum of 300 clock hours for each license being sought. Of these hours, a minimum of 100-200 hours must consist of taking full responsibility for instruction. In addition, the candidate is expected to invest 90-180 additional hours in preparation for instructional activities, evaluation of student work, evaluation/reflection of own work, and other duties commonly associated with the role of the teacher. Grading is based on departmental policy and Massachusetts teacher licensure regulations.

During the semester(s) that the teacher candidates are enrolled in a practicum they are required to attend seminars held a minimum of 5 times a semester throughout the practicum experience. The seminar is designed to support teacher candidates through the [Candidate Assessment of Performance \(CAP\) cycle](#). Supervisors and seminar professors will assist candidates with the development of their finalized professional practice goal and implementation plan. The seminars are also designed to support candidates by providing a forum for discussion of some of the challenges/issues teacher candidates are confronted with in their practicum experience. For example, developing teaching strategies to meet the needs of diverse students, classroom management, establishing evaluative procedures to assess student learning, foster students' creative and analytic thinking skills, and develop strategies to differentiate instruction, to effectively teach ALL students (e.g., English Learners, students with special needs, academically advanced students, etc.) and challenge each and every student (i.e., have high expectations).

The teacher candidates are required to demonstrate the DESE Professional Standards for Teachers including the [Seven Essential Elements](#) required for the initial licensed teacher through the completion of the Massachusetts Department of Elementary and Secondary Education (DESE) [Candidate Assessment of Performance \(CAP\)](#).

The Springfield College Candidate Assessment of Performance (CAP) Protocol can be found at this [link](#).

## PRACTICUM OBJECTIVES AND ASSESSMENT

### The objectives for the practicum experience include:

The Teacher Candidates will practice and refine their teaching skills through an authentic capstone experience(s) that prepares them to meet the requirements outlined in the subject matter knowledge (SMK) topics listed in [the Massachusetts Regulations for Teacher Licensure](#) and [SMK guidelines](#). To accomplish this, teacher candidates are required to:

- develop high levels of teaching competence through a supervised teaching experience
- design instruction and assessment to promote active learning for all students
- create and implement effective lesson plans to meet the individual needs of diverse learners
- develop competence in creating and using instructional materials and techniques that affirm student identities (including learning how to successfully implement district/school approved curricular resources and programs- where available)
- utilize technology for instruction and communication
- implement an effective, positive classroom management system
- foster a compassionate class community and affirm students' identities
- engage in self-evaluation and professional goal setting
- engage in reflective practice, to build awareness of one's (un)conscious biases. Consider how does one's identities impact engagement with students and build an awareness of one's conscious and unconscious biases and limit their impact on the classroom
- establish professional relationships with fellow teachers, students, administrators, and parents

### How Teacher Candidates are Assessed throughout the Practicum

Teacher Candidates are evaluated based on the Seven Essential Elements that teacher candidates must demonstrate in order to be deemed *ready to teach*. The seven essential elements are further detailed in the [Candidate Assessment of Performance \(CAP\) rubric](#).

There are four major categories of evidence required in CAP: observations, measure of student learning, student feedback, and candidate artifacts. The following serve as the primary basis for assessing the teacher candidate's performance:

- the Professional Standards for Teaching and the seven essential elements detailed in the Candidate Assessment of Performance (CAP) rubric
- daily/weekly informal observations by the supervising practitioner (SP)
- four formal observations by the supervising practitioner (SP) and program supervisor (PS), plus any additional observations done by the PS
- measure of student learning
- student feedback
- teacher candidate analysis of a video of a lesson, and all written assignments, serve as a basis for assessing the teacher candidate's performance

**Examples of evidence/artifacts used to show successful completion of these standards are as follows:**

- unit and lesson plans
- student work samples
- behavioral plans and/or data
- reflection journals
- video lesson and reflection
- photos of co-constructed classroom visuals (anchor charts, classroom rules or motto, etc.)
- supervisor observations
- successful completion of certain coursework taken by the preservice teacher may be used to demonstrate knowledge of some topics

[Note: A transcript review is completed for all candidates completing a post-baccalaureate approved teaching program.]

\*\*When supervisors are rating an element, they will review the Professional Standards for Teachers (PST) Indicators that align with the element to determine the extent to which the TC demonstrated the PSTs. TCs need to successfully demonstrate the PSTs in order to be rated proficient in an element. All TCs and Supervisors should review the [Crosswalk of CAP's Seven Essential Elements to PST Indicators](#) to become familiar with them.



**SECTION II**  
**RESPONSIBILITIES OF SUPERVISORS**  
**&**  
**TEACHER CANDIDATES**

## CAP TRIAD RESPONSIBILITIES AT-A-GLANCE

### Teacher Candidate (TC)/Supervising Practitioner (SP)/ Program (College) Supervisor (PS)

Some of the CAP documents are to be completed directly in the CAP Online Platform. ALL other written documents ***MUST be UPLOADED into the CAP Online Platform*** (except journals).

**IMPORTANT TIP: When working in the CAP online platform...SAVE your work REGULARLY**

#### Deadline

#### Teacher Candidate (TC)

- |   |   |
|---|---|
| Prior to 1 <sup>st</sup> Mtg.   | <input type="checkbox"/> Log-on to <i>DESE ELAR</i> [CAP online platform]   |
| Prior to 1 <sup>st</sup> Mtg.   | <input type="checkbox"/> Complete rubric summary and self-assessment form   |
| Week 1<br>(includes action steps)   | <input type="checkbox"/> Complete top 2 sections finalized goal/implementation form<br><input type="checkbox"/> Via e-mail to PS, send detailed school schedule, journals   |
| Ongoing   | <input type="checkbox"/> Send journals to PS via e-mail, check Brightspace as needed  |
| Prior to teaching   | <input type="checkbox"/> Upload lesson plans in advance (hand paper copy to SP/PS when observed)  |
| Prior to teaching   | <input type="checkbox"/> Upload draft unit plan, minimally the unit outcomes/content/assessments (Final unit plan [or Implementation Plan] <u>due one week prior to final mtg</u> )   |
| Within 24 hours<br>of being observed 3 days prior to midterm                              | <input type="checkbox"/> Upload candidate self-reflection form within 24 hours<br><input type="checkbox"/> Upload practicum Midterm Self-Evaluation form and the <u>last section</u> of<br><br>Finalized Goal/Implementation form (Measure of ST Learning)  |
| Due at midpoint<br><i>observation form</i>  | <input type="checkbox"/> Upload "Video Self-Observation" [or Prepare IEP Mtg]-use <i>practicum observation form</i>   |
| Situational - depends<br>on length of practicum   | <input type="checkbox"/> Upload "ST feedback survey report" (3 parts: data, summary, analysis)<br><input type="checkbox"/> Upload "Measure of ST learning report" (3 parts: data, summary, analysis)<br><input type="checkbox"/> Upload all other artifacts of evidence (samples of ST work, etc.)                      |
| 1 week prior to final<br>statement practicum meeting<br>Portfolio (save link in word doc) | <input type="checkbox"/> Upload Professional Practice Goal<br><input type="checkbox"/> Upload link to E-Portfolio<br><br><input type="checkbox"/> Upload Time Record and Thank-you form (submit paper copies to Ed Prep Office)<br><input type="checkbox"/> Complete all surveys (links will be sent to you via e-mail) |

**Deadline****Supervising Practitioner (SP)**

- Prior to practicum  Log-on to *DESE Security Portal* [CAP online platform]
- Week 1  Review TC rubric summary and self-assessment form (online, 2 docs)  
 - Provide feedback to TC re: self-assessment form, Save as is or Return to TC ONLY if doc needs editing (otherwise just SAVE)
- Weeks 1-2  Work with TC on Finalized Goal/Implementation Plan Form (online)  
 "Action steps" for TC to achieve prof. practice goal, begin to plan  
 "Measure of ST Learning" (Finalize Measure of ST Learning at midterm)
- Ongoing  Daily/Weekly observations (verbal or written feedback provided)  
 - Written feedback at least once a week is desirable (use SC forms)  
 - S<sup>3</sup>/WTP- SP = onsite coach, minimum 2-4 obs per semester-  
 more desirable Within 24 hours of DESE required formal obs. enter evidence in SP section of  
 online platform form  
 A1     U1     A2 (optional for SP)
- U2 Within 48 hours of DESE required formal observations upload scanned  
 observation notes and...  
 - COMPLETE calibrated sections of observation form together with PS, include summary comments  
 - MARK COMPLETE (Both supervisors must indicate the form is COMPLETE if observed together.)  
 A1     U1     A2 (optional for SP)     U2 Prior to
- Midterm  Complete Formative Assessment form  
 in online platform
- After Midterm  Calibrate with PS, finalize all ratings and comments,  
 mark COMPLETE Prior to Final  Complete Summative Assessment form in online platform
- After Final  Calibrate with PS, finalize all ratings and evidence/comments,  
 mark COMPLETE
- Be sure to cite **ALL REQUIRED** evidence  
 INDICATE – "READY TO TEACH"

**THROUGHOUT THE PRACTICUM, PROVIDE TARGETED FEEDBACK TO TC, AFTER OBSERVATIONS AND REGARDING ALL LESSON PLANS, UNIT PLAN(S), WRITTEN ASSIGNMENTS (E.G., ST FEEDBACK SURVEY REPORT, MEASURE OF ST LEARNING REPORT), CHECK TIME RECORD.**

**Deadline****Program Supervisor (PS)**

- Prior to practicum  Log-on to *DESE Security Portal* [CAP online platform]
- Week 1  Review TC rubric summary and self-assessment form (online, 2 docs)  
- Provide feedback to TC re: self-assessment form, Save as is or Return to TC ONLY if doc needs editing (otherwise just SAVE)
- Weeks 1-2  Complete 2<sup>nd</sup> section of Finalized Goal/Implementation Plan (online)  
"Action steps" for TC to achieve professional practice goal & assist with identification of "Measure of ST Learning" (Finalize Measure of ST Lrng at midterm)
- Ongoing  Read and respond to daily journals (S<sup>3</sup>/WTP only= weekly, can be Zoom meetings)  
- **Remind TCs of all requirements, deadlines, etc.**

***\*Within 24 hours of DESE required formal obs. enter evidence in PS section of online platform form***

- A1       U1 (optional for PS)       A2  
 U2 ***Within 48 hours of DESE required***

***formal observations upload scanned obs notes and...***

- ***COMPLETE calibrated sections of observation form together with SP, include summary comments***  
- ***MARK COMPLETE (Both supervisors must indicate the form is COMPLETE if observed together.)***

- A1       U1 (optional for PS)       A2  
 U2 Prior to Midterm

Complete Formative Assessment form in online platform

After Midterm  Calibrate with SP, finalize all ratings and comments,  
mark COMPLETE Prior to Final  Complete Summative Assessment form in online platform

After Final  Calibrate with SP, finalize all ratings and evidence/comments,  
mark COMPLETE

- Be sure to cite **ALL REQUIRED** evidence (see chart at bottom of this page)  
 INDICATE – "READY TO TEACH"  
 Get signatures, determine grade (get feedback from SP for on-the-floor grade)

Within a reasonable amount of time after submitted, provide targeted feedback and a grade (as appropriate) on ALL written assignments (e.g., all lesson plans, unit plan(s), ST feedback survey report, Measure of ST Learning report, Professional Practice Goal Statement), check time record.

**SUBMIT ALL REQUIRED DOCUMENTS INCLUDING SIGNATURE PAGE AND GRADE REPORT TO THE EDUCATOR PREPARATION OFFICE ASAP**

**AFTER TC COMPLETES PRACTICUM, BUT NO LATER THAN 3 DAYS AFTER END OF PRACTICUM.**

### **Evidence Required for each Essential Element**

Essential Element	Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
	#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
1.A.1: Subject Matter Knowledge	✓	✓			✓			
1.A.3: Well-Structured Units and Lessons	✓	✓			✓			
1.B.2: Adjustments to Practice			✓	✓	✓			
2.A.3: Meeting Diverse needs			✓		✓			
2.B.1: Safe Learning Environment		✓				✓		
2.E.1: High Expectations	✓					✓		
4.A.1: Reflective Practice					✓	✓	✓	✓

## SUPERVISORS' RESPONSIBILITIES

### Supervising Practitioner - Detailed responsibilities

The supervising practitioner is a significant person in the professional life of the teacher candidate (practicum student). The practitioner serves as a role model and mentor for the teacher candidate and helps them to navigate and benefit from the inevitable trials and tribulations associated with the teacher role. Because of the importance of the relationship between the teacher candidate and the supervising practitioner, both are urged to create and maintain channels of open and honest communication with each other and with the program supervisor. [Note: See [“Supervising Practitioner Checklist – Things to Cover with Teacher Candidates.”](#)]

### Tuition Vouchers and Professional Development Points

Special Note to Supervising Practitioners: Thank you for your willingness to mentor a Springfield College student. Supervising practitioners will receive a letter documenting Professional Development Points (PDPs) for mentoring students and a “perks” envelope with the option of requesting a tuition voucher or a stipend. For more information contact the Educator Preparation Office, 413-748-3155.

The responsibilities of the supervising practitioner include the following:

1. Assist the candidate in “learning the ropes” at the school. Such things as names of school administrators, layout of the facility, general policies and procedures, etc., are second nature to the practitioner, but mysteries to the candidate.
2. Review the teacher candidate’s rubric summary and self-assessment that is part of the Candidate Assessment of Performance (CAP) protocol and their draft professional practice goal and implementation plan. After the first observation, work with the program supervisor to finalize the candidates’ professional practice goal and implementation plan.
3. Collaborate with the program supervisor to support the teacher candidate in following the implementation plan.
4. **Determine for the teacher candidate the “measure of student learning” and “parameters for high, moderate, low impact” to use during the practicum experience** so they can complete the “Measure of Student Learning” assignment.
5. Enter measure of student learning and parameters for high, moderate, low impact in the CAP online platform, bottom section of the “Finalized Goal/Implementation Plan” form.

6. Assist the candidate with the administration of the student feedback surveys so they can complete this assignment. TCs must use DESE approved student feedback surveys which can be found in Brightspace.
7. See the detailed checklist of things to cover in the last section of this handbook and review the list of “Common Areas for Specific Support” at the end of this section and help the teacher candidate improve in these areas.
8. Provide continuous feedback and evaluation to the candidate as to their progress. Comments may be made in written and oral form. The practitioner is asked to review the candidate’s lesson and unit plans and to discuss the design and implementation with the teacher candidate. It is most desirable for the practitioner to complete the Springfield College Pre-Practicum/Practicum Observation Form once a week to record student and teacher behaviors, as a means of providing concrete, targeted written feedback to the candidate on their performance. [For working teachers, a minimum of 2 visits per semester by the SP (onsite coach) are required, more observations are desirable.]
9. Scan (if necessary) and upload all SC observations forms completed (and other written feedback/observation notes) in the CAP online platform. Cross reference (tag) observation notes to specific elements as appropriate.
10. Follow the DESE Candidate Assessment of Performance (CAP) Protocol by conducting the first announced (A1) and the second unannounced (U2) observations together with the program supervisor. Calibrate your feedback with the program supervisor in order to complete the DESE formal observation forms found in the CAP online platform. Conduct the first unannounced observation (U1) by yourself and complete the DESE formal observation form found in the CAP online platform. A sample of a completed observation form as it appears in the online platform can be found in the Brightspace classroom.
  - **Note: All ECE, Elementary, and Moderate Disabilities students must be observed using teaching in the literacy block using the DESE Early Literacy Observation Form, starting SY 2023-2024.**
11. Consult regularly with the program supervisor about the performance and progress of the teacher candidate. In the event they are not making satisfactory progress and/or there are major concerns/issues discussing the possibility of needing to create a **Practicum Intervention Improvement & Support Plan** with the Program Supervisor. If a plan is required, collaborate with the program supervisor to fill out the Springfield College “Practicum Intervention Form.” The Program Supervisor will share this form with the Director of Educator Preparation and Licensure. A meeting with the Program Supervisor, Supervision Practitioner, Director of Ed Prep, and the Teacher Candidate will be scheduled and facilitated by the Director. The goal of the Practicum Intervention Improvement and Support Plan is to provide specific action steps for the TC and outline the support that will be provided to the TC so that they can be successful in their practicum. If the TC does not make satisfactory progress after implementing the plan, they risk failing and will not be recommended for licensure.

12. Follow the three-step process listed below for the midterm evaluation/formative assessment.
  - First, review candidate's finalized professional practice goal with implementation plan, completed self-reflection forms, journals, and supervisors' completed CAP forms for the A1, U1 (and possibly A2) observations. Using all of this information, complete a draft of the **DESE Formative Assessment** in the CAP online platform.
  - Second, share what you wrote for the Formative Assessment with the teacher candidate at the 3-way midterm conference and finalize the measure of student learning and parameters for high, moderate low impact.
  - Third, work together with the program supervisor to agree upon the final ratings and comments for the CAP formative (midterm) assessment. Both the SP and PS review and finalize the formative assessment in the CAP online platform. Both must indicate that the assessment is complete in the CAP online platform.
  
13. For the final evaluation/summative assessment, review all the evidence found on the announced and unannounced observation forms, the candidate self-reflection forms, measure of student learning and student feedback survey assignments, and other artifacts of evidence provided by the teacher candidate.
  - After the last visit, the PS and SP determine whether the candidate meets the threshold of readiness (**at least** - **proficient** for quality and **needs improvement** for scope and consistency) for all the Massachusetts essential elements and is ready to teach. Collaborate with the program supervisor to determine the final ratings, evidence to support ratings, and written comments on the CAP. ***In the CAP online platform, both the SP and PS must indicate the assessment is complete and that the candidate is Ready to Teach.*** Sign the paper copy of the CAP signature page in all places. The contents of the CAP should be discussed with the candidate at the final 3-way conference. A copy of the signature page of the CAP will be kept in the Educator Preparation Office files.
  
14. Assist the program supervisor in determining a grade for the candidate's ability to teach (on-the-floor teaching makes up 60% of final grade). [Note: The program supervisor grades all written work (40% of final grade) and is responsible for determining the final practicum grade.]
  
15. In cases where the supervising practitioner and the program supervisor are unable to agree whether the teacher candidate is "Ready to Teach," the Director of Educator Preparation & Licensure will serve as mediator to resolve these differences.



## **Program Supervisor – Detailed Responsibilities**

The program supervisor also serves as a mentor to the teacher candidate. The following is a list of the program supervisor's responsibilities. [Note: See this link to review "[Triad Practicum Checklist](#)."] ]

1. Go to the practicum site for a brief visit early on in the first week or so. During the first visit introduce yourself to the building principal, then meet with the supervising practitioner, provide them your home and office telephone numbers and email address, review their role in working with one of our candidates, provide an overview of the supervising practitioner responsibilities, and answer any questions they may have. [Note: When visiting a school, a professional appearance is a must.]
2. Visit the teacher candidate at each practicum site a minimum of three times (it is not unusual in light of the new CAP protocol for program supervisors to make 5-6 visits; working teachers are in the school all year so 3 visits each semester are required). It is recommended that the program supervisor observe two classes and stay for one free period. During each visit the program supervisor should complete at least one SC Pre- Practicum/Practicum Observation Form to record student and teacher behaviors. Follow the DESE Candidate Assessment of Performance (CAP) Protocol by conducting the first announced (A1) and the second unannounced (U2) observations together with the supervising practitioner. Calibrate your feedback with the supervising practitioner in order to complete the DESE formal observation forms found in the CAP online platform. Conduct the second announced observation (A2) by yourself and complete the DESE formal observation form found in the CAP online platform. A sample of a completed observation form as it appears in the online platform is included in this handbook. Additional observations may be desirable/needed.
  - **Note: All ECE, Elementary, and Moderate Disabilities students must be observed using teaching in the literacy block using the [DESE Early Literacy Observation Form](#), starting SY2023-2024.**
3. Consult regularly with the supervising practitioner by phone or email about the performance and progress of the teacher candidate. The program supervisor should review the contents of all observation reports and discuss with the teacher candidate as appropriate.
4. Notify the Director of Educator Preparation if there are any problems, concerns, or issues with the site, the teacher candidate, or the supervising practitioner. Use the [Practicum Intervention Warning Form](#) if necessary.
5. As part of the CAP Protocol, review the teacher candidate's rubric summary, self-assessment and their draft professional practice goal and implementation plan. After the first observation, work with the program supervisor to finalize the candidate's professional practice goal and implementation plan.

6. Collaborate with the supervising practitioner to support the teacher candidate in following the implementation plan.
7. Assist the teacher candidate with the following written assignments, “Measure of Student Learning” and “Student Feedback Survey”. Grade these assignments using the rubric provided. [Note: Each of these assignments includes 3 parts, presentation of data, summary of data and the analysis (most important part).]
8. Review journals daily. Provide feedback on a regular basis, every day if possible. The feedback does not need to be extensive. [Working teacher submit journals once a week.]
9. Review and assess lesson plans, lesson notes/reflections, unit plans and other written handouts, tests, etc. It is recommended that candidates attach their first few lesson plans to their e-mail journal entries so they can be reviewed on a timely basis.
10. Double check to ensure that the candidate **uploads all written work/evidence to the CAP online platform** and tags one or more of the essential elements.
11. Support Teacher Candidates in understanding and completing all written assignments. Remind the teacher candidates to complete assignments in a timely manner, especially the video recording and completed self-observation.
12. Assess all written work (e.g., journals, unit plan, candidate artifacts, e-portfolio), provide timely feedback, discuss the quality of the work and determine a grade. Use the rubrics provided in this handbook and the program specific supplemental handbooks for assessing the unit plan and e-portfolio.
13. Meet with the candidate alone or as a member of a small group to discuss the practicum experience. These meetings may occur as part of the regularly scheduled practicum meetings and seminars held on campus or in conjunction with site visits.
14. Review the list of “Common Areas for Specific Support” that follows, and help the candidate improve in these areas.
15. Follow the three-step process listed below for the midterm evaluation/formative assessment.
  - First, review candidate’s finalized professional practice goal with implementation plan, completed self-reflection forms, journals, and supervisors’ completed CAP forms for the A1, U1 (and possibly A2) observations. Using all of this information, **complete** a draft of the **DESE Formative Assessment in the CAP online platform**.
  - Second, share what you wrote for the Formative Assessment with the teacher candidate at the 3-way midterm conference and ensure that the measure of student learning and parameters for impact sections of the “Finalized Goal and Implementation” form have been completed.

- Third, work together with the supervising practitioner to agree upon the final ratings and comments for the CAP formative (midterm) assessment. Both the SP and PS review and finalize the formative assessment in the CAP online platform. Both must indicate that the assessment is complete in the CAP online platform.
16. At midterm time, determine a grade (P = pass is sufficient) to be put on the “Practicum Grade Report” and fill out an Intervention Warning form if there is any chance the teacher candidate may not be able to meet the readiness thresholds for all of the essential elements found on the CAP and is at risk of not being recommended for licensure (not ready to teach).
  17. For the final evaluation/summative assessment, review all the evidence found on the announced and unannounced observation forms, the candidate self-reflection forms, measure of student learning and student feedback survey assignments, and other artifacts of evidence provided by the teacher candidate.
    - After the last visit, the PS and SP determine whether the candidate meets the threshold of readiness (**at least** - **proficient** for quality and **needs improvement** for scope and consistency) for all the Massachusetts essential elements and is ready to teach. Collaborate with the program supervisor to determine the final ratings, evidence to support ratings, and written comments on the CAP. ***In the CAP online platform, both the SP and PS must indicate the assessment is complete and that the candidate is Ready to Teach.*** Sign the paper copy of the CAP signature page in all places. The contents of the CAP should be discussed with the candidate at the final 3-way conference. A copy of the signature page of the CAP will be kept in the Educator Preparation Office files.
  18. After consultation with the supervising practitioner, determine the appropriate letter grade for daily teaching/instructional performance (on-the-floor teaching is 60% of the final grade). Then determine the letter grade for all written assignments (40 %) and calculate the final practicum grade. Midterm and Final grades should be noted on the “Practicum Grade Report” form. It is to be submitted to the Office of Educator Preparation. The optional grading worksheet section may be used to assist you in calculating the final grade. Completed grading form(s) should be submitted to the Office of Educator Preparation.
  19. Double-check to make sure the CAP information form (p.1) is correct and that all signatures are on the Candidate Assessment of Performance (CAP) signature page (p.2). Fill out the “Practicum Grade Report” (the final grade must be a letter grade). The program supervisor is responsible for submitting these three documents to the Educator Preparation Office at the end of each practicum experience. A copy of the CAP information form and signature page will be kept on file. [Note: Samples of all forms can be found on the Brightspace classroom] **Please double-check to make sure all 3 documents are filled out completely and the signature page is signed in all places.**
  20. Submit mileage and toll receipts to the Office of Educator Preparation & Licensure at the end of each month. Record all information on the correct travel expense reimbursement forms.

### **Common Areas for Specific Support and Reinforcement**

1. Improved planning processes including:
  - a. Important details in lesson plans including clear and measurable student learning objectives in each of the domains-cognitive, affective, and behavioral.
  - b. Be sure to remind the TC to submit all lesson plans to both the program supervisor and supervising practitioner in advance of enacting the lesson to receive feedback **BEFORE** utilizing the lesson plan.
  - c. Be sure all lesson plans state the Massachusetts Frameworks standard and strand addressed in the lesson.
  - d. Lesson plans need to be available when program supervisor arrives at site.
2. [Physical Education only] Ensure the TC shows awareness of the entire gymnasium/classroom including potential classroom management issues and resultant student management needs.
3. Assessment techniques for student learning, that are well-designed and lead to meaningful evaluation of students.
4. Designing assessment rubrics with clearly identified performance levels.
5. Developing **specific feedback** relative to individual student responses/performance.
6. Developing appropriate scaffolds and instructional adjustments to support all students and affirm student differences including ability, age, maturity, language, experiences, cultural differences, level of readiness or prior content knowledge.
7. Sensitivity toward diversity/social justice issues including racism, religious oppression, and heterosexism, and sexism when planning or delivering instruction.
8. Becoming a reflective practitioner who reflects on one's own practice and adjusts lessons accordingly.
9. Ensuring sufficient research and lesson preparation to deliver instruction that is accurate, relevant, and aligned to current content standards and pedagogical practices. Lesson plans should also include appropriate accommodations for students with Individual Educational Plans (IEPs), English Learners (ELs), and learning styles of diverse learners.
10. Effective lesson pacing and delivery of the lesson, including in-the-moment adjustments.

## Teacher Candidate Requirements

The position of the teacher candidate (practicum student) is a particularly sensitive one, as the candidate is expected to fulfill the role of college student and the role of teacher. [Working teachers are not in the same situation.] The candidate is, therefore, urged to read and review all material in this handbook in order to ensure adherence to college policies and procedures, fulfillment of state requirements for teacher licensure, knowledge of expectations held for the candidate by the college and its agents, and awareness of how the degree to which the candidate meets these expectations will be determined. Some of the items in the handbook are also specifically intended to encourage the candidate to become familiar with the policies and procedures at the practicum site, particularly those of the supervising practitioner.

### Teaching Requirements

- A. By the close of the practicum experience, the teacher candidate will have demonstrated competence in subject matter knowledge, designing and delivering well-structured lessons, making adjustments to practice, assessing student learning, meeting the needs of diverse learners, classroom management, providing a safe learning environment, having high expectations and the ability to reflect on their own teaching. More specifically, the teacher candidate must demonstrate the minimum thresholds of readiness (at least - proficient for quality and needs improvement for scope and consistency) indicated on the Candidate Assessment of Performance (CAP) for each of the seven essential elements required by the state.
- B. The teacher candidate will plan lessons and units which are appropriate to the interests, needs, and experiences of the students and to the goals of the school curriculum. Plans should provide maximum participation, use of available materials/equipment, and utilization of instructional personnel/resources (including paraprofessionals).
- C. Attention should be given to developing measurable outcomes for each lesson that reinforce the unit's goals, build on prior knowledge, address different learning styles, and meet the needs of diverse learners.
- D. A written plan will be developed for each different lesson to be taught by the teacher candidate and for each unit of instruction for which the teacher candidate has a major responsibility. The teacher candidate is expected to submit these plans to the supervising practitioner for comment prior to implementation and to upload a representative sample of all plans to the online platform. The candidate's first few lesson plans should be attached to their e-mail journal entries so the program supervisor can provide timely feedback.
- E. The teacher candidate will develop plans by using a variety of resources and in a manner that demonstrates dynamic interest and involvement. The teacher candidate will evaluate each lesson as it transpires and will make adjustments to objectives/outcomes/goals and teaching methods as appropriate.
- F. The teacher candidate will evaluate their performance and the performance of the students during and after the lesson. Written comments regarding the lesson, and suggestions for improvement or changes for subsequent lessons, are to be made by the teacher candidate on the Lesson Plan Form in the note's column/section (if one exists, otherwise on a separate sheet of paper). Verbal and written comments should be solicited from the supervising practitioner.

- G. After each formal observation by one or more supervisors (A1, A2, U1, U2) the teacher candidate will complete the "Candidate Self-Reflection Form" and upload this document to the CAP online platform within 24 hours.
- H. During the lesson, the teacher candidate will ensure that students receive accurate, timely, and specific feedback.
- I. In cases in which the teacher candidate is responsible for selection/creation and administration of tests/assessments, the teacher candidate with the assistance of the SP will select/create assessments that are valid and reliable, will ensure that the testing environment permits accurate results, and will grade tests fairly and promptly.
- J. The teacher candidate will perform educational management functions efficiently and effectively. Such functions as recording attendance, forming and moving small groups, setting up and moving materials/equipment. All are to be done with a minimum of time and error.
- K. In cases in which supervision of students is involved, such as the bus, lunch room, and locker room supervision, the teacher candidate will adhere strictly to department and school policies.
- L. Additionally, in instances in which disciplinary action against students is warranted, the teacher candidate will adhere to department and school policies and to commonly accepted professional practice. The teacher candidate will attempt to avoid discipline problems through careful planning and execution of lessons, by consistency in policy enforcement, and by judicious use of motivation and reinforcement techniques.
- M. The teacher candidate is responsible for satisfying all of the requirements of the CAP protocol. This includes completing the CAP rubric summary, the self-assessment (preliminary goal) setting form, finalized professional practice goal, and the implementation plan form that includes the measure of student learning to be used to show the candidate's impact on student learning. Candidates must also administer the DESE student feedback survey and prepare for the midterm (formative assessment) 3-way meeting by completing the SC Midterm Self-Evaluation Form.
- N. The teacher candidate is responsible for following the practicum calendar that details what is required each week. The candidate is also responsible for completing all required written assignments (e.g., lesson plans with notes, unit plan, measure of student learning, student feedback survey, reflection reports, video self-observation, and journals). The candidate must upload them to the CAP online platform and cross-reference (tag) them to one or more essential elements as appropriate. The candidate needs to be mindful of the required evidence for particular elements in order to tag assignments properly. [It is optional to upload any journals.]

#### O. Crisis prevention and procedures

1. Always exercise care when driving to and from your fieldwork site. In the event of an accident, follow all standard procedures for reporting the accident and getting help for injured parties. As soon as possible, call your supervising practitioner, program supervisor and the Office of Educator Preparation & Licensure, to notify them of the accident.
2. Follow all of the practices and procedures learned in your classes regarding classroom management, violence prevention and safety issues.
3. Abide by all Springfield College and school/district policies and procedures (especially those created for special circumstances; pandemic, snow emergency, tornado drill, fire drill, active shooter/lockdown drill, etc.)
4. Teach developmentally appropriate lessons and make curricular content relevant to the experience of students from diverse racial, socioeconomic, linguistic and cultural backgrounds. Deal with all students equitably and responsibly.
5. Conduct yourself in a professional manner. Maintain a professional relationship with the learners at all times.
6. Discuss all concerns and safety issues with your supervising practitioner and/or program supervisor. For example, one of the students may be difficult to control. You are concerned that they will get injured. Discuss this individual with your supervising practitioner and/or program supervisor to develop strategies for dealing with this learner in order to prevent a mishap from occurring

## OVERVIEW OF WRITTEN ASSIGNMENTS/CANDIDATE ARTIFACTS

All written work will be completed in or uploaded to the CAP online platform unless noted below

**[Note: After uploading a document, send e-mail to supervisors.]**

- Check Brightspace “EDUC and PEHE Practicum Group 2023-2024” or “Working Teacher Practicum Group 2023-2024” at least once a week. Important information will be posted there, including templates of forms, discussion forums, resources and reminders of deadlines and upcoming events.
- Teaching Schedule (*Include all school duties, lunch break, prep periods, etc.*) send via email
- Time Record (*Keep track of hours every day except if a teacher of record*) not WTP
- Rubric Summary, Self-Assessment (*includes Draft Professional Goal*), Finalized Goal/Implementation Plan (*includes Measure of Student Learning & Parameters*)
- Daily Reflection Journal – Do NOT upload to online platform (*E-mail to PS every day, working teachers once a week or meet via Zoom instead*)
- Self-Reflection to be completed after each formal observation (*minimum 4*)
- Formative (midterm) self-evaluation – complete SC Midterm Self-Evaluation Form prior to CAP formative assessment (midterm) meeting
- Lesson Plans with notes to self for ALL lessons taught (*Provide paper copy of LP to supervisors anytime observed in person for all observations*)
- Student Feedback Survey data, summary and analysis
- Measure of Student Learning data, summary and analysis (*All teacher candidates must complete and upload **separately** in online platform*)
- Unit Plans (**with all lesson plans**, handouts and assessments)
  - Moderate Disabilities candidates do an Intervention Plan assignment **instead of the unit plan**
- Videotape – Self-observation using *Pre-Practicum/Practicum Observation Form*
  - Moderate Disabilities candidates do *Preparing for an IEP meeting* assignment **instead of the videotape**
- Professional Practice Goal Statement/Paragraph related to progress achieving goal
- Artifacts of Evidence (*Saved in electronic form*) to supplement evidence to be cited on the CAP and/or used in e-portfolio (e.g., samples of student work)
- Professional E-Portfolio (**All programs except WTP/S<sup>3</sup>**)

**IMPORTANT NOTE: All written assignments must be saved using the standard filename format found on the next page.** A brief description of the above assignments can be found on pages 23-72 in this section. Assignment grading rubrics are linked on page 28 and samples of some assignments can be found in Brightspace. **All written assignments are considered candidate artifacts.**



## Checklist for Written Assignments & Standard Filename Format

Use the Standard Filename Format listed below for each assignment. Upload all assignments to the CAP online platform. Be sure to tag the appropriate essential elements for each file before saving.

Assignment	Standard Filename Format	Required Elements to Tag (select all elements if appropriate)
Self-reflections	Obs Type # Self-reflection Last Name <i>Ex: "A1 self-reflection Davis-Delano"</i>	
	A1 self-reflection	4.A.1
	A2 self-reflection	4.A.1
	U1 self-reflection	4.A.1
	U2 self-reflection	4.A.1
Lesson Plans	LP Descriptor # Last Name <i>Ex: "LP Fractions 1 Davis-Delano" Ex: "LP Badminton 4 Davis-Delano"</i>	
	LP	1.A.1, 1.A.3, 4.A.1
	LP	1.A.1, 1.A.3, 4.A.1
	LP	1.A.1, 1.A.3, 4.A.1
	LP	1.A.1, 1.A.3, 4.A.1
	LP	1.A.1, 1.A.3, 4.A.1
	LP	1.A.1, 1.A.3, 4.A.1
Unit Plan or Intervention Plan	Unit or Intervention Descriptor Last Name <i>Ex: "Unit Civil War Davis-Delano" Ex: "Intervention Gr. 3 Davis-Delano"</i>	
	Unit Intervention	Unit: 1.A.3, 4.A.1 Intervention: 1.B.2, 2.A.3
Midterm Self-Evaluation form	Midterm Self-Eval Last Name <i>Ex: "Midterm Self-Eval Davis-Delano"</i>	
	Midterm	4.A.1
Measure of Student Learning	Measure of Student Learning Last Name <i>Ex: "Measure of Student Learning Davis-Delano"</i>	
	Measure of Student Learning	1.A.1, 1.A.3, 1.B.2, 2.A.3, 4.A.1
Student Feedback Survey	Student Feedback Survey Last Name <i>Ex: "Student Feedback Survey Davis-Delano"</i>	
	Student Feedback Survey	2.B.1, 2.E.1., 4.A.1
Video or Prepare for IEP Mtg	Video or IEP Mtg Last Name <i>Ex: "Video Self-Observation Davis-Delano" Ex: "IEP Mtg Gr. 2 Davis-Delano"</i>	
	Video Self-Observation or Preparing for the IEP Meeting	Video: 4.A.1 IEP: 2.A.3, 2.E.1
Professional Goal Statement	Professional Practice Goal Statement Last Name <i>Ex: "Professional Goal Statement Davis-Delano"</i>	
	Professional Goal Statement	4.A.1
E-Portfolio	E-Portfolio Last Name <i>Ex: "E-Portfolio Davis-Delano"</i>	
	E-Portfolio	4.A.1

## Description of Assignments

### TIME RECORD

It is imperative that the candidate keep an accurate record of time spent at the practicum site, observing, assisting and actually teaching (taking on full responsibility). Other duties such as bus duty, lunch room duty, etc. should also be noted on the time record. This information is recorded on page one of the candidate's CAP that is used for licensure purposes and is part of the candidate's permanent academic record. The candidate is required to complete 300-500 clock hours. Of these hours, 100-200 must consist of taking full responsibility for instruction. **At the end of the practicum, the completed time record form must be uploaded to the CAP online platform and a paper copy submitted to the Office of Educator Preparation & Licensure.** The form is linked [here](#).

### RUBRIC SUMMARY & SELF-ASSESSMENT (INCLUDES GOAL SETTING & ACTION STEPS)

Teacher candidate (practicum student) completes the "Rubric Summary" & "Self-Assessment" in the CAP online platform. The "Self-Assessment" document requires the candidate to draft a professional practice goal (it must be a S.M.A.R.T. goal, see below).

Professional practice goals are driven by the needs of the individual educator in relation to the four Professional Standards for Teachers (PSTs) and specifically the seven essential elements. Professional practice goals are therefore closely aligned to the CAP Rubric and support the learning and development of the candidate, with the intent of helping them improve their practice. The professional practice goal is a required source of evidence for 4.A.1 Reflective Practice, as well as at least one other essential element which is collectively determined by the candidate, Supervising Practitioner, and Program Supervisor.

The Self-Assessment is to be completed in the online CAP platform and guides the candidate to craft a **S.M.A.R.T. goal**, consistent with practices expected of educators under the Educator Evaluation Framework. The S.M.A.R.T. goal framework is useful in helping individuals create effective goals and action plans. Key characteristics of S.M.A.R.T. goals are:

**S = Specific and Strategic** – Goals should be specific so that at the end of the evaluation cycle educators and evaluators can determine whether they have been achieved. Goals should also be strategic, i.e., serve an important purpose for students, the school, and/or the district.

**M = Measurable** – Goals should be measurable so that progress toward a goal can be evaluated and managed.

**A = Action Oriented** – Goals have active, not passive verbs. The action steps attached to the goals indicate who is doing what.

**R = Rigorous, Realistic, and Results Focused (the 3 Rs)** – Goals should make clear what will be different as a result of achieving the goal. A goal needs to describe a realistic yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement, but it should not be out of reach.

**T = Timed and Tracked** – A goal needs to have a final deadline, as well as interim deadlines by when key actions will be completed and benchmarks will be achieved. Tracking the progress on both action steps and outcome benchmarks is important, as they help educators know whether they are on track to achieve the goal, and give educators information they need to make midcourse corrections.

Because a candidate's professional practice goal emerges directly from the Rubric Summary, the goal will target specific areas identified as opportunities for growth. Goals are finalized during the first three-way meeting. Both supervisors will work with the candidate to develop the steps in an action plan to help the candidate achieve their professional practice goal. Use the "Finalized Goal and Implementation Plan" form found in the CAP online platform. In addition, in order to complete the bottom section of this form, **the supervising practitioner, in collaboration with the program supervisor and candidate, will determine for the teacher candidate the "measure of student learning" and "parameters for high, moderate, low impact"** to use during the practicum experience so they can complete the "Measure of Student Learning" assignment (this must be done no later than the midterm 3-way meeting).

### **JOURNAL REQUIREMENTS (NOT REQUIRED TO UPLOAD TO CAP ONLINE PLATFORM)**

The journal is intended to encourage the candidate to reflect on the practicum experience, to help keep the program supervisor abreast of the candidate's progress and to provide evidence that the candidate is demonstrating the [Professional Standards for Teachers \(PSTs\) and CAP essential elements](#). The journal is not intended to serve simply as a log of daily events.

Submitting journals daily/weekly via e-mail will allow your program supervisor to provide immediate feedback on your teaching which will assist you in planning your upcoming lessons and demonstrate your competence for all of the PSTs and CAP essential elements. ***The required format and a sample journal entry is linked here and can also be found in the Brightspace classroom also. \*Zoom meeting is an option in place of weekly journals for WTP.***

### **LESSON PLANS AND NOTES**

The teacher candidate is to prepare a written lesson plan for each lesson for which they are primarily responsible. **All lesson plans should be in the approved department format. Sample lesson templates are posted in Brightspace and found in the program specific supplemental handbooks.** The candidate must submit all plans to their supervising practitioner in advance of teaching (a paper copy should be available when supervisors do an observation). The first few lesson plans written should be sent electronically to your program supervisor via e-mail.

Special attention should be given to write notes after each lesson taught. These notes may be written on the lesson plan itself or a separate sheet of paper. This will enable the candidate to demonstrate their ability to critically analyze and reflect upon instructional performance.

All lesson plans and notes/reflections from your main curricular unit plan must be uploaded to the CAP online platform. A representative sample of other lesson plans with notes (no more than 10 in total) should also be uploaded.

## UNIT PLANS

**[Note: Moderate Disabilities candidates will do an Intervention Plan assignment instead. See program specific supplemental handbook.]**

For each practicum placement, the teacher candidate is to prepare a written unit plan for one complete unit of instruction for which they are responsible. **(Note: Two placements = Two unit plans.)** Each unit plan **must include everything detailed in the unit plan guidelines found in the supplemental handbooks and posted in Brightspace.** Unit plans designed and used by the candidate must be submitted to your supervising practitioner and program supervisor **prior** to teaching the unit. Consult with your program supervisor and supervising practitioner about the unit(s) you will be teaching and the date the complete unit of instruction is due. The unit plan evaluation criteria are posted in Brightspace and can be found in the program specific supplemental handbooks.

In addition to submitting one complete written unit plan, it is required that at the very least you have basic unit objectives and a block plan for all other units taught. **Unit plans must also be uploaded to the CAP online platform.**

NOTE: ALL LESSON PLANS AND UNIT PLANS MUST BE SUBMITTED TO YOUR SUPERVISING PRACTITIONER (SP) PRIOR TO TEACHING EACH UNIT/LESSON AT A PREARRANGED DATE/TIME. ALSO, SHARE THE NOTES YOU MAKE AFTER TEACHING EACH LESSON.

## FORMATIVE/MIDTERM SELF-EVALUATION

Review your self-assessment rubric, professional practice goal with action/implementation plan, completed self-reflection forms, journals, and your supervisors' observation notes and supervisors' completed CAP forms for the A1, U1 (and possibly A2) observations. Using all of this information, complete a self-evaluation by filling out a SC Midterm Self-Evaluation Form summarizing the evidence you believe exists for each of the seven essential elements and listing your strengths and areas for growth/needs improvement at the midterm point. Share your midterm (formative) self-evaluation form with your supervisors at the 3-way midterm conference. Provide an electronic or paper copy of this self-evaluation to each of your supervisors. **Upload a copy to the CAP online platform.**

## VIDEO SELF-OBSERVATION REPORT

**[Note: Moderate Disabilities candidates are required to complete the Preparing for an IEP meeting assignment instead. See program specific supplemental handbook.]**

The purpose of this assignment is to give you an opportunity to do a self-evaluation while you watch yourself teach (a picture is worth a thousand words). A sample video permission slip can be found in Brightspace. Teacher candidates must submit at least one video self-observation report prior to the midterm. This assignment is required for each practicum placement *(for example = a student who is a dual major and completes 2 practicum will submit 2 videos)*. The report consists of a self-observation reflection using the SC Pre-Practicum/Practicum Observation Form found in the Brightspace classroom. **Submit your completed observation form/report to both supervisors with a complete lesson plan and upload a copy**

to the **CAP online platform**. [You do NOT need to upload your video.] Tips for recording your video can be found [here](#).

## **STUDENT FEEDBACK SURVEY & MEASURE OF STUDENT LEARNING REPORTS**

Both of these reports are required as part of the CAP protocol. In both cases data is being collected. Due date is 1-4 weeks prior to end of practicum depending on the length of the practicum. [See rubrics listed below for more guidance on how to complete these assignments. Samples can be found in Brightspace.]

**For the Student Feedback Survey report**, data is collected using the DESE approved surveys found in the Brightspace Classroom. Select the one that is grade level appropriate.

If you are teaching very young children, students with moderate disabilities and/or English Learners, you and your supervisors may need to come up with alternatives to the DESE surveys.

It is recommended that you collect the data electronically if at all possible (see instructions in Brightspace) to make it easier to summarize the data. Most TCs have used Google Surveys.

The number of students you need to assess depends on how many students you are teaching. Elementary and Moderate Disabilities Teacher Candidates should administer the survey to the full class. TCs teaching at the secondary level or PE should administer the survey to 2-3 classes (40-60 students).

**[Tip: Look at the last page of the survey document published by DESE, found in Brightspace. It contains a crosswalk of questions to standards/elements. This can help you when tagging your report to elements. It also helps you with the evidence you are to cite in your journals on a weekly basis.]**

**The Measure of Student Learning report** is based on the assessment of student learning that your supervising practitioner in collaboration with you and your program supervisor identified that you would administer. It is recommended that:

- The TC administers a pre- and post-assessment. By assessing students prior to and after the delivery of instruction the candidate will be able to see the growth in student learning.
- The SP works together with the PS and the TC to identify the assessment. Keep it simple, a short assessment, something tangible and easy to assess.
- The SP work together with the PS and the TC to set the parameters for what constitutes high, medium and low growth in student learning.
- This assessment should be part of the curricular unit when the candidate has taken full responsibility of the classroom.
- The number of students assessed depends on the number of students being taught. If you are teaching many students then administer the survey to 2-3 classes (40-60 students).

**Both reports have 3 sections:**

**Presentation of raw data (table, bar graph):** Data presented in summary form (e.g., Student Feedback Survey report; 40% (20/50) strongly agree; 44% agree (22/50); 14% disagree (7/50); 2% strongly disagree (1/50) that “I can show my learning in many ways.”

**Data summary for Measure of Student Learning:** 17% high impact/growth (10/60); 50% medium impact/growth (30/60), 33% low impact/growth (20/60).

**Analysis of the data:** What do the data tell me about my teaching related to the Professional Standards for Teaching (PSTs) and the CAP Essential Elements? What adjustments can I make to my teaching? What did I learn from doing these assignments?

**Don't forget to upload both reports to the CAP online platform.** 

### PROFESSIONAL PRACTICE GOAL STATEMENT

Write a statement/paragraph explaining whether or not you have achieved your professional practice goal, include specific evidence. Discuss next steps related to your goal, either ways to extend your goal or additional steps you need to take to continue to grow as an educator. Save this statement as a separate word document and upload it to the CAP online platform.

### PROFESSIONAL E-PORTFOLIO

The link to your e-portfolio must be made available to your supervisors by the last week of the semester (for all candidates except those in the WTP/S3 program). This link should also be saved in a word document and uploaded into the CAP online platform.

Developing a professional e-portfolio is an individual matter. It should highlight your strengths and should include items that demonstrate your ability to reach students at all grade levels for which you are being licensed. You should organize your portfolio in such a way that it will assist you in the interview process as you apply for a teaching position. It may contain a section for some elements (e.g., well-structured lessons) and additional sections to showcase your unique strengths/experiences (e.g., technological expertise, ability to meet needs of students with disabilities). It is advisable to have a table of contents. Remember, your portfolio is a visible representation of your work as a teacher. **It is quality not quantity that counts.** The exact content is your choice. Specific guidelines and tips for developing and evaluating your portfolio are found in the program specific supplemental handbooks, are posted in Brightspace and will be discussed as part of your seminars. The criteria your program supervisor will use to assess your E-Portfolio is found in the E-Portfolio Rubric and in the specific supplemental handbooks.

## RUBRICS/CRITERIA FOR ASSESSING WRITTEN ASSIGNMENTS

[Required CAP Activities Rubric](#)

[Student Feedback Survey Data and Analysis Rubric](#)

[Measure of Student Learning Rubric](#)

[E-Portfolio Evaluation Criteria](#)

Other rubrics that are program specific such as Unit Plan, Lesson Plan, Intervention Plan, etc. can be found in the supplemental handbooks on Brightspace.

### GRADING CRITERIA

Your letter grade will be determined by your program supervisor in consultation with your supervising practitioner. You will be graded on your performance in the following categories:

Category	Percentage
Teaching/Instructional Performance	60%
Written Work	10%
Rubric Summary, Self-Assessment, Professional Practice Goal Statement, Student Feedback Survey Data/Summary/Analysis	10%
Daily Journals, Self-Reflection Forms, Midterm Self-Evaluation, Video Self-Observation (or Preparing for IEP meeting assignment)	10%
Lesson Plans with Notes, E-Portfolio (not WTP/S <sup>3</sup> ) [after final practicum]	10%
Unit Plan (or Intervention Plan Assignment), Measure of Student Learning Data/Summary/Analysis	
<b>TOTAL</b>	<b>100%</b>

#### **Teacher Candidates Professional Expectations**

Teacher candidates are expected to meet all professional responsibilities of attendance, punctuality, appearance, and professional relationships. Failure to fulfill these expected standards will have a negative impact on your grade. **If you need to be absent for illness, it is the expectation that you will notify your SP, PS, and email the Director of Educator Prep & Licensure for permission to be absent.** Failure to attend all seminars/practicum meetings will result in a reduction of grade by one third letter grade for each unexcused absence.

**Note to Program Supervisors:** Midterm and final grades should be noted on the Practicum Grade report which includes an optional grading worksheet section. The worksheet section may be used to assist you in calculating the final grade.

**THE FINAL PRACTICUM GRADE REPORT IS TO BE SUBMITTED TO THE OFFICE OF EDUCATOR PREPARATION.**

**SECTION III**

**DESCRIPTIONS OF CAP FORMS**

**&**

**LINKS TO DESE CAP RESOURCES**



## DESCRIPTION OF CAP PRACTICUM FORMS

**All students are required to use the “Practicum Group” Brightspace classroom. All forms will be posted there and/or in the DESE CAP online platform.**

### **Rubric Summary and Self-Assessment (which includes a Draft Professional Practice Goal)**

Prior to the start of the practicum the candidate will reflect on their previous teaching experience and go into the DESE CAP online platform to fill out the Rubric Summary and Self-Assessment Form, which includes the Draft Professional Practice Goal.

### **Finalized Goal & Implementation Plan**

The first two sections of this form are completed in the DESE CAP online platform within the first week of the practicum and is finalized after the first announced observation at the first three- way meeting. [Note: This form also includes a section on the Measure of Student Learning.]

### **Practicum Observation Forms (DESE & SC)**

The supervising practitioner and program supervisor will use Springfield College (SC) observation forms to take notes/gather evidence to use on the DESE observation forms. The completed SC forms get uploaded into the DESE CAP online platform. The required DESE observation forms can be found in the DESE CAP online platform for the A1, A2, U1, U2. The purpose is to formally document progress and provide targeted specific feedback to guide teacher candidate development. The program supervisor and the supervising practitioner will complete the appropriate forms two times together (A1 & U2) and one time each independently during the practicum (minimum total of 4 formal observations). It is important to provide timely, targeted feedback to the candidates so they can make teaching adjustments between observations.

- **Note: All ECE, Elementary, and Moderate Disabilities students must be observed using teaching in the literacy block using the [DESE Early Literacy Observation Form](#), starting SY2023-2024.**

### **Candidate Self-Reflection Form**

Following an announced (A1, A2) or unannounced (U1, U2) observation, candidates fill out this form (found in Brightspace) as they reflect on the lesson they just taught. The completed form must be uploaded to the DESE CAP online platform within 24 hours of the observation.

### **Candidate Midterm Self-Evaluation Form**

The teacher candidate completes this form prior to the midterm (formative) assessment three- way meeting summarizing the evidence that exists for each of the seven essential elements and listing strengths and areas of growth/needing improvement at the midterm point.

### **Candidate Assessment of Performance (CAP) Forms**

The CAP formative and summative assessment forms are to be completed by the supervising practitioner and the program supervisor in the DESE CAP online platform. The formative and summative ratings are shared with DESE. At the end of the experience the signature form must be signed by both supervisors and the candidate and submitted to the Office of Educator Preparation & Licensure. These CAP forms, including the information page, are the MA DESE official forms for documenting the performance of every teacher candidate doing a practicum and indicating whether or not the candidate is “Ready to Teach” (should be recommended for licensure). These forms become part of the candidate’s permanent file.

**Intervention Warning Form**

This form should be filled out at the midterm (formative assessment) if there is any chance the practicum student may not meet the readiness thresholds for all seven essential elements that are part of the professional standards for teachers. Fill out this form and submit it to the Director of Educator Preparation if the candidate is at risk of not being deemed “Ready to Teach” by the end of the practicum and thus not eligible to be recommended for licensure.

**Time Record and Activity Report**

This form is to be completed at the end of the practicum. All candidates are responsible for keeping track of their hours throughout the experience and entering them onto this form. It will be uploaded to the DESE CAP online platform and submitted to the Office of Educator Preparation and Licensure, where it will be checked for accuracy to ensure minimum clock hour requirements have been met (e.g., minimum of 100 hours of teaching). Total clock hours will also be calculated and entered on the information page of the CAP. This form will be kept on file for state review.

**OVERVIEW OF PROGRAM SURVEYS**

A condition of our Program Approval through DESE requires annual surveys to be completed by the TCs, SPs, and PSs. The surveys are used internally to support our continual improvement efforts. DESE also collects data regarding the surveys through our annual reporting process.

**Teacher Candidates**

Teacher Candidates will be provided a survey link from the Dept. of Educator Preparation & Licensure for the following purposes:

- Evaluation of the Program Supervisor
- Evaluation of the Practicum
- Evaluation of the Supervising Practitioner

**Supervisors**

Program Supervisors and Supervising Practitioners will be provided with a link so they can provide overall evaluation information. This information is used to support Springfield College’s continuous improvement process for all Educator Preparation Programs. Data is reviewed by the Director of Ed Prep and the EPC to inform appropriate adjustments and improvements when needed.



## **CAP RESOURCES FROM DESE ARE LINKED BELOW**

[CAP RUBRIC](#)

[DESE CAP Implementation Handbook](#)

[DESE Guidelines for the Candidate Assessment of Performance \(CAP\)](#)